NSCC's mission is to measure and improve the climate for learning in schools to help children realize their fullest potential as individuals and as engaged members of society.
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Dear Friends,

As the President of the National School Climate Center (NSCC), I look back at 2013 with great pride in all that we were able to accomplish. We not only achieved our mission of helping students feel safer and more supported in and around their schools, but we also grew our core programs and supports in ways that truly improve the school climate in hundreds of schools nationwide.

NSCC has become a national and international leader in school climate informed metrics. In addition to our renowned Comprehensive School Climate Inventory—the only comprehensive school climate measure that has been recommended by the three current independent evaluations of school climate surveys—we have developed the first Community Scale and a linked, student-led School-Community Partnership Process. I am excited that this measure and process has the potential to really mobilize the “whole village” to support children socially, emotionally and civically in ways that virtually all educators know is essential. But, school leaders today rarely feel able to do.

As you will see below, our learning and work with schools across America and around the world is growing.

We are also pleased to have begun to use the School Climate Resource Center. This interactive, web based resource has the potential to support school climate improvement on a large-scale basis.

We have always been invested in developing resources and guidelines that support sustainable school climate and prosocial educational efforts. In 2013, we have developed two new resources in addition to the School Climate Resource Center that have the potential to support sustainable school climate improvement efforts: Policy resources and guidelines; and, a new School Climate Leadership Certificate Program that we developed in partnership with several other national organizations.

Our work is as critical as ever and I look forward to growing as an organization and continuing to improve the lives of thousands of students annually.

Most important things in life are based on teamwork. This is an essential truth and foundation for all school climate reform efforts: students, parents/guardians, school personnel and even community members learning and working together. And, it is certainly true about NSCC. We have and are only able to further the assessment, transformational and sustainability related efforts with your support: Our extraordinary staff, fellows, interns and consultants, our amazing board of trustee’s, all of you who kindly and generously support our efforts as well as the truly amazing educators and student leaders who we learn and work with. Thank you!

Sincerely,

[Signature]

President, National School Climate Center; Adjunct Professor in Education and Psychology, Teachers College, Columbia University
Our goal is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills.

NSCC is an organization that helps schools integrate crucial social, emotional and civic learning with academic instruction. In doing so, we enhance student performance, prevent drop outs, reduce physical violence, bullying, and develop healthy and positively engaged adults.

For more than a decade NSCC has worked together with the entire academic community—teacher, staff, school-based mental health professionals, students and parents—to improve a climate for learning.

We help translate research into practice by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate. As you will see below, we are learning and working in three overlapping areas now: Assessment, Transformation and Sustainability.
Assessing School Climate

The Comprehensive School Climate Inventory (CSCI)

The foundation of school climate improvement begins with a thorough assessment of the school environment. Our nationally recognized school climate survey, the Comprehensive School Climate Inventory (CSCI), provides detailed information to support long-term and informed decisions. In the School Climate Resource Center, our Readiness and Process or End-of-Stage assessments support school teams throughout the improvement process.

In 2013, NSCC administered the CSCI to more than 230 schools across 24 states in the United States. In addition, NSCC continued a two-year collaboration with the Peru Educational Ministry to adapt and administer the CSCI into a culturally appropriate tool for use in 24 of their highest-needs schools in Provinces in and around Lima.

Our critical assessment work also included a very successful third year of implementation for NSCC’s four-year partnership with the Iowa State Department of Education to create a custom school climate survey that will ultimately be administered to every school statewide. It is federally funded under the Safe and Supportive Schools grant, which was awarded to 11 states.

We are working with Iowa to track the efforts of 48 schools over the four years of the project to utilize the school climate data as an essential tool for effective improvement. In year three, our work entailed the addition of a trend report for all participating schools, showcasing their progress across the project, as well as stronger outreach and engagement efforts to the entire community. Through this partnership, the participating schools have developed significant plans for improvement that are being benchmarked over the remaining period of the grant to ensure fidelity and the highest integration of school climate best practices into each school’s current initiatives.

