18th Annual Summer Institute
The National School Climate Center,
International Institute for Restorative Practices and
The Winston Preparatory School
present

School Climate Improvement: Policy, Practice
and Leadership Development
What to do and how to do it?

June 25 & 26, 2015
The Winston Preparatory School
126 West 17 Street New York, NY 10011
The National School Climate Center’s (NSCC) 18th annual Summer Institute is designed to support individuals and school teams in two ways:

1. Understanding the essential guidelines and related tools that support an effective school climate improvement/bully prevention effort; and,
2. Developing an action plan that can guide improvement efforts in your school, district, network and/or State.

Specifically, Institute members will:

1. Understand what school climate reform is and the current state of research.
2. Consider and plan for challenges to school climate improvement efforts.
3. Learn about current school climate research findings.
4. Learn about district level school climate policy that supports effective bully and dropout prevention efforts.
5. Create an optimal climate for learning and teaching for all students.
6. Learn how restorative practices build relationships, resolve conflict constructively and improve school climate.
7. Learn about measurement tools that (i) promote engagement, and (ii) support a prosocial, data driven process of continuous learning and improvement. This will include the use of Comprehensive surveys, Readiness, Process and Community assessments.
8. To learn about the tasks/challenges that shape an effective process of, evaluation action planning, implementing and beginning anew.
9. Conduct a Readiness Assessment.
10. Action planning: Supporting effective planning and preparation for the next phase of your schools’ improvement efforts.
11. Further Educational Leadership development.

This two-day Institute will support individuals and teams developing practical insight into:

1. how to build on their school and/or districts past safe and supportive efforts in ways that reduce bully-victim-bystander behavior and student dropouts;
2. promote prosocial instruction and even safer, more supportive and engaging climates for learning.

A growing number of federal, state and district leaders recognize that school climate improvement efforts are the most powerful improvement strategy to further for bully-victim-bystander and also high school drop out prevention strategies.

School climate improvement also has the potential to support students, parents/guardians and school personnel learning and working together to create the kind of school everyone wants: safe, supportive, engaging and at least some of the time, fun!

Participants will learn about research-based school climate and instructional guidelines, “best practices”, and resources. We will support individuals and teams developing new or enhancing existing plans that promote equitable, healthy and democratically informed schools in general and reduce bully-victim-bystander behavior in particular.

Throughout the Institute, three essential questions are asked:

1. What are we doing now in our school communities and how does this overlap with what is being presented?
2. What are the possible next steps—systemically, instructionally and/or relationally—that build on past and current efforts?
3. What plans can you/we develop during the Institute to formulate SMART goals that support these effective next steps: educationally, risk prevention and/or health, mental health promotion-wise?

Before the Institute:

Readiness Self Study Assessment: Participants will be invited to complete a school climate Readiness Assessment. All schools are ‘ready’ to support school climate improvement efforts. And, all schools—like all people—present with their unique history, strengths, needs and goals. Readiness assessments support school leaders considering what will be most helpful to focus on during the Planning and Preparation phase.

Participants will be invited to bring the following information/documents to the Institute:
- A copy of their current school improvement plan.
- Current district-level bully prevention and/or school climate/safe schools and/or drop out prevention policies.
- Data that is currently used to shape prevention/health promotion efforts (e.g. school climate survey findings; bully informed information/data).

Attendees will receive a number of text-based and on-line practice and policy resources, which provide guidelines and tools to support leadership teams and school communities in addressing the tasks and challenges that define each of the five stages of the school climate improvement process. Research and best practice materials about restorative practices, prosocial instruction and school climate reform will be included.
During the Institute:
The schedule below details learning objectives and activities.

After the Institute:
Participants will be provided with access to the School Climate Resource Center (SCRC) for two months. The SCRC (http://scrc.schoolclimate.org) includes a range of resources and forums that support using the:

- **School Climate Improvement Road Map**: A five-stage school climate improvement process that is shaped by a series of tasks and challenges. This on-line Road Map includes detailed guidelines and tools (e.g. protocols and rubrics) to support addressing and mastering these tasks as well as forums that support professional learning communities.

- **Learning Center**: Access to a growing number of learning modules designed to support individuals and study groups of educators, parents, and/or school-based counselors learning about a range of school climate and social, emotional and civic learning processes for equitable, safe, supportive, engaging and helpfully challenging schools.

- **Policy Center**: Access policy-related resources, including the National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement; The School Climate Guide for District Policymakers and Education Leaders, and our recent school climate and bully prevention policy scan

- **Connect**: a social networking forum supporting school personnel and parent leaders learning from and with each other.

