

12th

ANNUAL SUMMER INSTITUTE 2009

The Center for Social and Emotional Education *and*
The City University of New York, School of Professional Studies

present



Comprehensive School Climate Reform and Bully Prevention

Promoting Healthy and Democratic K-12 School Communities

July 7-9th, 2009

Fordham University

113 West 60th Street, New York, NY 10023



CENTER FOR SOCIAL AND EMOTIONAL EDUCATION

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www.schoolclimate.org



SCHOOL OF PROFESSIONAL STUDIES
THE CITY UNIVERSITY OF NEW YORK

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PROGRAM OVERVIEW

This three day institute is designed to support school teams and individuals developing school climate improvement plans to promote safe, caring and civil schools that support positive youth development, democratic school communities, student learning/achievement and “upstander” behavior (or the inclination and ability to say “no” to bully-victim behavior).

In 2009 the institute will have a dual focus: promoting effective school climate reform efforts in general and effective bully prevention and pro upstander behavior in particular. Bully-victim behavior is perhaps the most common factor that undermines feeling safe in the schools: the foundation for learning, teaching and healthy development. Students and adults alike make a choice to be a passive bystander or an ‘upstander’ who says “no” (directly or indirectly) to bully-victim behavior. Learning to be an upstander involves a series of social, emotional and civic skills, knowledge and dispositions that have provided an essential foundation to fighting injustice nationally (e.g. from the holocaust to past and present civil rights movements) and locally in our schools communities. Promoting upstander behavior is one of the single most important ways that we can and need to protect children as well as promoting essential social, emotional and civic learning.

The Institute will provide important research-based school climate and instructional guidelines and resources for school teams and individuals to reflect on current practice and develop new plans to promote healthy and democratically informed schools in general and reduce bully-victim behavior and promote upstander behavior in particular. Research shows that when schools engage in these processes over time, student achievement, civic engagement and positive youth development significantly increases and school violence decreases.

For past attendees: This summer’s institute will be of additional value to past attendees. Building on our past work in social emotional learning/character education and school climate improvement, this summer’s institute provides an even richer array of sessions on core practices to promote safe and civil schools, including detailed guidelines on how to promote upstander behavior. It provides a series of new tools to support effective school climate measurement and sustaining implementation efforts.

Throughout the Institute, two fundamental questions are asked:

- In what ways are we already using these strategies and practices in our classrooms and/or schools?
- What can we do to enhance our efforts in these areas?



Specifically, participants will learn about:

1. Recent research and best practices in social, emotional, and civic education that supports effective bully prevention, pro-upstander behavior and academic achievement.
2. A continuous process for measuring and improving school climate.
3. Classroom, school-wide, and school-home-community interventions that transform schools from communities of passive bystanders to upstanders who say “no” (directly or indirectly) to bullying.
4. Comprehensive bully awareness and prevention action planning that builds on your school’s strengths, needs and goals.

Prior to attending the Institute, members will receive readings, resources and a series of questions to consider related to your school’s climate, practices, mission and goals that will support reflection and action planning at the institute.

After the Institute, members will have the option of developing a portfolio of instructional and/or school wide implementation efforts that will be shared with other educators invested in being social, emotional and civic “learners and teachers”—learning from each other about common barriers and suggested solutions that support—truly—healthy and democratically informed schools.

SUMMER INSTITUTE SCHEDULE

Tuesday July 7th — Day One

Theme: Promoting school climate improvement and upstander behavior: School-wide considerations

Outcomes: Participants will learn about research findings and best practices that support safe and civil schools as well as social, emotional, civic and intellectual learning: the foundation for school and life success. This first day of the institute will begin with a framework to promote continuous school climate improvement in general and upstander behavior in particular. Individuals and teams will learn about a series of school wide and school-community processes that provide an essential foundation for school climate improvement, bully prevention and pro-upstander interventions. In an intermittent but ongoing manner, participants will consider how to translate “aha” moments into personal/professional as well as school and/or team action plans.