Jefferson County, KY also used the CSCI for the final year as part of their three-year federally funded Investing in Innovation (I3) project. It is being implemented in six of the highest-need districts within the county, and the resulting data will be a core component of each school’s improvement strategy related to the grant. Based on preliminary data and reports from the research team, we are seeing promising gains in school climate and other indicators for success, including attendance rates and academic performance.

In the fall of 2013, we began a multi-year partnership with the Detroit RESA Regional Network to assess school climate in 54 Detroit Public Schools and surrounding area schools. In addition, RESA will be using NSCC’s 5 Stage Improvement Model as an orienting framework for ensuring all schools see meaningful improvement over the term of the partnership. All coaching support, overview training, and guidelines build on NSCC’s Model and the core 12 dimensions of the CSCI.
Assessing School Climate

In the Spring of 2013, NSCC finalized a partnership with Special Olympics Project Unify, which includes administration of a custom CSCI with a newly developed “Social Inclusion” scale to 12 Special Olympics partner schools (representing the following states: MI, NC, SC, AZ, ID, & CO) in the Fall of 2013. NSCC will be administering the same custom CSCI to 12 comparison sites in our network to conduct the research portion of the project. This is an exciting first step in what both organizations hope will be widespread adoption of the custom Social Inclusion CSCI in all Project Unify schools globally.

Overall, the Comprehensive School Climate Inventory (CSCI) measured the voice and perceptions of more than 109,000 students, 96,000 parents, and 16,000 staff members nationwide.

The CSCI has become an elemental tool for many districts and networks across the country, and is increasingly being used on an annual basis by schools to track their efforts, benchmark improvements, and ensure long-term school climate success. More than 60% of our current schools utilizing the CSCI have built this assessment into their annual or bi-annual plans, showing a much more significant commitment to school climate reform than in previous years.

We have also seen a growth in state-level commitment to school climate, including states like WY, CT, and IL that have explicit school climate legislation that supports assessment as a core component of effective school improvement efforts. Our partnerships with key networks within these states as well as with State-level leaders has deepened our reach, and created the foundation for long-standing collaboration. We have developed multi-year partnerships with BOCES networks in NY, which service 30+ districts, and the largest support network in CT—CREC.

The Community Scale and the School-Community Partnership Process

Schools really do need the support of the larger school community to support the “whole child”. NSCC developed a new school climate scale—the Community Scale—and a student-led School-Community Partnership Process to actualize this goal!

We completed the first pilot study of this Community Scale (Scale) and the School-Community Partnership Process (Process) in Westbrook, Conn. This scale and school-community partnership process engages middle and/or high school students to take a short survey to 14 sectors of the school's community: from the faith based to law enforcement, local media and town officials to youth-based arts organizations and the school board. The survey asks community members and leaders two sets of short questions: What is your perception of the school (in ways that are aligned with what we now ask students, parents/guardians and school personnel)? And, to what extent are you interested in learning about the school climate survey findings and invested in actively supporting the schools improvement goals? This scale has the potential to become a meaningful “value added” to the core CSCI (which currently measures student, parent, and school personnel voice) as well as making the notion that school climate reform engages the “whole village” to support the “whole child” come alive in very exciting and educationally meaningful ways. And, this Scale and Process can be used with any other school climate survey in addition to the CSCI.

School Climate Readiness and Process Assessments

In 2013, we began to pilot two new sets of metrics that are designed to support school leaders understanding readiness as well as the process of school climate improvement. NSCC believes that all schools are “ready” to begin a comprehensive school climate reform effort. However, all schools—like all people—present with a unique history and array of strengths and needs. Understanding these strengths and needs—assessing Readiness—supports thoughtful planning and an effective process of mobilizing students, parents/guardians, school personnel and even community members to learn and work together to create even safer, more supportive, engaging and flourishing K-12 schools.

