Andria Amador  
**Asst. Director of Behavioral Health Services, Boston Public Schools**  
Andria Amador is the Director of Behavioral Health Services for the Boston Public Schools (BPS). Andria has dedicated her career to urban school psychology and began her career as a school psychologist before becoming an administrator. Andria, along with her staff and partners, have developed the Comprehensive Behavioral Health Model (CBHM). CBHM is a multi-tiered system of supports designed to support the behavioral health needs of students across a continuum of prevention, early-intervention and intensive services. Implementation of CBHM requires BPS school psychologists to expand their scope of service delivery to include all NASP Domains of Practice. Andria has the pleasure of serving as the President of the Massachusetts School Psychology Association. She is also the coordinator of the NASP Supervision Interest Group and a member of the NASP Practice Model Committee.

Jacki Ball  
**National PTA**  
Jacki Ball is the Director of Government Affairs at National PTA, where she leads PTA's federal public policy agenda and lobbying efforts. Prior to joining National PTA, she was the Associate Director of Advocacy at the National Association of Secondary School Principals (NASSP). While there, she helped to lead NASSP's federal advocacy efforts, which included coordinating their grasstops and grassroots efforts, lobbying congressional and administration staff, monitoring legislation and appropriations affecting middle level and high school leaders, and participating in coalition-building activities with other national education organizations. Currently, Jacki is on the Board of Directors and serves as treasurer for the Committee for Education Funding (CEF), America's largest education coalition with over 110 members representing the education community from preschool to postgraduate education.

Jacki has spent her career either in the classroom or in government relations. She started her career at Fairfax High School (VA), where she taught history and government for over nine years. Jacki has also worked on Capitol Hill as a legislative aide to former Senator Jim Webb of Virginia, and as a staff assistant for the House Committee on Agriculture. Additionally, she was Manager of Government Relations for Reading is Fundamental (RIF) where she worked on early childhood, literacy and appropriations. She is an active member in professional associations serving the government relations profession. Jacki is a Board member of Women in Government Relations (WGR) and an active member of the Association of Government Relations Professionals (AGRP).

Jacki has a bachelor’s degree from Wake Forest University in Winston-Salem, NC, and a master’s degree from the University of Florida in Gainesville, FL.

Renee Bradley, PhD  
**Deputy Director, Office of Special Education Programs, U.S. Department of Education**  
Renee Bradley has almost 30 years of experience in the field of special education. She began her career as a teacher of students with emotional and behavioral disabilities. During those eight years she worked in a variety of settings from self-contained to an inclusion program to providing homebound services working with children preschool through high school. Renee worked at the South Carolina Educational Policy Center for two years prior to joining the University of South Carolina Special Education Program as a Clinical Instructor in the Graduate School. During her time there she coordinated the master’s student teaching experience and taught a variety of courses. As an experienced consultant and trainer on a variety of education issues including: behavioral supports and interventions, juvenile justice, instructional strategies, teacher training and school leadership, Dr. Bradley has a reputation as an effective deliverer of research based and practical information with a strong sense of the real world. In 1997, she joined the U.S. Department of Education, Office of Special Education Programs as a program specialist on the National Initiatives Team. In 1998, she became the Special Assistant to the Director of Research to
Practice and now serves as the Deputy Director. Among her responsibilities she is the project officer for the National Center on Positive Behavioral Interventions and Supports and the IDEA Partnership project. She coordinated the OSEP LD Initiative and served as the project officer for the National Research Center on Learning Disabilities and the Juvenile Justice Research Center. She has written and contributed to numerous publications and chapters, serves on several professional publication boards, and is a frequent presenter on special education issues. Dr. Bradley has a bachelor and master’s degree in special education from the College of Charleston and her Ph.D. in Leadership and Policy from the University of South Carolina.

Jessica Cardichon, JD, EdD  
Senior Director of Policy and Advocacy, Alliance for Excellent Education  
Jessica Cardichon, joined the Alliance in March 2012 and is Senior Director of Policy and Advocacy for comprehensive high school reform. Prior to joining the Alliance, Dr. Cardichon served as education counsel to U.S. Senator Bernie Sanders (VT), focusing on early care and education, and K–12 and higher education issues. Dr. Cardichon began her career in education by teaching upper elementary school students for seven years in New York City. After teaching, she worked as a program evaluation manager for Teachers College, Columbia University and was responsible for designing, implementing, and evaluating professional development programs for early career teachers working in under-resourced communities. Dr. Cardichon received her EdD and MA degrees in politics and education from Teachers College, Columbia University; a JD degree from Pace University School of Law; and a BA degree in political science from the University of Michigan.