8:30 – 9:00 **Registration and Continental Breakfast**
9:00 – 10:00 **Promoting healthy and democratic schools: Developing a positive school climate and a culture of upstanders**

Jonathan Cohen will provide an interactive overview of research-based social, emotional and civic education and school climate. We will begin with our own “morning meeting” to develop positive expectations for how we will work and learn together throughout the Institute. Then, participants will learn about research based instructional and school-wide efforts that support a healthy, democratically informed school climate in general and effective bully prevention/pro-upstander behavior in particular.

10:00 – 11:00 **Translating school climate, bully prevention and upstander efforts into practice**

In this session participants will work collaboratively to discover and translate effective, research-based best practices in school climate, social-emotional learning, civic education and bully prevention/pro upstander efforts. Participants will then use their findings to assess their schools current strengths and areas for possible growth during the Institute and in the coming school year.

11:00 – 11:15 **Break**
11:15 – 12:15 **Visioning and developing a shared vision**

Developing a shared vision and plan for promoting, enhancing and sustaining a positive school climate provide the foundation for effective school climate improvement practices. Participants

will use their schools vision/mission statement to understand how current practice supports the vision/mission and what are possible “next steps” to close the gap between the schools vision/mission and current practice.

12:15 – 1:30 **Brown bag lunch:
Connecting with fellow teachers and learners**
1:30 – 2:35 **The Bully Play Project**

This session presents a play that students will perform about the bully-victim-witness cycle. Growing out of our work with schools, this is one of the many ways that educators can use the arts to educate and support social, emotional and civic learning. This arts informed strategy can be used to engage and educate youth on a range of topics.

2:35 – 2:45 **Break**

Note: Participants will have the have a choice to attend one of the following workshops.

2:45 – 4:15 **Promoting trust and community building: the foundation for effective school climate improvement and upstander efforts**

Building on today's previous sessions, this workshop focuses on an additional series of tasks that support school communities creating the foundation for the next phase of effective school climate improvement efforts. This session will include guidelines that support leadership teams considering how they can assess “readiness”, create even more representative leadership teams that include students, parents and even community leaders as well as promoting trust. Distrust and a culture of “blame” and “excuse” undermine school climate reform, bully prevention efforts and social- emotional education. Teams and individuals will consider individual and organizational strategies that support students’ trust, accountability and responsibility.

2:45 – 4:15 **Comprehensively evaluating school climate: A springboard for community building, understanding and action planning**

In this workshop, participants will engage in a discussion of how to develop a more systematic understanding of school climate and how this understanding can be used to develop plans for improvement.

4:15 – 5:00 **Team meetings**
Free time to enjoy and explore New York!

SUMMER INSTITUTE SCHEDULE

Wednesday July 8th — Day Two

Theme: Social, emotional and civic instructional and systemic practices

Outcomes: The second day of the institute focuses on a range of instructional, and to a lesser extent school wide strategies that promote healthy and democratically informed schools in general and upstander behavior in particular. Workshops will focus on: The Olweus Bullying Prevention Program: Purpose and Possibility; Social crisis preparedness planning: Institutionalizing upstander behavior; Infusing social, emotional and civic learning into existing curriculum; Learning from multiculturalism; Using socio-moral dilemma discussion to promote student engagement, social, emotional and civic learning and enhance school climate; and, Reaching every child: Developing Advisory Programs that support positive youth development and pro-upstander behavior.

The focus today will be on developing skills and preliminary action plans to further these practices in your school.

Participants will consider how to translate “aha” moments into personal/ professional as well as school and/or team action plans. We encourage team members to attend different workshops. Morning workshops will be offered again in the afternoon, giving participants the benefit of choosing more than one topic.