School climate improvement is a continuous process of learning and improvement. Understanding and building on the process — successful and/or challenging -- of school climate improvement is essential. NSCC has developed the first set of Process or “end of stage” self-assessments for Principals and their leadership teams. Both of these metrics are a part of our new School Climate Resource Center (described below). And, when Principals and their leadership teams complete these, reports are automatically generated and are archived in the Principals Portfolio.
NSCC works with schools, districts, networks of schools, State Departments of Education and foreign educational ministries to support school leaders engaging students, parents/guardians and school personnel to learn and work together to address three essential questions that shape an engaged and helpful school climate improvement process:

1. What kind of school do we want ours to be?
2. What are our current strengths and needs (as revealed on school climate surveys)? And,
3. Given a gap analysis (vision vs. current reality) what specific schoolwide and/or instructional and/or relational goals do we want to work on together as a community?

Some of these efforts represent ongoing projects with districts. And, others are new schools that we just began to work with in 2013.

In 2013, NSCC held 29 workshops, for 2,335 attendees. These workshops ranged from building events to large meetings that were attended by dozens of districts to State Department of Education sponsored meeting to national ASCD Whole Child podcasts as well as federally funded national conferences.
NSCC is involved with sustaining school climate improvement efforts in three major ways: Research, Leadership Development and Policy reform.

Sustaining in Action: Research

In 2013, NSCC was involved with five major research initiatives:

1. Revising the CSCI and developing plans to create a fourth version of this renowned school climate survey.
2. Developing and studying the Community Scale: and the School-Community Partnership Process (described above)
3. Winston-Preparatory Schools Projects: We are involved with two research projects with these partner schools: (i) Studying the lives of learning disabled students over time; and, (ii) helping to develop a series of short socially and emotionally informed surveys that students as well as their teachers and parents will complete in reliable and valid ways. These surveys will be used to not only 'benchmark' where students are functioning “now” but to also further a reflective discussion about "how do I see myself?" And, "how does this compare and contrast with how my parents and/or my teachers see me now?"
4. Project UNIFY, Special Olympics Projects: We have been involved with two research projects to support Project UNIFY social inclusion goals: (i) to develop a scientifically sound scale that will become a part of the Comprehensive School Climate Inventory (CSCI) that measures to what extent students with disabilities are included socially in all aspects of school life; (ii) to develop a self-assessment through which principals can track which social inclusion strategies are being implemented in their schools; and, (iii) to explore how school climate and social inclusion at schools with Project UNIFY compares to school climate at schools without Project UNIFY.
5. School Climate Resource Questionnaire: In partnership with the Character Education Partnership and the National Dropout Prevention we are issuing a national survey that asks educators about the school climate related “needs”. Preliminary findings (N=125) indicate that 9 out of 10 practitioners are strongly needing/wanting guidelines and tools in all three areas. This is a big deal. This is exactly what NSCC provides: detailed information, guidelines and tools that support school climate and prosocial educational reform policy, practice and leadership development resources!

Professional Publications


We also developed a series of short School Climate Practices for Implementation and Sustainability for policy as well as practice leaders that Teri Dary and Terry Pickeral that includes a series of very short briefs about the following topics:
- School Climate and Standards by Patricia A. Ciccone (Superintendent, Westbrook, CT Public Schools) and Jo Ann Freiberg (Education Consultant, CT State Department of Education);
- School Climate and Research by Amrit Thapa (Research Director, National School Climate Center);
Sustaining School Climate