Joanne Cashman, PhD  
Director of the IDEA Partnership & Communication and Collaboration Lead, National Center for Systemic Improvement, NASDSE  
Dr. Joanne Cashman is the Director of the IDEA Partnership at the National Association of State Directors of Special Education (NASDSE), and the Communication and Collaboration Lead for the new National Center for Systemic Improvement (NCSI). The Partnership is an innovative investment by the Office of Special Education Programs (OSEP) at the U.S. Department of Education to bring state education agencies and national organizations together and focus them on improving outcomes for students with disabilities. NCSI is the largest investment by the OSEP and is focused on meeting the dual goals of compliance and outcomes. NCSI is using the Leading by Convening approach to build stakeholder engagement and enhance sustainability.  

Before joining NASDSE, Dr. Cashman served as the Project Director of the Interdisciplinary Doctoral Training Program at the George Washington University (GWU). Prior to coming to Washington, Dr. Cashman was concurrently a building principal and supervisor of special education for the Shikellamy School District in Sunbury, Pennsylvania. She worked for 27 years to improve disability education and awareness at the local and state levels and continues to work with the Pennsylvania Bureau of Special Education and the Pennsylvania Interagency Team.  

Dr. Cashman is a frequent presenter for state and national audiences and has authored articles, practice manuals, and book chapters. Her research interests include shared policy agendas and cross-cutting policy strategies, service learning, self-determination and self-advocacy for individuals with disabilities, organizational learning, knowledge management, and communities of practice.

Katherine (Kate) Cassling  
Legislative Assistant, Senator Manchin (D-WV)  
Kate Cassling has worked on Capitol Hill for five years. She handles education and healthcare policy for Senator Joe Manchin of West Virginia. Prior to joining his office, she worked for Congresswoman Titus of Las Vegas and Senator Susan Collins of Maine. She worked for two years as an English teacher in the Israeli public school system. She has an MA in Education Policy from Tel Aviv University and a BA in Economics from Swarthmore College.
Jacqueline Chevalier  
**Education Policy Advisor, House committee on Education and the Workforce**
Jacqueline Chevalier serves as an education policy advisor, specializing in disability and civil rights in education issues, for the Democratic staff of the House Committee on Education and the Workforce. Prior to joining the committee, Jacqueline worked as a senior policy strategist for the national PTA where she led the association’s federal policy efforts pertaining to reauthorization of the Elementary and Secondary Education Act. Previously, she worked for United Way Worldwide, where she was the manager of public policy focusing on early and K-12 education policy. Jacqueline is a Washington, D.C. native and has a bachelor’s degree from the University of Virginia.

Jill Cook  
**American School Counselor Association**
Jill Cook is the Assistant Director of the American School Counselor Association (ASCA). At ASCA, Cook helped create the National School Counselor of the Year program as well as the Recognized ASCA Model Program (RAMP) that honors exemplary comprehensive school counseling programs across the country. She works with the Department of Education and the First Lady’s office on the Reach Higher initiative on behalf of ASCA and assisted with the first School Counselor of the Year recognition ceremony at the White House in 2015.

Through her work with ASCA, Jill has served on numerous boards and advisory committees. She has been the chairperson of the National Consortium for Child and Adolescent Mental Health Services and is a member of The College Board’s Member Engagement Advisory Committee. She is an advisory board member for the Evidence Based School Counseling Conference and was a keynote speaker at last year’s annual meeting.

She has participated on the selection committee for The Superintendent’s Association’s Women in Leadership Awards; ASCD’s Whole Child School designation, and the Association of School Business Officials’ Pinnacle Award. She also was a member of the Standards Revision task force that assisted in the revision of Learning Forward’s Standards for Professional Learning. Locally, she is part of the Fairfax County Public Schools College and Career Readiness Committee and is a member of the school counseling program advisory council at Lake Braddock Secondary School.

Cook received her bachelor’s degree in music education and master’s degree in school counseling from the University of North Carolina at Chapel Hill and has done postgraduate work at the University of North Carolina at Greensboro and Appalachian State University.

