



**ALBERT SHANKER INSTITUTE**  
**THE GOOD SCHOOLS SEMINARS**

## **CREATING SAFE AND SUPPORTIVE SCHOOLS**

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,  
POLICY EXPERTS, AND SUPERINTENDENTS

Phoenix Park Hotel  
520 North Capital Street, NW  
Washington, DC

### **PRESENTERS**

**March 26, 2014**

#### **SUSAN BARRETT**

Susan Barrett is the Director of the PBIS Regional Training and Technical Assistance Center at Sheppard Pratt Health System. She has a Masters in Counseling Psychology and certification in Special Education, having served as a teacher, administrator and coordinator with Sheppard Pratt Health System since 1993. Ms. Barrett is working with the OSEP Technical Assistance Center on PBIS as an implementer partner. She assists with large-scale implementation of SW-PBS by providing training and technical assistance to states and districts across the country. She works with Johns Hopkins University to evaluate the impact of PBIS on students, school staff and school communities and serves on the Association of Positive Behavior Supports Board of Directors. She directs the training and technical assistance portion of the Maryland Safe and Supportive Schools grant (MDS3). Within the 3-tiered logic of PBIS, MDS3 provides high schools with technical assistance to support systematic selection, implementation and monitoring of evidence-based practices that address substance use, student engagement (truancy), school violence and bullying. She has been co-leading the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort as well as serving on a National Coaching workgroup to develop systems coaching materials, tools and curriculum. She developed the PBIS Professional Development WIKI that now serves as the curriculum content source for PBIS training throughout the U.S. She has been published in the areas of large-scale adoption of SW-PBS, cost-benefit analysis, advanced tier system development, and adoption of evidence-based practices in schools.

#### **ANN BRADLEY**

Ann Bradley is the director of the American Federation of Teachers Innovation Fund, a nonprofit that invests in great ideas for improving schools from those who know them best—educators and their unions. She joined the AFT in March 2010 after more than 20 years at *Education Week*, where she was a reporter and editor. Before joining American education's newspaper of record, she was a reporter and copy editor at *The Miami Herald* and a copy editor at the *Sun-Sentinel* in Fort Lauderdale. She is a graduate of the Medill School of Journalism at Northwestern University.

### **LEO CASEY**

Leo Casey is the Executive Director of the Albert Shanker Institute, which focuses on issues of public education, unionism and democracy promotion. Previously he served as Vice President from Academic High Schools for the United Federation of Teachers. After a stint in political organizing, Casey began his teaching career in 1984 at Clara Barton High School in Brooklyn, where he taught classes in Civics, American History, African-American Studies, and Political Science. His classes – entirely students of color, largely immigrant and female – won the New York City championship of the national *We The People* civics competition ten years in a row, winning the New York State championship four times and placing fourth in the nation twice. Casey has won several awards for his teaching, and was named national Social Studies Teacher of the Year for the *American Teacher Awards* in 1992. He served as the New York State Teacher Reviewer for the National Standards for Civics and Government Project. He has worked with teacher unions and teachers in Russia, Tanzania and China on the development of civics education. The son of two New York City public school teachers, Casey attended Antioch College, the University of Dar Es Salaam and the University of Toronto, where he earned a Ph.D. in Political Philosophy.

### **CONNIE CUTTLE**

Connie Cuttle is the Director of Professional Development, Office of Safety and Youth Development, in the Chancellor's Division of the New York City Department of Education. She began her career in 1973 as an English teacher at Clara Barton High School. She has been engaged in creating safe, supportive and inclusive New York City public schools for over two decades at the district and central level. Among her current areas of focus are social emotional learning, restorative approaches and progressive disciplinary practices and the NYC Department of Education's Respect For All program.

### **MATTHEW HANEY**

Matt Haney is a school board member on the San Francisco Unified School District Board of Education, and has fought on behalf of public education for the past 10 years as an advocate, educator, organizer, and policy analyst. He was elected in 2012 as one of the only members of an urban school board in California under 35 years old. He recently authored and passed a "Safe and Supportive Schools Policy," which extends and deepens restorative practices and alternatives to suspensions. As a Lecturer and Fellow at the Stanford Design School (d.school), Haney uses design thinking to incubate new ideas in education relating to student voice and student engagement. As the former executive director of the University of California Student Association, he worked as an advocate and organizer for the entire student body of the UC system. Haney earned a BA from UC Berkeley, an MA from Stanford University School of Education, a JD with a focus on educational law from Stanford Law School, and an LLM in human rights from National University of Ireland.

### **ROBERT KIM**

Robert Kim joined the Obama Administration in 2011 and currently serves as Deputy Assistant Secretary for Strategic Operations and Outreach at the U.S. Department of Education's Office for Civil Rights. Prior to joining the Department, he was a senior policy analyst at the National Education Association, where he focused on federal education policy and human and civil rights issues. From 1998 to 2002, Kim was a staff attorney at the American Civil Liberties Union of Northern California, where he engaged in litigation and advocacy pertaining to race, criminal and juvenile justice, gay and lesbian rights, and student rights. He has also served as assistant to the counsel at the New York City Department of Juvenile Justice, where he focused on juvenile detention policy and administration. Kim is a graduate of Williams College and Boston College Law School.

