Grand Prize Winner: Our Lady Queen of Heaven
Lake Charles, LA

Finalist: Jericho Middle School
Jericho, NY

Finalist: Grand Valley High School
Orwell, OH

BullyBust Announces the Winners of the “For Good” Video Contest!

The National School Climate Center’s (NSCC) bully prevention campaign BullyBust and the Broadway musical WICKED are thrilled to announce the winners of the 2012 “For Good” Video Contest. BullyBust would like to thank each school immensely for entering their video into the “For Good” video contest. BullyBust and team were overwhelmed by the incredible level of creativity, dedication, and Upstander inspiration in each submission, and congratulate every school who participated! Read all about the winning schools and their videos on pages 4–5.

Please stay tuned for the next round of resources being offered by BullyBust for the 2012-2013 school year! Check out our site www.bullybust.org for all of our free supports and tools and to sign up an Alliance school to stay informed and become part of the growing movement nationwide! Join the movement and make a change in your school TODAY!
With warmer, longer days upon us, and the school year drawing to a close, our team at NSCC is hard at work! We are gearing up for our 15th Annual Summer Institute in NYC, from July 10-12th. As always, we are excited to connect with educators, researchers, parents, policy-makers, and students from all across the country for three days of intensive and inspiring training. This is a unique opportunity for all of us to step back and really consider the critical questions that drive school improvement: what truly works to motivate and retain youth as well as quality educators? How do we know what our needs and strengths are as a community? And how do we mobilize that community effectively to ensure that our schools are safe, supportive, and helpfully challenging places where students can develop into their best selves. We hope you’ll join us for this exceptional opportunity to be teachers and learners together, and invite you to learn more at www.schoolclimate.org/si.

We are delighted to bring you this latest issue of School Climate Matters, which highlights the latest news on our biggest projects, including the close of a three-year improvement effort with a network of dedicated schools in Queens, NY (see page 7) and the thrilling announcement of our three winning schools for the BullyBust campaign’s “For Good” video contest (see pages 4-5). Our featured expert, Stuart Twemlow, details the most recent research on the often overlooked but extremely harmful occurrence of adult bullying—both to students and among adults—in schools, and provides important guidance on how we can be more vigilant of this issue going forward. Be sure to also check out the helpful piece on how to secure valuable funding for your school climate improvement efforts and linked resources on page 6.

Thank you, as always, for sharing your minds and hearts with us, and hope you find this issue of School Climate Matters useful in your work. We encourage you to send us your feedback, stories of success (or challenge!), and ideas to newsletter@schoolclimate.org.

Best wishes for a restorative and joy-filled summer,

Jonathan Cohen, Ph.D., President and Co-Founder
National School Climate Center

Hurry—The Deadline is Approaching!
NSCC’s 15th Annual Summer Institute: July 10–12, 2012
@ the Winston Preparatory School New York, NY
In partnership with: Winston Preparatory School and CUNY School of Professional Studies

Special Keynote Address by CHARLES HAYNES SENIOR
Scholar at the Freedom Forum First Amendment Center and director of the Religious Freedom Education Project at the Newseum in Washington, DC

The 15th Annual Summer Institute is an event you won’t want to miss! Each year we bring together educators, district and state leaders, researchers, policy-makers and parents from across the nation to support the development of school climate improvement plans that promote safe, caring and civil schools. During the 3-day event, you will participate in engaging workshops and valuable networking sessions with your peers and your respected strands. The Institute will provide research-based school climate and instructional guidelines, and resources for school teams and individuals to reflect on and enhance their current practice. This year we are excited to announce our optional 4th day post-institute workshop! Each day will provide you and your team with practical strategies and up-to-date knowledge needed to create a safe and supportive environment for learning. For more information and to register visit www.schoolclimate.org/si or contact Anne-Marie Stehn at astehn@schoolclimate.org, 212-707-8799 ext. 21.
Our research has identified yet another piece of this complicated puzzle that makes it difficult to create a peaceful school climate or a non-hostile work environment. Our feeling is that the poor results in school antibullying programs result in part from difficulties in identifying the multiple and hidden causes of the problem, like this one. Contemporary schools also suggest open problems with students who bully teachers especially in high schools. We studied one inner city school in which all the break rooms for teachers were full of teachers dozing off from fears about personal danger. Parents also bully teachers, teachers bully teachers and administrators and principals bully teachers.