**Provisional School Climate Leadership certification:**
All participants will receive provisional certification of school climate leadership. Participants will have the option of completing the School Climate Leadership Program. For details about the Leadership program, see: www.schoolclimate.org/si

**Institute Schedule**

**Day One—Thursday June 25th**

*Theme: Understanding the School Climate Improvement Process: Research, Policy, Measurement and School Improvement*

**Outcomes**: Participants will learn about current thinking, 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. Together, we will learn about a series of specific tasks and challenges that shape an effective planning process of evaluation, action planning, implementation and beginning anew phases in the continuous activity of school climate improvement. Today, we will focus on learning from findings of participants' Readiness Assessments and how these findings can and need to shape a helpful planning process. In addition, participants will learn about a range of school climate metrics: comprehensive surveys, process or "end of stage" assessments, a community scale and a linked youth-led School Community Partnership Process that complements and extends current student, parent/guardian and school personnel scales on most school climate surveys. Participants will also have the opportunity to learn about restorative practices, school climate research and policy trends. Throughout these two days we will explore how restorative practices can shape an effective process to improve school climate. And, finally members will have a chance to begin to develop SMART goals that shape individualized action plans.

8:30 – 9:00  **Registration and Continental Breakfast**

9:00 – 9:30  **Overview**

Jonathan Cohen Ph.D.

9:30 – 10:15  **School Climate: Understandings**

What is school climate reform? What is the current state of school climate research? And, how is this similar and/or different from restorative practices, PBIS, SEL and character education?

10:15 – 10:30  **Break**

10:30 – 12:30  **The Improvement Cycle: Planning and Preparation**

Phil Brown, Ph.D. and Richard Cardillo, MA

In this session, participants will learn the School Climate Implementation Road Map. We will focus on participants Readiness Assessment findings and how this can helpfully shape your thinking about how to best build on past improvement efforts and support an effective planning process that will support a collaborative, strategic, intentional, data driven and democratically informed process of improvement.
12:30 – 1:45 Brown bag lunch: Connecting with fellow teachers and learners

12:45 – 1:45 Research Colloquium
Amrit Thapa, Ph.D. and Jonathan Cohen Ph.D.
Participants will have the option of learning about a number of current prosocial educational and school climate projects related to: school climate assessment tools, school climate trends, social inclusion, recognizing the “voice” of community members and leaders that further school-community partnership.

Policy Colloquium
Jessica Savage, Esq., M.A. and Jonathan Cohen Ph.D.
This colloquium is designed to support building, district and other leaders who are interested in developing helpful school climate policies that compliment and build on past safe schools and/or bully prevention and/or dropout prevention policies.

1:45 – 3:30 Measuring school climate: a springboard for community building and action planning
Darlene Faster, Westbrook District Superintendent Pat Ciccone, and a group of youth leaders
In this workshop, participants will learn about the process of comprehensively evaluating school climate. A panel of practitioners and students who have evaluated school climate will talk about common barriers and challenges to effective school climate assessment and strategies that support school climate evaluation being a springboard for vital community building, learning, engagement and action planning. Participants will have opportunities to learn from and with the panelists as well as one another.

3:45 – 5:00 Workshops
Based on participants’ interest, we will offer some or all of the following workshops:
- Breaking the bully-victim-bystander cycle: Creating a climate of safety and social responsibility
- From mission to rules: How the development and implementation of a code of conduct can serve as a central hub for improving school climate
- Leadership and school climate improvement: Challenges and opportunities
- Promoting trust, collaborative problem solving abilities and community building: The foundation for effective school climate improvement

5:00 – 5:30 Team Meeting
A primary goal for the Institute is to support teams developing action plans that they can use in the fall. Participants will have the opportunity to meet with fellow team members to synthesize what you have learned and considered during the day and begin to reflect on how this might shape their action planning. Individuals who attend without a team will meet as a group. A series of guided questions will be provided—before and during the institute—to support this process.

Evening
Evening: Free time to enjoy and explore New York!

Day Two—Friday June 26th
Theme: Leadership and the range of systemic, instructional and relational goals that support school—and life—success.

Outcomes: The second day of the Institute focuses on the range of ways that school climate improvement supports learning and leadership: Students, parents/guardians, community members as well as educational leaders. There will also be a wide array of workshops addressing specific policy and improvement efforts. Finally, individuals and teams will have a chance to further develop action plans.

8:30 – 9:00 Continental Breakfast
9:00 – 9:15 Overview
Leadership: Principal, teacher, student and parent/guardians
Phil Brown, Ph.D., Rich Cardillo, MA, Daisy Lopez, and Darlene Faster, MA.
This session considers models, guidelines and resources that support Principal Leadership, educator leadership, student leadership and parent/guardian leadership.

