

14th

ANNUAL SUMMER INSTITUTE 2011

The National School Climate Center
(formerly The Center for Social and Emotional Learning) and
The City University of New York, School of Professional Studies

present



Creating the Foundation for Comprehensive School Climate Reform

Promoting Safe, Healthy, Engaged and Democratic K-12
Communities

July 12-14th, 2011

John Jay College of Criminal Justice
North Hall Building



NATIONAL SCHOOL CLIMATE CENTER
EDUCATING HEARTS AND MINDS BECAUSE THE 3 Rs ARE NEVER ENOUGH!
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SCHOOL OF PROFESSIONAL STUDIES
THE CITY UNIVERSITY OF NEW YORK

PROGRAM OVERVIEW

This three day Institute is designed to support school, district and state teams, as well as other school, family and community leaders, in developing school climate improvement plans to promote safe, caring and civil schools that support positive youth development, democratic school communities, student learning/achievement and up-stander behavior (the inclination and ability to say “no” to bully-victim behavior). The Institute is grounded in the notion that effective and equitable school reform needs to honor and support the whole child and the whole school community.

The goal for the Institute is to support the development of school climate improvement plans that will support school’s actualizing School Climate Standards (www.schoolclimate.org/climate/standards.php) that support K-12 school communities working and learning together to address three essential questions:

- (1) What is your school community’s vision for what kind of school you want yours to be?
- (2) How can you develop school policies and/or rules that support the shared vision? And,
- (3) How can you develop practices and programs as well as mapping community supports that will sustain the shared vision, rules and policies?

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

Attendees will receive a number of 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.

Strand meetings: For the first time, this year there will be three strands for: building level teams (classroom leaders, mental health leaders and administrators), district teams (from Central office and school boards), and State Department of Education teams: supporting learning, connections, and teachings that promote effective school climate practice and/or policy efforts. Your strand group will become a “home base” for you to explore and share challenges, strategies and effective practices with others in similar organizational roles.



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 effective bully prevention/pro-upstander behavior. It provides a series of new practice and policy tools to support effective school climate measurement and sustaining implementation efforts. And, there will be even more time to connect and learn with colleagues in the Strands as well as other forums.

Throughout the Institute, four essential questions are asked:

- (1) What are we doing now and how does this overlap with what is being presented?
- (2) What are the possible next steps that build on past and current efforts?
- (3) How can I/we learn from others?
- (4) How can we develop SMART goals that support effective next steps instructionally and/or systemically?

Specifically, participants will learn about:

- A school climate improvement model and implementation strategy that recognizes and mobilizes the whole school community to support the whole child.
- Recent research and best practices in social, emotional, and civic education and school climate improvement efforts that support effective bully prevention, pro-upstander behavior and academic achievement.
- Practical and helpful classroom, school-wide, and school-home-community interventions and tools that support safety, engagement, supportive and respectful relations and democratically informed communities.
- What other classroom, building, district and state leaders are doing to support evidence-based school climate reform (strand meetings).

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. These resources will include:

- National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement;

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- School Climate Implementation Road Map: Promoting Democratically Informed School Communities and the Continuous Process of School Climate Improvement
- School Climate Guide for District Policymakers and Education Leaders.
- Suggested readings related to the various workshops.

• **School Climate Resource Center:** Members will become a member (in 2011) of this web based resource center that support learning and teaching about school climate reform. In addition to a range of learning/teaching resources, this will provide an opportunity to summer institute participants to continue to communicate and learn/teach with each other about common barriers and suggested solutions that support healthy and democratically informed schools.

Certification: All participants will receive certification of attendance at the Institute. In addition, participants will have the option of applying for the School Climate Leadership Program and/or enrolling in the City University of New York 3-credit academic course.. For details about the Leadership program, see: www.schoolclimate.org/si

[Institute steering committee: Philip Brown, Richard Cardillo, Jonathan Cohen/chair, Lou Ann Evans, David Hutchinson, Toni Merfeld, Darlene FASTER, Jo Ann Freiberg, Terry Pickeral]

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Tuesday July 12th — Day One

Theme: Preparing and planning for school climate improvement efforts: 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 Stage One (Planning and Preparation) tasks in particular. In Strand as well as team meetings, 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 action plans.