Kathy Cowan  
**Director of Communications, National Association of School Psychologists**
Kathy Cowan is NASP’s Director of Communications. Kathy is responsible for coordinating general communications, crisis communications, and media relations for NASP, as well as supporting the communications needs of NASP programs, advocacy, and marketing. Prior to joining NASP in 2000, she was Director of Communications and Community Outreach for Crossway Community, a nonprofit residential program for homeless women and their children.

Shella Dennery, PhD  
**Program Director, Boston Children’s Hospital, Neighborhood Partnerships, Boston Children’s Hospital**
Dr. Shella Dennery is the Program Director of the Children’s Hospital Neighborhood Partnerships Program (CHNP), the community behavioral health program in the Department of Psychiatry at Boston Children’s Hospital. Dr. Dennery oversees a comprehensive behavioral health program that provides services to Boston area schools and community health centers. The program provides prevention focused activities, early intervention services, and clinical assessment and treatment services to students in their educational home. CHNP also provides behavioral health training and consultation to school staff. In addition, Dr. Dennery oversees an access and training program for schools and an adolescent depression awareness program. She has spent the majority of her career working as a
school social worker in the Boston Public Schools and teaching and consulting on behavioral health related topics in community settings. Dr. Dennery has extensive experience uniting parents, schools, and neighborhood organizations to help strengthen the social and emotional health of children and adolescents. She holds a PhD from Smith College and an MSW from Simmons College. She also holds two post-master’s certificates in child and adolescent therapy and advanced clinical supervision from Smith College. Dr. Dennery is adjunct faculty in social work at both Simmons College and Smith College, and is an Instructor in Psychiatry at Harvard Medical School.

Barbara Duffield
Director of Policy and Programs, National Association for the Education of Homeless Children and Youth

Barbara Duffield is the Director of Policy and Programs for the National Association for the Education of Homeless Children and Youth (NAEHCY). NAEHCY, a national membership association, serves as the voice and the social conscience for the education of children and youth in homeless situations. Ms. Duffield works closely with educators, service providers, federal agencies and Congressional offices to strengthen policy and practice on issues related to family and youth homelessness. She received her Bachelor’s degree summa cum laude in Political Science from the University of Michigan in 1990.

Idi Duncan
Dual Language Assessment Teacher, Fairfax County Public Schools, VA

Since 1990, Idi Castella Duncan has worked as a Dual Language Assessment Teacher for Fairfax County Public Schools (FCPS). She provides in-school interdisciplinary problem-solving teams with information, guidance, and support for meeting the needs of English Learners (ELs) who are experiencing ongoing academic challenges. She also provides dual language assessments to ELs who are being considered for special education evaluations to inform diagnostic decisions regarding the language most likely to yield accurate information of what the student knows and can do academically, developmentally, and functionally. Idi was the President of the Hispanic Educators Association/Hispanic Leadership Alliance (HLA) from 2010 to 2014, and she continues to sit on its board. During her tenure as President, three Hispanic Leadership clubs were established in FCPS high schools, and the number of $1000 scholarships increased from three to ten.

Katie Eklund, PhD
Assistant Professor of School Psychology, University of Arizona

Dr. Katie Eklund is an Assistant Professor of School Psychology at the University of Arizona in Tucson, AZ. Dr. Eklund has worked in public education for the last 14 years as a school administrator, school psychologist, and school social worker. Dr. Eklund served as Coordinator of Mental Health Services for Douglas County School District in Colorado, as a school psychologist for Fountain Fort Carson School District in Colorado Springs, CO, and as a school social worker and high school track coach in Denver and Chicago. Dr. Eklund has served as an Adjunct Professor of Psychology and Teacher Education at Westmont College and the University of Denver, and as an instructor on Response to Intervention for the Colorado Department of Education. Dr. Eklund received her BA in Psychology and Bachelor of Social Work degree from Valparaiso University, her MSW from the University of Michigan, and her Ph.D. in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara.

Dr. Eklund has authored a number of publications on universal screening for behavioral and emotional concerns and school climate. Dr. Eklund’s broad research interests include prevention and early intervention for childhood behavioral and emotional concerns, positive psychology, school climate, support for military children and families, and school-based problem solving and consultation. Dr. Eklund’s teaching interests are in the area of school-based academic and behavioral interventions, crisis intervention, child and adolescent psychotherapy, and problem solving and consultation. Dr. Eklund is Chair of the Government and Professional Relations committee for the National Association of School Psychologists.
David Esquith  
Director, Office of Safe and Healthy Students, U.S. Department of Education  
David Esquith is the Director of the U.S. Department of Education’s Office of Safe and Healthy Students located within the Office of Elementary and Secondary Education. Mr. Esquith is a former Peace Corps volunteer, special education teacher, lobbyist for the Association for Retarded Citizens, and Congressional aide.