- School Climate Measurement and Analysis by Darlene Faster and Daisy Lopez (NSCC);
- School Climate and Youth Development by Richard Cardillo (NSCC);
- School Climate and Shared Leadership by William H. Hughes (Director of Leadership, Schools That Can Milwaukee and Director of the School and Instructional Leadership Program, Alverno College, Milwaukee, Wisconsin) and Terry Pickeral, (Senior Consultant, NSCC);
- School Climate and Moral and Social Development by Richard Weissbourd (Lecturer on Education), Suzanne M. Bouffard (Practice Program Project Manager) and Stephanie M. Jones (Associate Professor in Human Development and Urban Education Advancement) all of whom are a part of the Making Caring Common Initiative, Harvard Graduate School of Education;
- School Climate and Inclusion by Clement Coulston (Special Olympics Project UNIFY® and Student, University of Delaware) and Kaitlyn Smith (Special Olympics Project UNIFY® and Student, University of Northern Colorado);
- School Climate and Equity by Randy Ross (New England Equity Assistance Center, the Education Alliance at Brown University);
- School Climate and Dropout Prevention, Marty Duckenfield) Public Information Officer, National Dropout Prevention Center) and Beth Reynolds (Executive Director, National Dropout Prevention Center;
- School Climate and Bullying Prevention by Jonathan Cohen, NSCC; and, Adjunct Professor in Psychology and Education, Teachers College, Columbia University) and Jo Ann Freiberg, (Connecticut State Department of Education and Member, National School Climate Council);
- School Climate and Adult Learning by Jonathan Cohen, (NSCC and Adjunct Professor in Psychology and Education, Teachers College, Columbia University) and Philip Brown (Senior Consultant, NSCC). Available: that can be found at: http://www.schoolclimate.org/publications/practice-briefs.php

Sustaining in Action: Policy

Historically, NSCC has focused on practice, teacher educational and leadership development efforts. Since, 2007 when we helped to develop the National School Climate Standards
in partnership with the National School Climate Council, we have become more and more involved with district, state and international policy conversations and consultations.

In 2013, we organized our first School Climate Policy Institute.

NSCC has become increasingly involved with policy conversations and consultations with State Departments of Education and districts as well as national organizations including: The South Dakota and Connecticut’s State Departments of Education, the Minnesota Policy Council; Chicago Public Schools: Alliance for Education; School Discipline Consensus Project (The Council of State Governments); Futures Without Violence: ASCD’s Whole Child Initiative; New York State Permanent Judicial Commission on Justice for Children; and Iowa’s Safe School Climate Certification Program.

National School Climate Council

In 2007, NSCC and the Education Commission of the States formed the National School Climate Council: A group of policy and practice leaders who are committed to narrowing the gap between school climate research on the one hand and policy, practice and teacher education on the other hand. The Council’s recommendations and—importantly—definitions of school climate and an effective school climate improvement process have and continue to shape national and international understandings and practice. In 2013, we re-organized the leadership of the Council and now have two co-chairs, two incoming co-chairs.

Standards & Definitions

One of the important challenges to the field of school climate is that there is not a nationally and internationally agreed upon definition of “school climate”, a “positive school climate” and an “effective school climate improvement process”. NSCC supports the definitions that have been consensually developed and defined by the National School Climate Council.

A growing number of districts, states and organizations have adopted or adapted the Council’s definition of “School Climate,” “School Climate Improvement Process,” and The National School Climate Standards. We are pleased that the following groups have adopted these definitions: National Education Association (NEA) has adopted the Council’s definitions of “school climate” and its key dimensions. And, the Illinois Civic Mission Coalition (McCormick Foundation)—Council’s definition of “school climate” is referenced in its Illinois Civic Blueprint (2d Edition).

Policy Services

NSCC Fellow Jessica Savage, JD and NSCC consultant Randy Ross (and member of the New England Equity Assistance Center at Brown University) have developed a new set of NSCC services geared to helping schools and districts adapt their bullying prevention policies and procedures to better meet the requirements of federal civil rights laws.

Sustaining in Action: Leadership Development

In 2013, NSCC founded the Education Leadership Coalition on School Climate. This Coalition now includes the Center for Character and Citizenship, University of Missouri-St. Louis; Character Education Partnership; Making Caring Common Initiative, Harvard Graduate School of Education; National Dropout Prevention Center/Network; and, our Center.