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| 8:30 – 9:00 | Continental Breakfast |
| 9:00 – 9:15 | Feedback on Day 1 & Overview of Day 2 |
| 9:15 – 12:00 | Workshops I (Visit http://www.schoolclimate.org/si for a complete list) |
| 12:00 – 1:30 | Lunch |
| 1:30 – 4:15 | Workshops II |
| 4:15 – 4:45 | Team Meetings |
| 5:00 – 7:30 | Evening Reception |

Institute members and faculty are invited to a reception of snacks, drinks and conversation.

Thursday July 9th — Day Three

Theme: Coordinating and sustaining implementation efforts: Adult learning, action planning and beyond

Outcomes: Because school climate improvement efforts and programs to develop social and civic skills are often fragmented, short term and uncoordinated, Day Three will concentrate on strategies for integrating and sustaining these initiatives. Participants will gain an understanding of best practices and

specific tools to support the process of “pulling it all together.” Participants will have an opportunity to work on action plans and to join an ongoing network of teachers and learners to support social, emotional and ethical education and school climate improvement.

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| 8:30 – 9:00 | Continental Breakfast |
| 9:00 – 9:15 | Reflection and Overview |
| 9:15 – 11:00 | Adult Social, Emotional and Civic Learning |

Walking Our Talk: Changing the climate of the adult interactions in our schools

Cat Greenstreet

How can we adults create a hopeful climate among us that fosters honesty, respect, and change, the very capacities we want to cultivate in our students? Mustn't this be an essential aspect of school climate change? Based on the touchstones used in the Courage to Teach® renewal retreat model, this workshop invites participants to experience these guidelines for creating welcoming, safe spaces in which we might begin to hear the other as well as the voice of our inner teacher, a quiet voice of guidance and wisdom within each one of us.

Modeling of Moral Character by Teachers: What are the behaviors, characteristics, and dispositions that may be taught and assessed?

Merle J. Schwartz, Ed.D.

Participants in this interactive workshop will “unpack” what is meant by the assumption that through teacher modeling, teachers affect the character (social, emotional, and ethical) development of students, enabling them to develop skills and dispositions necessary to support the democratic society in which they live. Modeling moral character will be reframed from the eyes of the student, focused on teacher persona and actions—what the teacher says, how the teacher acts towards others, and how the teacher does his or her work.

| | |
|---------------|--|
| 11:00 – 11:15 | Break |
| 11:15 – 12:30 | Code of conduct: For students and Staff |

Codes of conduct have the potential to shape norms, beliefs and expectations in profound ways. However, too often student code of conduct is “handed down” from school leadership and is not a set of guidelines that students and other members of the community believe are meaningful codes that they have ‘co-authored.’ When this is the case, the codes are less likely to positively influence student or adult behavior. This session builds on the institute in general and the morning in particular. Participants will have an opportunity to engage in a process of considering what they believe student and staff codes of con-

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duct could and should be as well as how they might introduce this process into their own school.”

12:30 – 1:45 Lunch together (provided)

1:45 – 4:30 Keynote: Implementation
Maurice Elias

Free time to enjoy and explore New York!

July 8th Workshops I and II

Note: All July 8 workshops repeat in the morning and afternoon sessions. For further details, visit www.schoolclimate.org/si

Social crisis preparedness planning: Institutionalizing upstander behavior

Bill Eyman

All schools have crisis preparedness plans for physically dangerous moments (e.g. fires, bomb scares). This workshop is based on the notion that schools can and need to also develop crisis preparedness plans for socially dangerous moments, like bullying. Participants will learn about a series of steps that support school and parent/guardian leaders (a) considering this idea and (b) institutionalizing it.

Infusing social, emotional and civic learning into existing curriculum

Jonathan Cohen

This workshop provides detailed guidelines that support classroom teachers developing social, emotional and civic learning objectives and linked learning activities into existing lesson plans and units. We will use bully-victim-witness issues as organizing examples. Participants will learn about resources related to social emotional learning-related scope and sequence, evidence-based curricular options and infusing social, emotional and civic learning into existing curriculum will be covered.