8:30 – 9:00 Registration and Continental Breakfast

9:00 – 9:30 Welcome – Student leaders
Overview – Jonathan Cohen

9:30 – 10:45 Keynote – Creating an Environment Where Everyone Can Learn: Addressing School Climate in Our Schools

Kevin Jennings - In his remarks, Assistant Deputy Secretary of Education Kevin Jennings, who heads the federal Office of Safe and Drug Free Schools, will focus on school climate as an education reform issue that impacts a student’s ability to focus on learning. He will also discuss how to create truly safe schools where every student feels like they belong, where every student feels secure, and where every student feels valued.

10:45 – 11:00 Break

11:00 – 12:15 The story of a school over time: School climate reform in action!

Vanessa Camilleri and Jonathan Cohen

In this session participants will learn about how one school community has and continues to address the tasks and challenges that shape the school climate improvement process. Members will also have a chance to consider potential challenges that will shape their addressing the tasks that shape the first (planning & preparation), second (school climate assessment) and third (understanding school climate findings and action planning’s) stages of the SC improvement process.

12:15– 1:15 Brown bag lunch: Connecting with fellow

teachers and learners

1:15 – 2:45 Strand meetings: Building, District and State Strand Meetings

There will be a strand meeting today and on each day of the institute. Four essential questions and issues will shape teaching/learning in these strand meetings: (1) Sharing or ‘what are we doing now’? (2) Probing or exploring where we want to go? (3) Collaborating or finding commonalities and intersections that will support collaboration to work more strategically and effectively to reach our individual and mutual goals; and, (4) Action planning. As noted above, these strand groups will become a “home base” for you to explore and share challenges, strategies and effective practices with others in similar organizational roles.

2:45 – 3:00 Break

3:00 – 4:15 Promoting trust, collaborative problem solving abilities and community building: the foundation for effective school climate improvement

Jonathan Cohen, Richard Cardillo & Cecile Wren

Building on today’s previous sessions, this workshop focuses on cultures of blame vs. trust and strategies that promote collaborative problem solving abilities and community building. A culture of “blaming” and distrust is too common in schools. Distrust and a culture of blame and excuses undermine school climate reform, bully prevention efforts and social, emotional and civic education. Moving from a culture of distrust and blame to a more trusting, collaborative problem solving culture is inherently challenging! This session will include guidelines and a series of learning activities that support individuals and school communities moving away from “blaming” and complaining to a “no fault”, collaborative problem solving climate.

3:00 – 4:15 Preparing for the next phase of school improvement efforts: Systemic considerations

Terry Pickeral, Phil Brown and Summer Institute Faculty

Building on today’s previous sessions, this session focused on a number of ‘stage one’ school climate improvement tasks that include assessing readiness for school climate improvement efforts, promoting a shared vision (or “buy in”) for the improvement process, and celebrating past success and building on past efforts.

3:00 – 4:15 Comprehensively evaluating school climate: a springboard for community building, understanding needs and action planning

Darlene Easter and a panel of educational leaders.

In this workshop, participants will learn about the process of comprehensively evaluating school climate. A panel of practitioners who have evaluated school climate at the district and

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school level will share best practices and common barriers 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 panel as well as one another.

4:15 – 5:00 Team meetings: 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 today and begin to reflect on how this can and should shape your action planning.

Wednesday July 13th — 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/or school-wide strategies that promote safe, supportive, engaging, helpfully challenging and, as much as possible, joyful schools for students and adults. Participants will consider how to translate “aha” moments into personal/professional, 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 two workshops. There will also be a second strand meeting mid-day.

Workshops will focus on a range of topics including:

- ▶ Breaking the bully-victim-bystander cycle: Creating a climate of safety and social responsibility – Lessons from Queens, New York – *Richard Cardillo and NYC DOE educators*
- ▶ Continuum mapping: Understanding learning supports for students, families and school staff – *Toni Merfeld*
- ▶ From mission to rules: How the development and implementation of a code of conduct can serve as a central hub for improving school climate – *Philip Brown*
- ▶ Infusing social, emotional and civic learning into existing lesson plans, units and Advisory activities – *Jonathan Cohen*
- ▶ Making meaning of school climate data – *Darlene Fester*
- ▶ Practical considerations for district policymakers – *David Hutchinson & Lou Ann Evans*