### **KAVITHA MEDIRATTA**

Kavitha Mediratta is a programme executive at The Atlantic Philanthropies, and leads the foundation's efforts to reform zero tolerance school discipline policies and promote racial equity. Prior to Atlantic, Ms. Mediratta was a program officer at the New York Community Trust. Before joining The Trust, she directed youth organizing and community organizing research programs at Brown University's Annenberg Institute for School Reform and New York University. She has authored numerous publications, including *Community Organizing for Stronger Schools: Strategies and Successes* by Harvard Education Press. Ms. Mediratta has received several awards for her work, including the prestigious Warren Weaver fellowship at the Rockefeller Foundation and the Aspen Institute's non-profit research fellowship. She has taught in elementary and middle public and private schools in the U.S. and India. Ms. Mediratta has a B.A. from Amherst College, a Masters of Education from Columbia University's Teachers College and a PhD in urban education from New York University.

### **MICHAEL MULGREW**

Michael Mulgrew is the fifth President of the United Federation of Teachers (UFT), whose 200,000 members include teachers and other professional staff in New York City public schools in addition to family child-care providers, nurses, adult education instructors and retired members. As UFT President, Mulgrew has led the union's efforts to transform education in New York City and to secure the rights to jobs, justice and freedom for all New Yorkers. He has led advocacy campaigns to lower class size, increase education funding and restore family child-care funding for working families. Responding to the high rate of poverty among New York City schoolchildren, Mulgrew has overseen the UFT's mobilization of a diverse coalition to pilot the Community Learning Schools Initiative. Each school in the project becomes a hub of its community by delivering health and social services on site to students, their families and community members. Mulgrew also serves as a vice president of the American Federation of Teachers and an executive board member of the New York State United Teachers (NYSUT). He also sits on the boards of the Council for Unity, CUNY's Joseph S. Murphy Center for Labor, Community, & Policy Studies, and New Visions for Public Schools. Mulgrew spent 12 years as a classroom teacher at William E. Grady High School in Brooklyn, where he also served as UFT chapter leader. He was Vice President for Career and Technical Education High Schools and later Chief Operating Officer of the union before becoming UFT President in 2009.

### **DAVID OSHER**

David Osher is Vice President, AIR Institute Fellow, Senior Advisor to the Health and Social Development Program. He is co-director of the Health and Social Development Program. His work focuses on collaboration; children's services; prevention (school failure and drop out, emotional and behavioral disorders, and violence); social emotional learning; school climate; youth development; the social and emotional conditions for learning, teaching, and healthy development; and culturally competent interventions for children and youth with mental health problems and disorders and their families. Dr. Osher serves as principal investigator of three major research and technical assistance centers funded by the U.S. government: The National Center on Safe and Supportive Learning Environments, The Youth Violence Prevention Resource Center, and The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At Risk. Dr. Osher also serves as principal investigator of a contract to help the Interagency Working Group on Youth Programs improve the coordination and efficiency of youth programs across 12 federal departments and executive agencies and to develop a national plan for

youth aged 10-24. He and his colleagues have developed multiple student and staff school climate surveys and have done extensive research on social emotional learning and the conditions for learning, positive behavioral supports, and effective student support. Dr. Osher was academic dean of a liberal arts college and two professional schools of human services; has consulted with ministries, non-governmental organizations, educators and human service professionals across the world, serves on numerous expert panels and editorial boards; and has authored or co-authored over 325 books, monographs, chapters, articles and reports.

### **TOM RODERICK**

Tom Roderick is Executive Director of the Morningside Center . He oversees all Morningside Center's programs. During his 27-year tenure as executive director of Morningside Center, Roderick has helped build the organization from a one-person operation to a stable mid-sized nonprofit. In 1985, Roderick co-founded the Resolving Conflict Creatively Program. In 2002, he created The 4Rs (Reading, Writing, Respect and Resolution). Roderick's early experience teaching in East Harlem is the basis of his book, *A School of Our Own: Parents, Power and Community at the East Harlem Block Schools*. He has a Bachelors degree from Yale and a Masters in Education from Bank Street College of Education.

### **SUSAN SOLOMON**

Susan Solomon is the Executive Vice-President and an United Educators of San Francisco field representative for all high schools and some elementary schools. Previously she was a Teacher at John Swett Alternative Elementary School from 1999-2006; a Building rep at John Swett Alternative Elementary School, 2001-2006; Executive Board member, elementary division representative, 2001-2003; UESF Secretary, 2003-present; San Francisco Labor Council delegate, 2003-present; CFT convention delegate, 2003, 2004, 2005, 2006; American Federation of Teachers convention delegate, 2006; NEA/RA delegate, 2005, 2006; Member of the UESF bargaining team since 2002; Elementary Committee chair, 2003-2006; Social Activities Committee chair, 2003-present; Grievance Committee member, 2003-present.

### **JANE SUNDIUS**

Jane Sundius is the Education and Youth Development Program director at the Open Society Institute–Baltimore. She is responsible for the development and implementation of a grantmaking, advocacy, and technical assistance program that works to enhance access to high quality learning opportunities for all of Baltimore's youth, both in and out of school. Recent major initiatives include efforts to increase the quality and quantity of after-school and summer learning opportunities for Baltimore's children, to reduce suspensions, expulsions, and arrests in public schools and to improve student attendance. She serves on several advisory groups working to improve outcomes for children, including the executive committee of the Baltimore Education Research Consortium and the advisory committee of the Maryland Out-of-School-Time Network. Prior to her work at the Open Society Foundations, she worked as a research and evaluation consultant to local foundations and nonprofit organizations and was the administrator of a graduate program in public policy. She also served as a senior research associate on a longitudinal study of Baltimore City Public School children that analyzed the effects of poverty and family characteristics on school performance and tracked children's school year and summer learning trajectories. She holds a PhD in sociology and an MA in public policy from the Johns Hopkins University.