In a study of teachers’ perceptions of other teachers who bully students we report on 116 teachers from seven elementary schools who completed an anonymous questionnaire reflecting their feelings and perceptions about their own experiences of bullying and how they perceived their colleagues over the years. Forty-five percent of our convenience sample of teachers admitted to having bullied a student and many recognized that the roles of bully, victim, and bystander are roles and not moral indictments or diagnoses and usually become damaging only if repeated frequently and if the roles become fixed. In our study, teachers’ openness to seeing and admitting bullying suggests that efforts to prevent bullying by training teachers to recognize and deal with it both in themselves, students, and colleagues may be quite helpful. Our study showed that few if any teachers perceived a current school policy or training experience that might help them handle a particular problem. Teachers who displayed a tendency to bully students also reported having been bullied when they were students in school, and were far more likely to report seeing other students bullied by teachers. They also reported having been bullied by students inside and outside the classroom. Lack of administrative support, lack of training in discipline techniques, overcrowded classrooms, and being envious of smarter students were found to be elements that were part of the pattern of these bullying teachers.

A principle component factor analysis was performed on the data and rotated using a varimax procedure. The resulting screen plot showed two factors that together accounted for 52% of the variance. Factor one accounted for 34% of the variance (sadistic bully factor), with factor two accounting for 18% (Bully-Victim factor). Sadistic teachers tended to humiliate students, act spitefully, and seemed to enjoy hurting students’ feelings. The Bully-Victim teacher is frequently absent, fails to set limits, lets other people handle their problems, and tends to see lack of training in discipline techniques as the primary cause of their behavior, acting in many ways as an abdicating bystander by blaming others for their problems. Such teachers often explode in a rage and react in a bullying fashion when they have “reached their limit.”

In another study of 214 teachers grouped into low medium and high suspension rates, (Twemlow & Fonagy, 2005) teachers in high & low suspension schools were aware of less bullying due to lack of experience that might help them handle a particular problem. Our study showed that few if any teachers perceived a current school policy or training experience that might help them handle a particular problem. Teachers who displayed a tendency to bully students also reported having been bullied when they were students in school, and were far more likely to report seeing other students bullied by teachers. They also reported having been bullied by students inside and outside the classroom. Lack of administrative support, lack of training in discipline techniques, overcrowded classrooms, and being envious of smarter students were found to be elements that were part of the pattern of these bullying teachers.

There are a series of “undiscussables” in schools and one of these elephants in the room that no one discusses very openly is the problem of teachers who bully students.

This research addresses a very sensitive area that we feel compounds the problem of bullying and violence in schools and pulls the school and surrounding community into abdicating bystander roles. It is our experience that many principals who are aware of teachers with a tendency to bully students often purposely do not place certain students with those teachers, but are reluctant to talk about this due to fear of aggravating teacher unions and difficulty recruiting good teachers. Thus administrators and school policy makers have been slow to directly address the issue. Children can see teachers as bystanders when another teacher bullies a student and the problem is not addressed. Bullying teachers “force” loyalty in their colleagues, who may personally abhor their actions, but teachers who complain are often shunned as being anti-labor. Few positive alternatives exist for a teacher who wants to stop another teacher from bullying a student, and frankly few alternatives exist for parents who are often scapegoated and expend significant sums of money on attorneys in pursuit of protection for their children. The matter is further complicated by the increase in bullying of teachers by parents in the guise of protecting their children. Teacher unions may actually hurt the larger body of teachers it represents by protecting the few who bully while ignoring the impact those teachers have on other teachers and on their students. This loyalty conflict forces the non-bullying teacher into the passive (victim bystander) role, and role suction propels the school administration into an abdicating bystander role. Facing these problems in an effort to deal with them may encourage better trained teachers and more creative and peaceful school learning environments.