- ▶ School climate and Special Education; Creating assessment based school systems that support the unique needs of unique learners. – *Scott Bezsytko*
- ▶ School climate improvement: The ultimate remedy for bullying – *Jo Ann Freiberg*
- ▶ Students as active participants in school climate development: engagement, leadership and pedagogy – *Terry Pickeral*
- ▶ Using socio-moral dilemma discussion to promote student engagement, social, emotional and civic learning and enhance school climate – *Ann Higgins-D'Alessandro and Howard Rodstein*

- 8:30 – 9:00** Continental Breakfast
- 9:00 – 9:15** Feedback on Day 1 & Overview of Day 2
- 9:15 – 11:15** Workshops I
- 11:30 – 12:30** Strand meeting
- 11:15 – 11:30** Break
- 11:30 – 1:15** Strand Meetings and a Bag Lunch
- 1:15 – 1:30** Break
- 1:30 – 3:30** Workshops II
- 3:30 – 4:30** Team Meetings
- 5:00 – 7:30** Evening Reception

Institute members and faculty are invited to a reception of snacks, drinks and conversation at the home of the NSCC's president, Jonathan Cohen.

Thursday July 14th — Day Three

Theme: Coordinating and sustaining implementation efforts: Adult learning, action planning and beyond (for detailed information about the learning objectives and learning activities in the workshops below, visit: <http://www.schoolclimate.org/si>)

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.

- 8:30 – 9:00** Continental Breakfast

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9:00 – 9:15 Reflection and Overview

9:15 – 11:00 Adult Social, Emotional, and Civic Learning: Reflecting on being a “living example” and strategies that foster supportive and engaged learning and teaching.

Richard Cardillo, Phil Brown and Jonathan Cohen

Ongoing and vital adult social, emotional and civic learning is an essential foundation for positive school climate and student learning. What kind of social, emotional and civic learners are we? What are the social, emotional and civic “lessons” that our behavior is ‘teaching’ students: consciously and helpfully or not? And, how can we become even more effective communicators about SEC learning and school climate reform? Participants in this interactive workshop will reflect on their current practice – as individuals as well as members of various teams – and what they need to support ongoing adult social, emotional and civic learning.

11:00 – 11:15 Break

11:15 – 12:30 Classroom, Building, District and State Strand Meetings

Strand meetings today will include reflecting on the most promising ideas and learning’s from the Institute

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

Note: During lunch, teams are invited to meet and consider one goal/project that you are committed to doing when you return to your school/district/state that has grown out of your work and learning here.

1:30 – 2:45 Learning and teaching together: Reporting out what you have learned and decided to focus on in your Strand as well as team meetings as well as ways that you want to support your/our school climate network

2:45 – 4:40 Action Planning, Implementation and Next steps

“Outstanding speakers and group discussion, building on the policy supposition that safe

school climate can be achieved only if schools foster children's social-emotional development. Teachers, administrators and policy makers worked side by side to develop viable strategies for change. This powerful event strongly influenced my state policy work.”

- Thomas R. Brooks, JD, Director of Policy and Research Analysis, Connecticut Commission on Children

July 13th Workshops I and II

Breaking the Bully-Victim-Bystander Cycle: Creating a Climate of Safety and Social Responsibility – Lessons from Queens, New York

Richard Cardillo and educators from Queens, NY

This workshop provides detailed guidelines about a comprehensive six-step breaking the bully-victim-bystander cycle implementation effort that is designed to build on your schools past bully prevention efforts. Participants will learn about practical tools and (i) school wide, (ii) assessment, (iii) leadership related; (iv) Classroom and Advisory based teaching and learning with students; (v) parents-educators and mental health professionals working to identify and support students who chronically ‘fall’ into the role of bully and/or victim; and, (iv) school-home-community partnership steps. Educational colleagues that we are working with in Queens/NYC DOE schools will shed light on challenges, solutions and best practices.