Learning from multiculturalism

Chana Zweiter

Leaning on experience in dealing with these challenges in the Middle East, this session is designed as a forum in which educators reflect on multiculturalism and develop the understanding and know-how with which to foster respect for diversity and for individuals of varied cultures within their learning environments. In the context of the Israeli-based Kaleidoscope approach they will achieve an understanding of supportive evidence/research and will develop systematic strategies for developing the social and emotional skills critical to learning environment that are safe and supportive in general and with regard to bully-victim-witness dynamics in particular.

Using socio-moral dilemma discussion to promote student engagement, social, emotional and civic learning and enhance school climate

Ann Higgins-D'Alessandro

This workshop focuses on the use of socio-moral dilemma discussion technique as a strategy for actively involving students in thinking through and role playing socially difficult situations, such as how to be upstanders and in thinking through the purpose of rules and the norms they represent, as well as how rules and norms form one part of the structure of school climate. Socio-moral dilemma discussions are also effectively used to teach subjects from language arts to science. In this workshop participants will learn about a series of research-based steps and processes that allow teachers to utilize this method as part of any course, in service learning, and in sports and afterschool programs. Teachers will work on writing and infusing socio-moral dilemma discussions into their fall 2009 lesson plans and units.

Reaching every child: Developing Advisory Programs that support positive youth development and pro-upstander behavior

Rhia Hamilton

This workshop is geared to middle and high school educators. This workshop will support participants developing plans for an Advisory Program or build on existing Advisory practices. Advisory program provide important opportunities for educators to “connect” with all students: an essential foundation for risk prevention efforts in general and bully prevention efforts in particular. Participants will learn about a series of Advisory activities that support comprehensive bully prevention and pro-upstander efforts.

The Olweus Bullying Prevention Program: Purpose and Possibility

Andrea Fallick and Kim McLaughlin

Drawing on research and theory and the SAMHSA model program, the Olweus Bullying Prevention Program, this workshop will help participants to understand how to identify a wide range of bullying related behavior, how to intervene to help children who are the targets of bullying, who bully others, who are provocative targets, and/or bystanders and how to access related support in New York State and beyond. This session will offer clear definitions related to bullying and the long term effects of bullying. We each play an important role in reducing bullying, but need up-to-date research based information to make sure we are utilizing evidenced based strategies; good intentions do not always result in good outcomes. Learn the myths and misconceptions about bullying which can lead us down the wrong path.

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From Ideas to Implementation: Creating a Safe School with a Civil Climate

Maurice J. Elias, Ph.D.

In this keynote, the presenter will focus on how to take the ideas generated at the Summer Institute and increase the chances that they will be implemented well in the home settings. Opportunities to reflect on key principles of implementation will be followed by a chance to make final refinements of plans and share them with colleagues in a celebration of accomplishment and a public declaration of intentions.

2009 CSEE Summer Institute Registration

Options:

- \$595 per person for three-day Summer Institute
- \$540 per person for school teams registering 4 or more participants for the Summer Institute
- Registration fee waived for full-time CUNY students
- \$595 registration fee for part-time CUNY students

Earn Graduate Credit through the CUNY School of Professional Studies (SPS):

Registrants may earn three graduate credits by enrolling in the course Social, Emotional and Academic Education: Theory, Research, and Practice as part of the Summer Institute. This course is offered as part of the Institute in collaboration with the CUNY School of Professional Studies (SPS). This course is taught by Professor Cohen. Registrants who wish to earn graduate credit will enroll for the course through SPS.

If you are interested in registering for this class, please contact Jennifer Lee by phone at (212) 652-2070 or by email at Jennifer.lee@mail.cuny.edu.

Graduate credit earned from SPS through the Summer Institute can be applied to the Social, Emotional and Academic Education Certificate program, offered by SPS. For more information, visit the SPS website www.cuny.sps.edu.

