



# Parent Partnerships Building Student Advocacy

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## INTRODUCTION

New Trier is fortunate to have a supportive and caring school community. We recognize that educating students is a process that involves partnerships between students, parents/guardians, administration, faculty, staff, coaches, and sponsors.

The New Trier community believes all members of the partnership have a fundamental understanding and commitment to the following principles of communication:

## OUR PURPOSE

The purpose of communication is to support our students through open and honest dialogue. All communication will be conducted with civility, professionalism, and respect. When issues arise, individuals seek to understand each other's perspectives to reach reasonable solutions while maintaining positive relationships.

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## OUR PHILOSOPHY

New Trier values the development of resilient healthy individuals as outlined in The Characteristics of a New Trier Graduate: “New Trier graduates learn to take ownership over their physical and mental wellness. As they work to develop a healthy sense of self, they adapt to challenges and changes with resilience, flexibility, and perseverance. They demonstrate responsibility for themselves and care for others.”

Therefore, communication and problem-solving efforts with all staff should be initiated by students. While there are times when it’s appropriate for parents and staff to strategize about how to best engage the student in the problem-solving process, students are encouraged to seek guidance from trusted adults to help them advocate for themselves. To adapt to challenges, students may need to tolerate discomfort and accept that some issues may not be resolved immediately or at the level they seek.

## OUR PROTOCOL

**New Trier High School believes issues should be addressed at the closest and most direct level.** We encourage students to try to resolve situations independently whenever suitable. Due to the unique nature of the Adviser Program, students and/or parents/guardians are encouraged to keep their Adviser informed and seek their guidance in finding solutions and navigating the correct procedures for communication. For example, if a student has a concern about their performance in a class or extracurricular activity, their adviser can provide counsel on best approaches to work with the teacher/coach or sponsor regarding the concern. If the issue cannot be resolved with the teacher/coach or sponsor and warrants the need for additional communication, a student and/or adviser may guide the student to the next appropriate person, i.e., the Department Chair/Activities, Athletic, Performing Arts Director, etc. When appropriate, a parent/guardian may be involved. In all communication, students are expected to be a part of the conversation. All parties involved will maintain reasonable expectations for the frequency and response time of the communication.