Maria Voles Ferguson  
Executive Director, Center on Education Policy at the GW University  
Maria Voles Ferguson is the Executive Director of the Center on Education Policy (CEP), a national center for public education that is independently housed at the George Washington University’s Graduate School of Education and Human Development in Washington, DC. Through its research and analysis, CEP helps citizens better understand the role of public education in a democracy and the programs and policies that impact public schools. Maria also writes the monthly Washington View column for Kappan magazine, the monthly magazine from Phi Delta Kappa International. Before coming to the CEP, Maria served as the Vice President for Policy at the Alliance for Excellent Education, a nonprofit policy and advocacy organization in Washington, DC. In that capacity, Ms. Ferguson directed and managed the organization’s policy agenda. Before joining the Alliance, Ms. Ferguson served as Director of the National School Boards Foundation, a nonprofit organization that works in conjunction with the National School Boards Association (NSBA) to strengthen and support school board leadership in local communities. Ms. Ferguson also served for three years as the Director of Field Operations for New American Schools. Before joining New American Schools, Ms. Ferguson was a political appointee for the Clinton administration at the U.S. Department of Education, serving as the Director of Communication and Outreach Services for the U.S. Department of Education’s Office of Elementary and Secondary Education. Ms. Ferguson began her career as a journalist, working for Cox Newspapers, the Associated Press, and U.S. News & World Report magazine.

Florencia Gutierrez  
Senior Research Associate, Annie E. Casey Foundation, Kids Count  
Florencia Gutierrez has worked at the Annie E. Casey Foundation for the past 6 years. She is currently a Senior Research Associate for KIDS COUNT. She manages and maintains the KIDS COUNT Data Center, and is integral in the development of the Data Book and related national KIDS COUNT products. Before joining the foundation, Florencia spent seven years in Texas researching issues in the area of education, wealth, and the economy. Her interests in these areas led her to pursue a Master’s degree in Education and another in Public Policy which guided her work with the legislature and the Center for Public Policy Priorities, where she worked on KIDS COUNT at the state-level.

Vonnie Hampel  
Press Secretary and Education Legislative Assistant (Rep. Loebsack, IA-02)  
Vonnie Hampel is the Senior Legislative Assistant and Press Secretary to Congressman Dave Loebsack (IA-02), member of the House Education and Workforce Committee and Ranking Member of the Early Childhood, Elementary and Secondary Education Subcommittee. In this role, she supports the Congressman’s priority of improving mental health supports for students in our schools. Vonnie began her career in the House of Representatives with Former Congresswoman Suzanne Kosmas (FL-24), and went on to serve as Legislative Assistant and Press Secretary to Former Congressman Dan Boren (OK-02). In her current role with Congressman Loebsack, she handles a portfolio of issues including education, health care, labor, women’s and LGBT issues, and taxes. Vonnie holds a B.A. in Political Science from the University of North Carolina.
Leanne Hotek  
**Education Policy Advisor, US Senate Committee on Health Education, Labor and Pensions**  
Leanne Hotek is an Education Policy Advisor for Senator Patty Murray (D-WA), Ranking Member of the Senate Committee on Health, Education, Labor and Pensions. Her portfolio includes a range of K-12 and higher education policy issues, including school climate, student safety and health, well-rounded and rural education, career and technical education, and college access programs. Prior to this role, she served as Legislative Assistant for Senator Tom Harkin (D-IA), former Chairman of the U.S. Senate Committee on Health, Education, Labor and Pensions. She advised Chairman Harkin on two committee mark ups of the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2011 and 2013, as well as twelve hearings on the Higher Education Act (HEA). She graduated *summa cum laude* from the University of Northern Iowa with a Bachelor of Arts in Political Science and Philosophy.

Brenda Kabler  
**Associate Faculty Member, Immaculata University, Department of School Psychology and NASP MAC Co-Chair, Children in Transition**  
Brenda Kabler, M.S., NCSP, is the co-chair of NASP’s Children in Transition Subcommittee of the Multicultural Affairs Committee. This committee addresses the emotional and learning needs of children that are homeless, in foster care, or are refugees or immigrants in the United States. Brenda is an Associate Faculty Member of Immaculata University, Department of School Psychology. Prior to this position she worked in public education as a School Psychologist and Coordinator of Psychological Services.