Continuum Mapping: Understanding Learning Supports for Students, Families and School Staff

Toni Merfeld

Continuum mapping is an activity that helps districts/schools graphically organize the supports that are available to students in each tier, across all six content areas. Continuum mapping also makes it possible to identify gaps and duplications in supports. A completed continuum map can help families and other community stakeholders understand all of the activity that takes place in a school or district and where they might have a role to play in promoting student success. The objective for this workshop is three fold: (i) Understand the 6 content areas of Learning Supports; (ii) Identify the 3 tiers of supports; and, (iii) Understand how Continuum Mapping will help integrate existing programs and services. Participants will engage in the following activities: (i) Identify supports in their school, district, city, county and state; (ii) Name 2 supports for safe, healthy, caring learning environments in their school or district; and, (iii) Begin the initial process of mapping resources at the school and district levels.

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From Mission to Rules: How the Development and Implementation of a Code of Conduct Can Serve as a Central Hub for Improving School Climate

Philip Brown

Schools are small communities in which we function together based on social norms that form the basis for both prosocial and antisocial behaviors. We act to reinforce or undermine these norms in order to support our identities and our roles as administrators, teachers and students. The best way to increase safe and positive conditions for growth and learning is to have a school where civility reigns and relationships motivate us to excel. Developing an agreed upon code of student conduct based on core ethical values and behavioral definitions can be a pivotal step in creating a prosocial school climate. In this workshop we will explore tested steps in developing a code of conduct, assess the status of participant schools conduct norms, and begin the process of planning to make improvement as part of the school climate road map.

Infusing Social, Emotional and Civic Learning Into Existing Lesson/Activity Planning

Jonathan Cohen

This workshop will increase the knowledge and skills of classroom leaders to: understand how you can use a Backwards Design model of instructional design to intentionally infuse or “layer” social, emotional and civically informed learning objectives, assessments and activities into existing lesson/ activity planning. It is suggested that participants bring two lessons and/or activity plans with them to the workshop. You will use these as a springboard to intentionally infuse SEC learning into your work.

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

Ann Higgins- D'Alessandro and Howard Rodstein

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.



"The Summer Institute excelled where many other stumbled: bridging the gap between academic education, research, and the 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 [NSCC] staff for creating a challenging, enlightening, and most importantly a deeply practical three day Institute."

*- Chase Davenport, Director of School Assessment & Evaluation
California Charter School Association*

Making Meaning of School Climate Data

Darlene Easter

It is common for schools to look at data and develop solutions; this session will explore an alternative reflective process that can be used by representative school staff, students, family, and community teams to translate, discuss, analyze, understand and make informed shared meaning of school climate data, even negative data, to enable related school improvement strategic planning.

Practical Considerations for District Policymakers

David Hutchinson & Lou Ann Evans

As a policymaker, what can you do to make school climate a central part of your school's DNA? In this session you will have an opportunity to address two key questions. One, how do you persuade skeptics of the importance of school climate? In our age of high stakes testing, focus on student achievement – and limited resources- school climate cannot be seen as just another good thing to do. In this session the participants will learn to make the best case for why school climate is the foundation for student learning. Two, using the School Climate Standards and Improvement Process, what are the essential questions policymakers should address to facilitate cohesive and meaningful change? Learn how policymakers can translate the body of school climate research into actionable steps.

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School climate and Special Education; Creating assessment based school systems that support the unique needs of unique learners

Scott Bezsylo

This workshop will demonstrate how principles of school climate and social emotional education can be infused into special education settings and programs through an assessment and understand driven model called the “Continuous Feedback System”

School Climate Improvement: The Ultimate Remedy for Bullying

Jo Ann Freiberg

Preventing bullying is often seen as a separate, albeit related, effort from improving school climate. In reality, focusing on school climate improvement is one and the same as preventing bullying. A safe, respectful and responsible school climate is one in which bullying (abuses of power) does not have support. School community members (adults and students) are assisted in diminishing/eliminating bullying when the focus is proactive and positive (school climate improvement), vs. reactive and negative (bullying intervention/prevention). This workshop will use and reframe the National School Climate Center’s “Breaking the Bully – Victim – Bystander Cycle Tool Kit: Creating a Climate of Safety and Social Responsibility” by suggesting that it is actually the reverse: “Creating a Climate of Safety and Social Responsibility: Breaking the Bully – Victim – Bystander Cycle.”

Students As Active Participants in School Climate Development: Engagement, Leadership and Pedagogy.