For more information about CSEE and the Summer Institute, visit CSEE's website at www.schoolclimate.org



“CSEE's Institute excelled where many others stumble: bridging the gap between academic education research and classroom application. I attended with a general understanding of the importance of this work. I left with strategies for implementation at the school level and a sense of urgency for this purpose. I want to thank CSEE staff for creating a challenging, enlightening and most importantly deeply practical three day institute”

—*Chase Davenport*

Director of School Assessment & Evaluation
California Charter School Association

“I have been involved in the field of education for over 35 years and have had the opportunity to be involved in many professional growth initiatives. Being involved in the CSEE Summer Institutes was the most rewarding!”

—*Cecile Wren*

Past Middle School Principal
Educational Consultant

SUMMER INSTITUTE 2009 REGISTRATION FORM

Please complete the information requested below. Please note that unless you ask us not to do so, your name, school, work address, and numbers will be listed and provided to all institute members.

Name: _____

School/Work Name: _____

Check one: Public school Private school Parochial school Independent school Other

Title: _____

Billing Address: _____

Work Phone Number: _____ Work Fax Number: _____

Work E-mail: _____

Home Address: _____

Home Phone Number: _____ Home Fax Number: _____

Home E-mail: _____

Preferred mailing address (please check one): Public school Private school

Fee:

\$595 per person for three-day Summer Institute

\$540 per person for school teams registering 4 or more participants for the Summer Institute

CUNY Graduate course participants, see below for specific instructions to register*

(please choose one of the following options)

I am a full-time CUNY student: Registration fee waived

I am not a full time CUNY student: \$595 per person for Summer Institute registration

*The cost of tuition for this three-credit course through CUNY is \$810.00 plus a \$70, non-refundable, application fee. If you are interested in enrolling in this course, contact Jennifer Lee by phone at (212) 652-2070 or by email at Jennifer.lee@mail.cuny.edu. Information about the program, as well as how to apply can be found on the SPS website at www.spc.cuny.edu/csee. Graduate credit earned from SPS through the Summer Institute can be applied to the Social, Emotional and Academic Education Certificate program, offered by SPS. For more information, visit SPS website www.spc.cuny.edu

Method of Payment:

Check or Money Order (Must be payable to The Center for Social and Emotional Education)

Purchase Order (PO enclosed)

Credit Card (fill in the following information):

Visa Mastercard American Express

Name on Card: _____

Total Amount: \$ _____

Card Number: _____

Exp. (month/year): _____

Mail or fax to:

The Center for Social and Emotional Education

1841 Broadway, Suite 1212

New York, NY 10023

Phone: 212.707.8799 | Fax: 212.957.6616

Website: www.schoolclimate.org

E-mail: info@csee.net



CSEE



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SUMMER INSTITUTE 2009 REGISTRATION FORM

Refund Policy: Refunds must be requested in writing and addressed to CSEE 30 days prior to the start of the Institute. After that time, a \$100 processing fee will be charged.

SPS Refund Policy: Registrants enrolled in the credit course through SPS will receive a full refund if they withdraw before the start of class (the first day of the Institute). Registrants who withdraw after the start of class will receive a prorated refund based on the summer withdrawal schedule. For more information on SPS's withdrawal policies please contact Jennifer Lee by phone at (212) 652-2070 or by email at Jennifer.lee@mail.cuny.

Per New York State SAVE (Safe Schools Against Violence in Education) legislation, the Institute will provide participants with methods to implement instruction on civility, citizenship, and character education. The content of the Institute is aligned with the New York State mandate for interpersonal violence prevention education.

Earn Graduate Credit through the CUNY School of Professional Studies (SPS): Registrants may earn three graduate credits by enrolling in the course Social, Emotional and Academic Education: Theory, Research, and Practice as part of the Summer Institute. This course is offered as part of the Institute in collaboration with the CUNY School of Professional Studies (SPS). This course is taught by Professor Cohen. Registrants who wish to earn graduate credit will enroll for the course through SPS.