Bullying in the workplace is another issue gaining media attention. There are special problems in that setting when there are no minors. What is known for children is that treatment can change the negative impact of bullying whether adult or child-focused, Hartman et al 2003 provides one such example. There are models being developed that address the whole school climate and create a social mind, where being a bully has no social status and being kind & gentle does. (Twemlow & Sacco, 2008, Twemlow & Sacco, 2011, Cohen et al)
BullyBust and *Wicked* Announce the Winners of the “For Good” Video Contest

Nora Rudewicz, NSCC Marketing and School Support Manager

On January 1st 2012, BullyBust and *Wicked* launched the “For Good” video contest, a key aspect of the ongoing partnership between both organizations. The contest was used in collaboration with BullyBust’s Upstander toolkits to inspire youth across the country to showcase how they are taking a stand against bullying.

In *Wicked*, Elphaba learns how to stand up for what is right. She defies gravity by overcoming the difficult challenges she faces and not letting the harassment and negativity of others bring her down. Her roommate at Shiz University and best friend Glinda learns that being a passive bystander to wrongdoings, as opposed to being an Upstander, hurts everyone involved. In the end, she also comes to understand the importance of being an Upstander, and speaks up for her friend, Elphaba. Using this powerful story of *Wicked*, BullyBust asked youth to show how they were creating positive communities of Upstanders—people who stand up and become part of the solution to end harmful harassment, teasing, and violence in our nation’s schools. Each video that was submitted had so much promise of creating a change in their schools and communities and we applauded them for all their hard work. The incredible videos made the decision very hard! Our judging panel chose the following schools as the winners of the 2012 “For Good” Contest:

**Our Grand prize winner, Our Lady Queen of Heaven (OLQHS),** from Lake Charles, LA began to promote Upstander behavior in their school by starting an anti-bullying club called **SWAG: Students With Anti-Bullying Goals**. SWAG is all about putting the power for positive change in the hands of those that are affected the most: youth. Through pledges, community engagement efforts, curriculum-based supports, and student-led plays and assemblies, SWAG has truly transformed the school into a community of Upstanders. OLQHS understood the importance of keeping the whole school community involved in their bully prevention efforts and offered free parenting workshop which educated and informed parents, teachers, friends, and staff members of the OLQHS community about the effects of bullying and bully prevention. SWAG also has their own blog/site ([www.studentswithantibullyinggoals.blogspot.com](http://www.studentswithantibullyinggoals.blogspot.com)) where students, parents and educators can go to post, comment or even reply to bullying situations. According to Sue Ellen Stokeld, school guidance counselor and moderator for the video contest, since the beginning of SWAG, “OLQHS has become a SAFER place where bullying is no longer acceptable. The school’s conversation has changed. SWAG has brought together students, teachers, faculty, parents, and friends—all working towards a unified goal of creating the SAFEST environment for everyone in the community.” As the Grand Prize winning school, Our Lady Queen of Heaven will receive a $500.00 grant from BullyBust to continue its excellent bully prevention efforts and a special visit from select cast members of *Wicked* this fall!

“SWAG is all about putting the power for positive change in the hands of those that are affected the most—our youth! SWAG unites our school community and celebrates our individual differences.”
Jericho Middle School of Long Island, New York took the challenge of the “For Good” video contest and excelled to become one of our amazing finalists. Along with their Technology Teacher, Mr. Matthew Silvia, the 6th grade class at Jericho submitted their video during their Bully Prevention Awareness Month. With the help of their school activities and BullyBust’s Upstander Alliance toolkits the class began to engage in meaningful conversations about bullying and what it means to be an Upstander in their school community. When the class learned about the contest, they stood up to the challenge to show other schools their passion, positivity and Upstander behavior.

Grand Valley High School showed their spirit for WICKED and passion for making change in their school through their video. To the Ashtabula County Technical & Career Center Interactive Multimedia class at Grand Valley High School, this video was not only important to their school but also to their wider community. During filming for the video, the tragic shootings took place at Chardon High School, which neighbors Grand Valley. According to Multimedia Instructor, Kris Doran, that event changed his students’ focus and scope for the video. The day after the event they began working on their video as a tribute to the students of Chardon and a way to lift the spirits of their peers.

All of the winning videos will be showcased on BullyBust.org, WickedtheMusical.com, Facebook Safety, SchoolTube.com, and in linked publications as well as through all organizations’ social networking platforms.