Terry Pickeral

This workshop will increase the knowledge and skills of participants to effectively understand the range of student engagement strategies and corresponding impacts on students, schools and communities; engage all students in curriculum-based activities to increase their academic knowledge and skills; create and sustain quality student engagement, development and leadership opportunities/ activities for students to acquire and enhance leadership knowledge, skills and dispositions; integrate and sustain quality service-learning in their classes, school and communities; employ service-learning as a resiliency-building pedagogy to provide students with a sense of belonging, connectedness, competency and potency; engage students in designing, implementing, assessing and reflecting on quality service-learning activities for development of academic, civic, social and career knowledge and skills; articulate the basic principles and quality practices that ensure quality service-learning has positive impact on student development; understand quality policy options that support student engagement and service-learning; and, understand how existing school

climate contributes to or impedes quality student engagement, service-learning and the elements of school climate that best encourage, support and reward quality student engagement and service-learning

SUMMER INSTITUTE 2011 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 \$975.00 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 TheNational School Climate Center)

Purchase Order (PO enclosed)

Credit Card (fill in the following information):

Visa Mastercard American Express

Name on Card: _____

Total Amount: \$ _____

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SCHOOL OF PROFESSIONAL STUDIES
THE CITY UNIVERSITY OF NEW YORK

SUMMER INSTITUTE 2011 REGISTRATION FORM

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.

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.edu.

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.

2011 NSCC 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.sps.cuny.edu/nscc

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

Among Our Presenters:

Scott Bezsylo, M.A., is the Executive Director of the Winston Preparatory Schools and The Winston Institute. He supervises the leadership teams at the New York and Connecticut schools both educationally and organizationally ensuring the delivery of 'education for the individual' - a model for socially and emotionally informed middle and high school learning disabled students. Scott is also a member of the Board of Trustees, the Board's finance committee, and is currently leading the development of a research and outreach branch of the schools called "The Winston Institute". Mr. Bezsylo is also a Co-Director of the Nonverbal /Social and Emotional Disorders Research Project, author of related research articles on NVLD and Social Emotional Learning, former adjunct faculty member at the Teachers College Columbia University Child Study Center, former Director of Education at The Janus School in Lancaster, PA, has been a faculty member at many of the National School Climate Center's Summer Institutes, and is a member of the NYU Child Study Center Advisory Board.

Philip M. Brown, Ph.D. is the Director of the Center for Social and Character Development Graduate School of Applied and Professional Psychology at Rutgers University. His most recent publication is a chapter on evaluation in *"Effective Character Education: A Guidebook for Future Educators"*. His accomplishments during his career directing programs in the Pennsylvania Department of Health and the New Jersey Department of Education included the creation of the first educational credential in substance abuse prevention and directing the largest state project in the country supporting the development of character 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.

Vanessa Camilleri is the Social Emotional Learning Specialist on the leadership team at The Arts & Technology Academy Public Charter School in Washington DC. In this capacity she is responsible for providing training for teachers, developing school-wide programs, and disseminating best practice resources on all areas pertaining to developing a positive school culture (community building, relationship formation, maintaining clear expectations, using positive behavior management, using positive language etc...). She is currently completing doctoral studies in Educational Leadership and Policy Studies at the University of Maryland. She has presented and published widely and has consulted with schools and charter school start-up organizations.

Richard Cardillo is the Education Director of the NSCC. Rich has over two 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/co-chair (with Terry Pickeral) of the National School Climate Council; Adjunct Professor in Psychology and Education at Teachers College, Columbia University; Adjunct Professor in Education, School of Professional Studies at City University of New York; and co-author and editor of many papers and books including award winning *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 and foreign educational ministries.

Lou Ann Evans is a member of the National School Climate Council and a co-author of the *School Climate Guide for District Policymakers and Educational Leaders*. She is also a member of the District Leaders Network for Civic Engagement and Service Learning, and past president of the Pennsylvania School Boards Association. As a State College Area School Board member, she was instrumental in the advancement of democratic principles and processes, service learning in particular, as tools to improve student learning and school climate. As a community volunteer, she serves as co-chair of Care Partnership: Centre Region Communities That Care and the Public Issues Forum of Centre County. Both organizations focus on creating a climate of collaboration and co-operation at the community level in order to address local issues.

Darlene FASTER 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.

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.

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). She is also the NSCC's senior research advisor.