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Graduate credit earned from SPS through the Summer Institute can be applied to the Social, Emotional and Academic Education Certificate program, offered by SPS. For more information, visit the SPS website www.spc.cuny.edu.

Among Our Presenters:

Jonathan Cohen, Ph.D. is the Director, Summer Institute, co-founder and President, CSEE; Adjunct Professor, Psychology and Education, Teachers College, Columbia University; Adjunct Professor in Education, School of Professional Studies, City University of New York; and co-author and editor of many papers and books including *Making your School Safe: Strategies to Protect Children and Promote Learning* (2007).

Maurice J. Elias, Ph.D. is a Professor, Psychology Department, Rutgers University, Academic Director, Rutgers Civic Engagement and Service Education Partnerships Program and Director of the Rutgers Social-Emotional Learning Lab and Developing Safe and Civil Schools. He is the author of many books and papers, including the recent volume *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom* (2006).

Bill Eyman is a member of CSEE's consultation staff. He recently retired from the Rhode Island Department of Education after a forty-four year career in public education and children's mental health. Bill has been a classroom teacher, alternative school director, co-founder and coordinator of a community-based children's mental health program and educational consultant and trainer as well as a member of CSEE's summer institutes.

Andrea Fallick, LCSW-R, CASAC, CPP is the Assistant Director for School Based Programs at Student Assistance Services Corporation in Westchester County. She has worked with adolescents and families for over 20 years and provides training for school based personnel, mental health practitioners and parents on issues related to substance abuse prevention, parenting, and bullying prevention.

Darlene FASTER is the Director of Communications at CSEE. She holds an M.A. in English and American Literature from CUNY, Queens College, a B.A. in English from Hofstra University and is pursuing a doctoral degree in Disability Studies at the University of Illinois at Chicago, focusing on Educational Policy. Her research and policy interests include understanding and improving the social and emotional development of students with learning disabilities as well as implementing successful transitional supports for students from high school to postsecondary life. Darlene has done preliminary research in urban schools in Chicago and New York, and worked with the National Center for Learning Disabilities (NCLD) before joining CSEE.

Cat Greenstreet, M.A., M.Ed. is a Courage to Teach/Courage to Lead facilitator for the Center for Courage & Renewal. Cat has 18 years of experience as a Waldorf educator in elementary school and high school, and in teacher preparation.

Stephen Haff is an experienced teacher, journalist and theater director. He's best known for founding the world-renowned Real People Theater with young people in the Bushwick neighborhood of Brooklyn.

Rhia Oliva Hamilton Ed.D. is a senior educational consultant at CSEE. She is also CSEE's past director of education. She is an experienced high school social studies teacher, curriculum developer, and school leader. She is particularly interested in how teachers can support students' emotional and social development in advisory classes, social justice education, and team-based professional development for advisory teachers.

Ann Higgins-D'Alessandro, Ph.D. is a professor and the Director of the Applied Developmental Program at Fordham University. She is the author (with Clark Power and Lawrence Kohlberg,) of *Lawrence Kohlberg's Approach to Moral Education* (1989), editor (with Katherine Jankowsky) of *Science for Society: Informing Policy and Practice Through Research in Developmental Psychology* (2002), and consultant/co-author of the US Department of Education's publication *Mobilizing for Evidence-Based Character Education* (2007).

Kim McLaughlin, MS Ed, M Ed, C.A.S. is Executive Director of the New York State Student Support Services Center. Kim is a school administrator, educator, capacity builder and learner who has worked with K-12 school communities and as higher education faculty to develop, enhance and sustain healthy, safe and supportive schools and classrooms through the meaningful involvement of key stakeholders. She is the lead for the NYS Supportive Learning Environment Leadership Initiative, NYS Health Education Leadership Institute and the NYS Olweus Bullying Prevention Program Initiative.

Merle Schwartz, Ed.D. is the director of Education and Research at the Character Education Partnership. She is the editor of *Effective Character Education: A Guidebook for Future Educator* (2007).