The Coalition developed National School Climate Certification Program to further three overlapping goals:

1. To support and recognize the development of socially, emotionally and civically skilled school leaders who understand and use the theory, research and practice of school climate reform and evidence-based character education, social emotional learning, risk prevention and health/mental health promotion efforts.

2. To grow and support a network of school climate improvement leaders who appreciate and focus on adult learning and mobilizing the whole school community to support the ‘whole child’ and advance social, emotional and civic learning, academic achievement and positive youth development.

3. To assist State Departments of Education to develop professional resources they can use to strengthen their school climate efforts, by helping to train, support and recognize certified school climate leaders in their states.
In 2013, we held our 16th annual Summer Institute as well as our inaugural Policy Institute.

Our 16th annual Summer Institute in July was attended by 72 participants—many of who came in teams—from across America. As has virtually always been the case, participants rated the experience as “very good” to “excellent”.

Our inaugural Policy Institute: Our first Policy Institute was held on July 8th. This one day invitational meeting is being co-sponsored by a number of national organizations that will work with us to plan and run the Policy Institute as well as develop and work on projects after the Institute. The goal for the Policy Institute is to raise awareness about the importance of policies and practices that support school climate reform as well as develop new resources for district leaders (superintendents and school board leaders). Co-Sponsors of the Policy Institute: ASCD; Alverno College; Character Education Partnership; the Federally funded network of Equity Assistance Centers; Futures without Violence; Green Ribbon Schools; Harvard University, School of Education; Illinois Campaign for the Civic Mission of Schools; National Coalition of Academic Service-Learning; National School Climate Center; National School Climate Council; New Hampshire Department of Education; New York ACLU; PACER; Special Olympics Project UNIFY; School Safety Center network; Washington Department of Education. Although the U.S. Department of Education will not be an official co-sponsor of the Policy Institute, they will be represented.

School Climate Resource Center (SCRC)

To support sustainable school climate improvement efforts, NSCC has been developing a new School Climate Resource Center (SCRC). The SCRC includes a growing array of interactive information, guidelines, tools and forums that support building, classroom, parent and mental health leader to understand, address and master the tasks/challenges that shapes an effective school climate improvement process. The SCRC also has a growing range of learning modules and Best Practices that can be ‘downloaded’ to be used in local study groups. The SCRC also includes new metrics to support Principals and their leadership teams (Readiness and Process self-study tools) and forums that promote an on-line professional learning community. NSCC is now beta testing the first edition of the SCRC (scrc.schoolclimate.org).
International Projects

NSCC continues to learn and teach internationally as well as in American. We worked with the Peru Ministry of Education and the World Bank to help them measure school climate.

At the request of the US State Department and the National Ministries of Education in both Peru and Chile, NSCC Education Director Rich Cardillo conducted a two-week teaching/learning experience in during the summer working with a wide range of national and local leaders in these countries.

UNICEF: We consulted to UNICEF leaders about their Child Friendly School Program.

French Educational Ministry: For the second year in a row, NSCC learning and worked with Principals from across France as well as their professors and field supervisors about effective school climate improvement efforts in November. And, we consulted to senior members of the French Educational Ministry about educational policy and practice.

Summits and “think tank” Meetings
NSCC leaders were a part of two important national “think tank” meetings in 2013:

• National Education Association (NEA) Summit on School Climate - Its Critical Role in Bullying Prevention. October 8, 2013, Washington, DC.

BullyBust: Promoting A community of Upstanders—Engaging youth to Transform School Climate

NSCC has also been attuned to the profound importance of engaging students to be co-learners and co-leaders in the school climate improvement process.