Break

Challenges and Opportunities
Mark Weiss
This session is focused on the challenges and opportunities that your school community might encounter. Participants will have the opportunity to consider national as well as local challenges as well as opportunities that support effective school climate improvement efforts.

Lunch

Strand Meetings Part Two: The Research and Policy Colloquiums will continue today and provide an opportunities for participants to talk and learn more about these two realms of school climate work. Might want to mention that during this day-two segment, participants are encouraged to create “next steps” for when they return to their school communities.

Action planning: considering short and longer-term plans that are sustainable
A primary goal for the Institute is to support teams developing action plans that they can use in the fall. Participants will have the opportunity to meet with fellow teams members to synthesize what you have learned and considered during the day and begin to reflect on how this might shape their action planning. Individuals who attend without a team will meet as a group. A series of guided questions will be provided—before and during the institute—to support this process.

Workshops:
Based on participants’ interest, we will offer some or all of the following workshops:
- Adult Learning and prosocial education: Guidelines and protocols
- Creating a classroom climate for learning: Guidelines and protocols
- Recognizing Community ”voice” and the promoting the School Community Partnership Process
- Planning and preparation: Challenges and opportunities
- Restorative practices and school climate improvement efforts

Faculty
Philip M. Brown, Ph.D. is a senior consultant at NSCC. He is the former Director of the Center for Social and Character Development Graduate School of Applied and Professional Psychology at Rutgers University. He is the co-editor of the *Handbook for Prosocial Education* and recently, a chapter on evaluation in "Effective Character Education: A Guidebook for Future Educators". He worked in the Pennsylvania Department of Health and then the New Jersey Department of Education. He established the Center for Social and Character Development at Rutgers University through two consecutive federal grants under the NCLB Partnerships in Character Education program, conducting process and outcome research in schools throughout New Jersey on the development of social and character development programs.

Richard Cardillo, MA is the Education Director of the NSCC and co-director of the Institute. Rich has over three decades of experience as a classroom teacher, rural community organizer, public spokesperson, founder and administrator for social emotional learning/character education programs, senior member of community-based organizations, fundraiser, college teacher in Peru and developer of community service learning programs. He is a native of New York, fluent in both Spanish and American Sign Language, and brings an entrepreneurial spirit and vision to his work. He is the past New York Regional Director of Peace Games, Director of Client Services at God’s Love We Deliver in New York and has been a classroom teacher in elementary, middle and high school. Richard received his Masters Degree from Columbia University.

Jonathan Cohen, Ph.D. is the Director of Summer Institute, co-founder and President of the National School Climate Center (NSCC); co-founder and emeritus co-chair of the National School Climate Council; Adjunct Professor in Psychology and Education
at Teachers College, Columbia University; and co-author and editor of many papers and books including Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence (1999) and Making your School Safe: Strategies to Protect Children and Promote Learning (2007). He is also a practicing clinical psychologist and psychoanalyst. He lectures and consults to schools, districts, State Departments of Education, foreign educational ministries and the UNICEF’s Child Friendly Schools program.

Darlene Faster, MA is the Director of Communications at the NSCC. She is an advanced doctoral student 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 the NSCC.

Daisy Lopez is the Marketing and School Support Manager at NSCC. Her current position at NSCC is devoted to supporting schools/districts assess their school climate environments and promoting ways schools communities can merge social-emotional and academic learning.

Jo Ann Freiberg, Ph.D. Consultant at the Connecticut State Department of Education, manages school climate improvement, bullying and character education. Her doctoral work at The Ohio State University was in professional and classroom based ethics. Her professional career as a classroom teacher, teacher educator and national consultant has been devoted to empowering the adults who teach and work with children to exemplify ethical and respectful behavior in order to create physically, emotionally and intellectually safe and positive learning environments. A member of the Connecticut task force on bullying, she also serves on the National School Climate Council.

Randy Ross, M.A. is a senior consultant at NSCC. She is a former Equity & Diversity Specialist at the New England Equity Assistance Center, The Education Alliance at Brown University. Randy’s work focuses on implementing the Equity-Centered School Climate Model, which includes the importance of distinguishing between bullying and discriminatory harassment. Previously, Randy worked for the New Jersey Attorney General’s Office of Bias Crime and Community Relations, where she initiated and led “New Jersey Cares About Bullying,” a statewide, state-sponsored coalition. Randy is a member of the National School Climate Council.