Chana Zweiter is Founding Director of The Rosh Pina Mainstreaming Network, the organization that created the Kaleidoscope approach, dedicated to promoting caring learning environments and the social and emotional competencies that they are made up of. She shares the approach internationally as a facilitator of in-service workshops for educators and parents, in Israel and abroad.

New York State SAVE (Safe Schools Against Violence in Education) legislation, the Institute will provide participants with methods to implement instruction on civility, citizenship, and character education. The content of the Institute is aligned with the New York State mandate for interpersonal violence prevention education.

In Collaboration With:

The CUNY School of Professional Studies

The CUNY School of Professional Studies develops new courses and academic programs to serve the needs of working professionals, businesses, government agencies, nonprofit organizations, and unions. SPS offers academically rigorous credit-bearing certificate programs, an online baccalaureate degree program, individual credit courses, and non-credit training programs. For more information on the CUNY School of Professional Studies, visit www.sps.cuny.edu.

Co-Sponsored By:

Center for Social and Character Development, Rutgers

University provides professional training and consultation to educators in public schools and conducts evaluation research on the effectiveness of social development programs through grants from the U.S. Department of Education.

New York Statewide Center for Student Support Services

The NY State Student Support Services Center is a statewide technical assistance center of the New York State Education Department designed to build the capacity of New York State schools to develop, enhance and sustain supportive environments and reduce barriers to learning that impact on academic achievement and citizenship. The Center assists school communities with using strength-based collaborative processes to dialog and analyze policies, practices and local data in relation to their school vision and mission, research-based best practices, and promising models and tools.

New York State Center for School Safety

NYSCSS is a state government coordinating agency and information clearinghouse. The Center supports schools, families, communities and government organizations in creating safe and healthy environments. NYSCSS is committed to promoting research-driven, data-based solutions to school violence and promoting safe and healthy learning environments where students are secure in their pursuit of educational success and where teachers and administrators can make this a reality.

Public Education Network

Public Education Network (PEN) is a national association of local education funds and individuals working to advance public school reform in low-income communities across our country. PEN and its members are building public demand and mobilizing resources for quality public education on behalf of 12 million children in 32 states, the District of Columbia and Puerto Rico. PEN's work is guided by the following four principles: Public education is fundamental to a democratic, civil, prosperous society; Public schools are critical institutions for breaking the cycle of poverty and redressing social inequities; Education reform must be systemic to be effective; and, public

engagement, community support, and adequate resources are essential to the success of public education.

Endorsed By:

Center for Character and Citizenship, University of Missouri-St. Louis– College of Education

The Center for Character and Citizenship generates and disseminates knowledge and research about how individuals develop moral and civic character and provides scholars, educators and organizations with the tools they need to contribute to this development.

Character Education Partnership

CEP was incorporated in 1993 in the Commonwealth of Virginia, and is now based in Washington, DC. CEP publicizes and disseminates information on the benefits of K-12 character education and assists schools and communities in the launching of character education initiatives. It is recognized as a leader in the field and a foremost advocate for developing young people of good character and civic virtue.

National Network for Educational Renewal

NNER is a network of 24 settings in 20 states and one Canadian province where 42 University colleges of education, arts and sciences, and more than 200 public school districts and over 1000 P-12 schools work in partnership to advance the Agenda for Education in a Democracy. The NNER, a network within 20 U.S. states and one Canadian province of university-school district partnerships, supports partnerships among education, arts and science, and public school colleagues. The network comprises 42 higher education institutions, over 200 school districts and more than 1000 partner schools that work in partnership to advance the Agenda for Education in a Democracy.

National Center for Learning and Citizenship, Education Commission of the States

The National Center for Learning and Citizenship (NCLC) at the Education Commission of the States helps state and district leaders promote, support and reward service learning and citizenship education as essential components of America's education system. It assists state and local leaders in developing policies to help districts and schools provide students with the skills, knowledge and attitudes needed to be effective, contributing citizens.