In 2013, NSCC continued to meaningfully engage students and adults through our BullyBust: Promoting a Community of Upstanders campaign (www.bullybust.org). This campaign is an essential and foundational element of everything that we have learned about school climate, packaged for the entire school community.

Through this campaign, schools across the country are forming Upstander Alliances—teams of youth leaders who partner with adults in their community to promote positive, upstander behavior. NSCC provides free resources to these Upstander Alliances to help student teams, in collaboration with adult moderators at the school, create targeted community-wide engagement projects focused on preventing bullying and raising awareness.

Through the Alliance, team members have access to detailed tools for creating and sustaining their group, opportunities to connect with artists, experts, and youth leaders who are making a difference, and are also able to share their experiences with other Alliances across the country. The Upstander Alliance Partner School network continues to grow. We currently have approximately 3000 partner schools nationwide representing every state, and we are working to harvest a number of “Upstander Hero” profiles of schools this spring to add to the site. In the fall of 2013, we launched an “I am an Upstander” Challenge that invited students and school groups to showcase how they are being Upstanders by video, essay, or artwork.

We created a partnership with EdModo, a unique learning platform for students and educators that has 19 million+ active users, and 40K+ twitter followers to highlight our free bully prevention resources, and link to our wider school climate supports.

One of our long-standing partners, the Broadway show WICKED, hosted their annual WICKED Games this June, and BullyBust was one of six charities promoted to their entire 1 million+ Facebook, and 45K+ Twitter audience throughout the six-week period using special online games to encourage fan participation and engagement with the causes.
Supporters

Alden Cohen
Amy Grossberg
Barbara Eisold
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Boys and Girls Club of America
Brooks Tanner
Cleveland & Villaview Community Schools
Cristo Rey New York High School
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Susan Moldovan
Takemi Uneno
Tamara R. Igel
Trev Huxley
Walton Family Foundation
Wendy Lubin
William Solodow
Yvonne Marsh
Financials

2013 Expenses

2013 Income

Column, bar, and pie charts compare values in a single category, such as the number of products sold by each salesperson. Pie charts show each category's value as a percentage of the whole.

**2013 Expenses**

- SCRC 7.27%
- New Resource Development 0.82%
- Administration 19.23%
- Development 8.35%
- Educational Projects 39.25%
- CSCI Project 13.54%
- Communications 11.54%

**2013 Income**

- SCRC 0.03%
- Admin/Donations 34.04%
- Development/Events 2.28%
- Educational Projects 37.73%
- CSCI Project 23.78%
- Communications 2.14%
Howard Adelman—Co-director and Professor, School Mental Health Project, Center for Mental Health in Schools, Department of Psychology, UCLA

Marvin Berkowitz—Sanford N. McDonnell Endowed Professor of Character Education and Co-director, Center for Character & Citizenship, College of Education, University of Missouri, St. Louis


Martin J. Blank—Director for School, Family and Community Connections Institute for Educational Leadership Staff Director, Coalition for Community Schools

Philip M. Brown—Director, Center for Social and Character Development, Center for Applied Psychology, Rutgers University, NJ Incoming Co-chair, National School Climate Council

Patricia (Pat) Ciccone—Superintendent, Westbrook Conn Public Schools; inaugural Leaders to Learn From for School climate Reform effort, Ed Week

Samuel Chaltain—National educator and organizational change consultant (formerly, National Director of the Forum for Education and Democracy founding director, Five Freedoms Project, Washington, DC

Jonathan Cohen—President, National School Climate Center; Adjunct Professor in Psychology and Education, Teachers College, Columbia University; Co-founder and Emeritus co-chair, National School Climate Council

James P. Comer—Maurice Falk Professor of Child Psychiatry, Founder, School Development Program, Yale Child Study Center, Yale University School of Medicine

Peter DeWitt—National Consultant on school leadership and instructional practices. Former elementary school Principal; Finding Common Ground Blogger (Education Week) and author (Corwin Press). Co-chair, National School Climate Council

Arnold F. Fege—Director, Public Engagement and Advocacy, Public Education Network, Washington, DC

Ann Foster—Executive Director, National Network for Educational Renewal

H. Jerome Freiberg—John & Rebecca Moores Professor of Education, University of Houston

Jo Ann Freiberg—Consultant for School Climate, Bullying and Character Education, Connecticut State Department of Education
Ann Higgins-D’Alessandro, Ph.D.—Director and Professor, Applied Psychology Doctoral Program, Fordham University, Bronx, New York.