BullyBust has asked each school who submitted a video to send us “their story” of their video, what inspired them to submit and what is being done in their community. Each story tells the inspiration and enthusiasm behind the movement that these schools’ have begun. All of our participating schools have been asked to become official BullyBust Ambassadors, through which they will be a part of a group of schools who have also come together to make a difference. To learn more about BullyBust Ambassadors, please visit: www.bullybust.org and view how BullyBust has honored our ambassadors in the past.

BullyBust appreciates the incredible support of the “For Good” video contest judging panel, which includes Facebook Safety, WICKED management, the directors of BULLY, and the Cyberbullying Research Center. On behalf of the entire panel, we extend our deepest congratulations to all of our participating schools on their outstanding videos and inspiring Upstander efforts in their communities. We are thrilled to have them as a part of our BullyBust team as official Ambassadors for the Upstander Alliance movement.

TOGETHER, WE ARE STANDING STRONG AGAINST BULLYING!

Become a part of the Alliance!

More than 1,800 schools nationwide have joined BullyBust’s Upstander Alliance, which provides free resources to help student teams, in collaboration with adult moderators at the school, create targeted community-wide engagement projects focused on preventing bullying and raising awareness. Sign up today at www.schoolclimate.org/bullybust/Upstander to become a part of the movement and stay informed about the next phase of BullyBust!
School Climate Improvement Project in Queens, NY

Richard Cardillo, NSCC Education Director

For the past several months, The New York Times online metro edition has featured a round-the-clock webcam from the 12th floor of a building overlooking Washington Square Park in New York City. Focused on a nest of red-tailed hawks this, “Hawk-Cam” followed the entire ritual of the majestic winged creatures mating, nest building, laying and protecting their eggs and the wondrous hatching of two fledgling red-tailed hawks. The entire adventure culminated with the “Hawk-Cam” capturing the first breathtaking flight of the two very young birds. They had made it in NYC proving they could make it anywhere. And this miracle had more daily “hits” than any other part of the online journal.

There is something quite special about following a wondrous experience from inception to independence. And the “Hawk-Cam” metaphorically captured what we at NSCC experienced during our three-year collaboration with four wonderful schools in our Queens, NY School Climate Improvement Project. After a partnership that spanned three academic seasons, NSCC accompanied these schools on a special journey to address school climate improvement efforts and attain the ability to sustain efforts independently. It’s truly a bittersweet moment.

It has been such an honor to “walk with” the school communities at PS 48, PS/MS 200, PS/MS 105 and PS/IS 268. And it is energizing to know that their dedication, hard work, commitment to the social-emotional well-being of their school communities, and trust in the leadership and engagement of their students has taken firm hold. All of these schools are well situated to sustain their efforts and grow even further, continuing to create school communities that are safe, secure, challenging, and joyous.

This past year, all of the schools in the “Queens Cluster” identified five lead teachers who were interested in taking part in an intensive training to ensure that the school had a cadre of dedicated members especially capable of sustaining school climate improvement efforts going forward. These teachers/staff members were led by Richard Cardillo, Education Director at NSCC, in honing their skills in classroom management, effective infusion of school climate issues into the core curriculum, restorative discipline practices, youth engagement and empowerment, and social justice aspects of creating equitable school communities. All participants are now ready to share these talents with other members of their school communities as well as train those that will be new to the schools.

Additionally, each school made it a priority to foster a community of “Upstanders”. So, the very able team of Nora Rudewicz, NSCC’s Marketing & School Support Manager, and Charlotte Larsen, Educational Fellow, worked with students at each of our schools to develop skills that would guarantee a continuing legacy of “youth leading youth” in the development of Upstander behavior. This effort was highly successful and highly energizing for all involved and promises to have a “ripple effect” as we “virtually” join with others through our BullyBust website and our online School Climate Resource Center (SCRC).

Somewhere over the skies of New York City, there are two very proud red-tailed hawks who are circling above, giving witness to the millions who followed their growth online. Certainly much more quietly and much more unobtrusively, there is an equally proud community about a thousand strong, comprised of teachers, administrators, students, staff and parents who have tended so well to the tasks of creating nurturing school communities. They are spreading their wings and ready to share with all of us “how it’s done”.