David Hutchinson is a member of the National School Climate Council. David is in his eighth year of service on the school board of the State College Area School District in State College, Pa. As such, he brings a practical, "ground-level" perspective to school climate issues; in particular, the role of the school board, and how climate intersects with other educational initiatives, such as the demand for continuous improvement brought on by the current era of testing, as well as the imperative for a stronger focus on so-called "21st century skills." He is co-chair of the Public Issues Forum of Centre County, which recently hosted a teacher workshop on "deliberation in the classroom". He is actively involved with legislators at both the state and federal level, and supported the development of School Climate Standards for the state of Pennsylvania, one of the first states to consider adoption of climate standards as state policy. He is a co-author of the *School Climate Guide for District Policymakers and Educational Leaders*.

Kevin Jennings is an assistant deputy secretary and director of the Office of Safe and Drug-Free Schools at the US Department of Education. Jennings founded the Gay, Lesbian and Straight Education Network (GLSEN) in 1990 and directed it until 2008. He is a former high school history teacher. He is the author of many books, most recently including *Mama's Boy*, *Preacher's Son*, which was named a Book of Honor by the American Library Association.

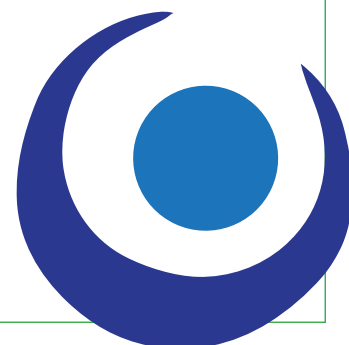
Toni Merfeld joined the Department of Education as a contract consultant for children's mental health in 2007. She was hired as the full time children's mental health consultant in 2009. Her experience has spanned 32 years as a special education teacher, consultant, trainer, adjunct faculty member at Upper Iowa University and advocate. Outside of her work at the DE, Toni is the Executive Director/owner of Metro West Kids Learning Center and President of Metro West Kids Foundation both of which promote advocacy and training for individuals on the autism spectrum. Toni is Board Secretary for the Division on Autism and Developmental Disabilities- International Council for Exceptional Children and Past-president of Iowa Council for Exceptional Children.

Howard Rodstein is the director of and a 10th grade English teacher at the Scarsdale Alternative High School. As the head of this "Just Community" school, he has co-lead numerous workshops, most recently at national conferences of the Coalition for Essential Schools in Charlotte and Chicago, on the application of Kohlberg's theory of moral development to the A-School's six core structures. Raised in a small town in north Georgia where he attended public school, Howard completed his undergraduate work at Brandeis University, and he holds two Masters degrees from Teachers College and Bank Street. He is also an Annenberg Institute trained Critical Friends Group coach; using this model of reflective practice, he has been co-facilitating a teacher study group in Scarsdale for more than a dozen years, and he has been

training teacher-leaders in the East Ramapo school district in Rockland County for four years.

Terry Pickeral is the co-chair of the National School Climate Council and a senior consultant to NSCC. He is also the president of Cascade Educational Consultants and former Executive Director of the National Center for Learning and Citizenship (NCLC) at the Education Commission of the States (ECS) and provides leadership in: youth engagement, school climate, civic development education policy; state and district leadership to sustain quality citizenship education service-learning, and education reform that focuses on student and community engagement. Pickeral works with international, national, state and local organizations to advance a youth engagement, school climate and civic mission of school agenda focusing on policies, practices and collaborations. He co-created the 100 District Leader Network for Civic Engagement and Service-Learning, engaging district superintendents and school board members in integrating and sustaining quality civic education. He authors and co-authors books, chapters and articles on the civic mission of schools, school climate, the academic alignment of service-learning, school and community collaborations, K-12 and higher education collaborations and service-learning and civic education policy.

Cecile Wren is a member of NSCC's consultation faculty. She was the principal at Jericho Middle School for eight years and worked collaboratively with her staff to design and implement a resilient middle school that articulates a clear vision, social and emotional literacy strategies, and research-based best practices. As a result, Jericho Middle School has been recognized as a New York State Network Support School, as well as a High-Performing Gap Closing School which now provides support to middle schools throughout New York State. She has over 30 years experience as an educator and her experiences include: Middle and High School Mathematics Teacher, Technology Coordinator, Dean of Students, as well as, an Elementary Principal.