Jessica Savage, Esq., M.A., is the Policy and Legal Director at the NSCC. She is a graduate of the University of Pennsylvania, where she studied psychology and the Biological Basis of Behavior, Georgetown University Law Center, where she received her J.D., and New York University, where she received a Master’s degree in Education Policy and Social Justice. While at NYU she completed a thesis on the causes of, and best practices for preventing, peer-to-peer sexual harassment in school. She has worked with a number of child advocacy organizations, including Children’s Rights, Inc. and the Children’s Defense Fund, and practiced employment law at the New York law firm, Liddle & Robinson, L.L.P. for five years.

Amrit Thapa, Ph.D. is the Research Director at the National School Climate Center (NSCC). Amrit is also an Adjunct Professor of Economics of Education at Teachers College, Columbia University, and Affiliated Researcher for the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University. His current research focuses on school climate and economics of education. Amrit’s research papers have been published in peer reviewed international journals such as Review of Educational Research (AERA), International Journal of Educational Development, Education Economics, and International Journal of Applied Behavioral Economics.

John Bailie, Ph.D. directs the IIRP Continuing Education programs in the U.S. and abroad. With the IIRP’s SaferSanerSchools program, he has brought restorative practices to hundreds of schools, including those in at-risk areas of New York City, Philadelphia and Baltimore. John is a frequent presenter at international conferences and events and appears in several documentaries on restorative practices. His professional development work also includes that with juvenile probation and children and youth agencies, as well as faith communities. John is an experienced restorative conference facilitator in adult and juvenile cases, including those involving felony-level offenses. John spent many years as a counselor for troubled and at-risk youth at a Community Service Foundation and Buxmont Academy (CSF Buxmont) day treatment/alternative school operating entirely according to restorative practices (an IIRP model program). John received a Master of Restorative Practices and Youth Counseling from the IIRP in 2008 and a Ph.D. in Education from Lesley University in 2012.

Mark Weiss has been the Education Director of Operation Respect for 11 years. He was a New York City school principal for 20 years, founding the first alternative high school in the Bronx in 1979 and leading that school for 13 years. He then founded a New Visions 6th – 12th grade public school, School for the Physical City, in 1993 heralded in a New York Times Magazine cover story as “A City School Experiment That Actually Works” leading that school for more than 7 years. Both were New York City public schools. Mr. Weiss brings his commitment and expertise in building school communities of respect and learning to his work with Operation Respect. As Educator Director, Mr. Weiss works with a staff of trainers who lead workshops nationally from New York City to Charlotte, North Carolina to the Clark County School District in Las Vegas Nevada, and internationally in Israel and Palestine, Jordan and Ukraine as recent examples.
Collaborators

The International Institute for Restorative Practices (IIRP)
The IIRP is the world’s first graduate school wholly dedicated to restorative practices, providing graduate education and professional development, as well as books, videos and other educational resources to educators and schools across the nation and around the world. The IIRP is also an integral part of a large worldwide movement of scholars, policy-makers and practitioners advancing the field of restorative practices.

The Winston Preparatory School
The WPS in NYC, Whippany, New Jersey and Norwalk, Connecticut are committed to integrating academic, social, emotional and civic learning as well as positive school climate improvement efforts into all facets of school life. Winston is one of the nation’s leading special education’s centers that are committed to educating the whole child. WPS’s mission is to facilitate the independence of individuals with learning problems through assessment driven individualized education, research, and outreach.

Endorsed By:
Center for Character and Citizenship, University of Missouri, St. Louis – College of Education

Character.org (formerly, the Character Education Partnership)

National Network for Educational Renewal

Operation Respect
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:
☐ $400 per person for two-day Summer Institute
☐ $375 per person for school teams registering 4 or more participants for the Summer Institute

Earn Graduate Credit Through the International Institute for Restorative Practices:
Participation in this event fulfills the prerequisite for a 3-credit course offered by the IIRP Graduate School. RP 540 Symposia and Conferences is an engaging online course that will allow you to delve deeper into school climate change and interact with fellow professionals. Tuition for this course is being offered at a special discounted of $1062. Participants will spend an additional 29 hours reading/learning/communicating. Learn more at: http://www.iirp.edu or call 610-807-9221.

Method of Payment:
☐ Check or Money Order (Must be payable to the National School Climate Center)
☐ 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:
National School Climate Center
341 38th Street, 9th Floor
New York, NY 10018
Phone: 212.707.8799 | Fax: 212.957.6616
Website: www.schoolclimate.org | E-mail: info@schoolclimate.org

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

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.

School Climate Improvement Leader Certification Program: For details about the Certification program, see: www.schoolclimate.org/programs/certification.php