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 Perú 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.
Funding for School Climate Improvement

Expert Spotlight

Amy Berg, NSCC Development Director

When you are ready to embark on a school climate improvement process, the first question to pop up is often, where will I find the funds to support this important work? The first step is to set realistic goals about what you want to accomplish and how much it will cost. Remember the wisdom of Lewis Carroll, “If you don’t know where you are going, any road will get you there.” Knowing where you want to end up is the first step towards reaching your goal. Once you have decided where you are heading, there are a number of resources available to help get you there. Sources for support can range from tapping into existing federal and state funding streams, to engaging private philanthropy and finding corporate sponsors, to launching an individual giving campaign. Below we have listed a few resources to help guide you through the funding maze.

Government Funds

Many times money is available through already existing funding streams, such as Title I or other provisions of the federal No Child Left Behind Act (NCLB). To learn more about federal funding opportunities, visit www.grants.gov. Also, check your local and state department of education and city council website. Most will have a “grants” section that lists upcoming grant opportunities. Smaller city or state departments may even have the contact name of someone in this department. For funding opportunities by state, as well as grant writing tips and resources, go to www.k12grants.org/Grants/state.htm.

Foundation and Corporate Support

Foundation and corporate funding can provide some flexibility in how the grant is used to support school climate reform. Often, schools find grant makers who are interested in bully prevention efforts, violence prevention and social emotional learning. A good source of information on grants and grant makers is the Foundation Center. The Foundation Center’s online directory is a paid subscription. However, they have an RFP (request for proposals) bulletin that allows you to see a list of foundations seeking proposals and what projects they are looking to fund. You can find the Foundation Center at www.foundationcenter.org. Other good sources for information on funding opportunities include www.grantsalert.com and www.philanthropy.com.

Individual Giving

Raising funds through individual donations often provides the most flexibility. Creative efforts are often the most successful. Consider holding an anti-bullying rally and engaging the entire community to support your work. There are also a number of free online fundraising platforms where you can build a page for your school or organization and launch an online fundraising campaign. Some popular sites include www.crowdrise.com, www.firstgiving.com, and www.changemakers.com.

NSCC often works with schools that are seeking grant support as a lead applicant or collaborator in the proposal, and is committed to providing guidance and resources to help improve your school’s climate for learning. You can send any additional questions about your grant writing efforts by email to: Aberg@schoolclimate.org.

Resource Corner

Articles

A growth curve analysis of parent training outcomes: examining the influence of child risk factor (inattention, impulsivity and hyperactivity problems) parental and family risk factors.


Teachers Who Bully Students: A Hidden Trauma


A Note on the Prevalence of Teachers’ Who Bully

Twemlow S.W., Fonagy P.

Students in Schools with Differing Levels of Behavioral Problems


Why School Antibullying Programs Don’t Work


Preventing Bullying & School Violence


Websites

Funding opportunities by state, as well as grant writing tips and resources: www.k12grants.org/Grants/state.htm

Learn more about federal funding opportunities at www.grants.gov

Free online fundraising platforms:

www.crowdrise.com
www.firstgiving.com
www.changemakers.com

NSCC offers our Comprehensive School Climate Inventory (CSCI), a nationally-recognized school climate survey that provides an in-depth profile of your school community’s particular strengths and needs, so you can target initiatives where they are needed most. Visit www.schoolclimate.org/programs/csci.php for details. NSCC is proud to announce its newest addition to its school climate survey, the Comprehensive School Climate Inventory (CSCI). The new community-focused survey will aim to recognize the “voice” of community members and leaders and complement the current three versions of the CSCI. To learn more about this exciting new scale, please contact dfaster@schoolclimate.org.
NSCC is an organization that helps schools integrate crucial social and emotional learning with academic instruction to enhance student performance, prevent drop outs, reduce violence, and develop healthy and positively engaged adults.

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

We continue to help translate research into practice by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate.

**NSCC’s vision** is that all children will develop the essential social, emotional, and intellectual skills to become healthy and productive citizens.

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

**NSCC achieves this through:**
- Advocacy and policy
- Measurement and research
- Educational services