New York State SAVE (Safe Schools Against Violence in Education) legislation and Social Emotional Development Guidelines: the Institute will provide participants with methods to implement instruction and school-wide improvement efforts that support civility, citizenship, character education and social emotional learning. The content of the Institute is aligned with the New York State mandate for interpersonal violence prevention education and healthy social emotional development.

In Collaboration With:

The CUNY School of Professional Studies

The CUNY School of Professional Studies serves New York City's dynamic marketplace through the provision of timely, innovative and academically rigorous programs of study designed to address new or unmet needs. Drawing on CUNY's nationally and internationally renowned faculty and practitioners, as well as industry and education partners, SPS offers a wide range of graduate and undergraduate programs, including CUNY's first fully online degree programs.

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Co-Sponsored By:

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 for 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, D.C. 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

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 is comprised of 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.



NSCC's 14th Annual Summer Institute

NEW YORK CITY—July 12 - 14, 2011 at

**John Jay College of Criminal Justice
North Hall Building**

Name of Hotel	Address	Contact Information	Rate
Hudson, A Morgans Original	356 W 58th St New York, NY	http://www.hudsonhotel.com/	\$209 Check for lower rate
The Jane	113 Jane Street New York, NY 10014	http://thejanenyc.com/ P: 212-924-6700 F: 212 924 6705 Email: reservations@thejanenyc.com	\$99
Mount Morris House	12 Mount Morris Park West New York, NY 10027	http://www.mountmorrishouse.com/ P: (917) 478-6214	\$179
Siona Guest House	West 120th Street Manhattan, NY 10027	P: 917-208-8209 Email: drsaver@verizon.net Use the e-mail for reservations Two bedroom apartment – 5 to 6 people permitted. The apartment measures approximately 800 square feet and sleeps two people or three people (there is a day-bed that can sleep a 3rd person)	\$95 - \$155
The West Townhouse	West 85th Street & Amsterdam Avenue Upper West Side, Manhattan New York, NY 10024	http://www.westtownhouse.com/ Email: nyc@westtownhouse.com	Studios: \$180/night Suite: \$200/night
LUXURSTAY NYC	West 122nd Street (between & Lenox and 5th avenues)	info@luxurstay.com	Starting at \$159
Brand Bed and Breakfast	447 West 22nd Street, Manhattan, NY 10011	http://www.brandbedandbreakfast.com/ Email: brandbedandbreakfast@hotmail.com P: 917-545-4082	\$100 - \$175
Gracie Inn	502 East 81st Street New York, NY 10028	http://www.thegracieinn.com/ P: (800) 404-2252 Fax: (212) 628-6420	\$179

Name of Hotel	Address	Contact Information	Rate
Tony's Place BNA	133 West 119th St Manhattan, NY 10026	P: 212-864-3301 http://tonysplacebnb.homestead.com/ Located in the Columbia University area just 10 minutes from Central Park	\$135-\$195
International Cozy Inn	248 Lenox Ave between 122nd & 123rd St NY, NY 10027	P: 646.701.1211; 646.248.1890 http://www.theinternationalcozyinn.com/	\$110 - \$125
The Inn on 23rd	131 West 23rd New York City	P: 877 387-2323 F: 212 463 0330 http://www.innon23rd.com/reservations@innon23rd.com.	\$269
Efuru Guest House	106 West 120th St Manhattan, NY10027	http://www.efuru-nyc.com/ P: 212-961-9855	\$ 140 private bathroom \$128 shared bathroom
Bed and Breakfast NYC	Times Square Manhattan, NY 10019	http://www.bednbreakfastnyc.com/ Reservations@BedNBreakfastNYC.com P: 347-321-4893 (212) 581-2640	\$85 - \$195
Terrace Stay	140 West 124th St	P: 212-321-7116	\$90 - \$130
Comfort Inn Central Park West	31 West 71st St. New York, NY, US 10023-4103	P: (212) 721-4770	\$199/night
Days Inn	215 West 94th Street West 94th Street & Broadway New York, NY 10025	P: (212)-866-6400	\$160/night
Hotel Novotel New York Times Square	226 West 52nd Street New York, NY 10019	P: (212) 315-0100 E-mail: H0753@accor.com	\$265/night

For questions or more information, please contact

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