Gary A. Homana—College of Education Towson University

Mark Hyatt—CEO and president, Character Education Partnership

David Hutchinson—School board member, State College Area School District

William H. Hughes—Director of Leadership Development, Schools That Can-Milwaukee and Assistant Professor of Education; Director of the School and Instructional Leadership Program, Alverno College, Milwaukee, Wisconsin

Peter S. Jensen—Co-Chair and professor, Division of Child Psychiatry and Psychology, Mayo Clinic, Rochester, MN; President, REACH Institute (REsource for Advancing Children’s Health)

Molly McCloskey—Share Our Strength

Linda Jeanne McKay—National Advocate for Support of Character Education and School Climate; former Senior Advisor to the Deputy Under Secretary, Office of Safe & Drug Free Schools for Character Education, U.S Department of Education

Kim McLaughlin—Director, Student Support Services Center, Genesee Valley BOCES, New York

Nicholas Michelli—Presidential Professor in Urban Education, Doctoral Program in Urban Education, City University of New York

Carol Nixon, Ph.D.—Postdoctoral Research Associate, Department of Human and Organizational Development, Vanderbilt University. Incoming Co-chair, National School Climate Council

Derek Peterson—International Child/Youth Advocate

Randy Ross—Equity & Diversity Specialist, New England Equity Assistance Center, The Education Alliance at Brown University

Sean Slade—Whole Child Programs, ASCD

Linda Taylor—Co-director, School Mental Health Project Center for Mental Health in Schools, Department of Psychology, UCLA

Stuart Twemlow—Former Professor Psychiatry, Menninger Dept. Psychiatry, Baylor College of Medicine, Houston, Now Visiting Professor University College London (Health Sciences). Leader International Coalition of Peaceful Schools & Communities

The School Climate Council is grateful for the contributions of the following former council member:

Terry Pickeral—Founder and partner, Cascade Consulting; former Executive Director, National Center for Learning and Citizenship (NCLC) at the Education Commission of the States; Terry was the co-founder of the Council. We are indebted to his visionary leadership.

Victor Battistich (deceased) Associate Professor, Center for Character & Citizenship, College of Education, University of Missouri, St. Louis
Board of Trustees

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Adjunct Professor in Psychology and Education, Teachers College, Columbia University

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Psychiatrist
Assistant Clinical Professor, Weill Cornell Medical College

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Rachel Levin
Educator, MS 258
Staff

Daniel Bellizio  
Chief Administrative Officer, Policy/legal Director

Philip Brown  
Senior Consultant

Richard Cardillo  
Education Director

Jonathan Cohen, Ph.D., A.B.P.P.  
Co-founder and President

Akwaeeke Emezi  
Digital Content Manager, School Climate Resource Center (SCRC)

Darlene Faster  
Chief Operating Officer, Communications Director

Jack Heidgerd  
Director of Finance

Amy Berg  
Development Director

Megan Ice  
Research Associate

Marjie Knudsen  
Twitter Manager

Elizabeth Lee  
Marketing and School Support Coordinator

Randy Ross  
Senior Consultant

Jessica Savage  
Policy Fellow

Anne-Marie Stehn  
Fiscal and Operations Manager

Amrit Thapa, Ph.D.  
Research Director

Chanelle Spencer  
Research Fellow

Bo Ning  
Research Fellow

Daisy Lopez  
Marketing and School Support Manager