Mary Beth Klotz, PhD  
**Director of Educational Practice, National Association of School Psychologists**  
Mary Beth Klotz, Ph.D., NCSP, Director of Educational Practice, has worked as a staff director at the National Association of School Psychologists since 1999. She serves as NASP’s staff liaison for numerous national leadership groups, coalitions, and grant projects. Dr. Klotz has represented NASP on the National Joint Committee on Learning Disabilities (NJCLD) since 2001 and was elected chair of the NJCLD for 2006 through 2014. She serves as the staff liaison for several NASP committees, including the Multicultural Affairs Committee; the Bilingual School Psychology Interest Group; the Gay, Lesbian, Bisexual, Transgender, and Questioning Youth Committee; the Ethics and Professional Practices Committee; and the Child and Professional Advocacy Committee.

Dr. Klotz is a contributing editor and regular columnist for the *Communiquéd*, NASP’s professional newspaper. She also develops fact sheets and informational resources for the NASP website and e-newsletters, and is a frequent presenter at NASP’s annual convention, as well as at conferences of other educational and mental health organizations. A nationally certified school psychologist, Dr. Klotz’s previous work experience includes 14 years of direct service in public school settings in Maryland and Washington, D.C., as a school psychologist and a special education teacher.

Carol Kochhar-Bryant, PhD  
**Senior Associate Dean of the Graduate School of Education and Human Development, The George Washington University**  
Dr. Kochhar-Bryant is the Senior Associate Dean of the Graduate School of Education and Human Development, and former Chair of the Department of Special Education and Disability Studies. For more than 25 years she has developed and directed advanced graduate and doctoral leadership preparation programs in special education and disability studies. In collaboration with former Associate Dean Ianacone and Dr. Stacy Skalski of NASP, she has directed the Federal Education Policy Institute that has served GSEHD for the past 10 years.

Dr. Kochhar-Bryant has consulted and conducted evaluation with public school districts and state departments of education, U.S. Department of Education, National Association for Public Administration, and has collaborated in international special education research with the World Bank, Asia Technical Division. She has served on standards
boards such as the NEA Great Schools Indicators Project and the National Board of Professional Teaching Standards Exceptional Learners Panel. She has assisted states to develop and evaluate their State Improvement Grants authorized under the Individuals with Disabilities Education Act. Other relevant evaluation experiences include the design and evaluation of the six Regional Resources Centers and Federal Resource Center of the U.S. Department of Education, evaluation of non-profit disability organizations, evaluation of special education and transition services in a 22 site correctional education system in Pennsylvania, and a variety of cross-categorical and community-based service (e.g., case management, residential services, adult vocational services, institutional services, respite care services and JTPA employment training programs).

Dr. Kochhar-Bryant is widely published in areas of disability policy and practice; interagency service coordination for individuals with disabilities, leadership development, and transition to post-secondary and employment for special learners. Dr. Kochhar-Bryant is past President of the Division on Career Development and Transition of the International Council for Exceptional Children.

Sarah Kyle
Vice President of Budget and External Relations at First Focus

Sarah Kyle serves as Vice President of Budget and External Relations at First Focus. Prior to joining First Focus, Sarah served as National Manager of Government Relations at JDRF (Juvenile Diabetes Research Foundation) where she worked collaboratively with the Advocacy team on efforts to advance the artificial pancreas technology at the U.S. Food & Drug Administration, renew the Special Diabetes Program dedicated to type 1 diabetes research, and secured report language to advance diabetes research and therapies in the appropriations process.

Before joining JDRF, Sarah served as Legislative Assistant to Senator Evan Bayh of Indiana on health care, social policy and transportation issues. In that position, Sarah introduced legislation enacted into law to stem the nursing shortage (enacted in the Affordable Care Act) and to improve the quality, performance, and delivery of pediatric care (enacted as part of the Children’s Health Insurance Program Reauthorization Act of 2009). She also introduced the National Alzheimer’s Project Act (NAPA) to coordinate federal activity to combat Alzheimer’s disease, the first Alzheimer’s specific legislation to be enacted into law in 18 years. Prior to serving on Senator Bayh’s staff, Sarah worked at Van Scoyoc Associates as Director of Government Relations after serving in the office of her hometown congressman, U.S. Representative Tim Roemer of Indiana.

At First Focus, Sarah’s work centers on how the federal budget and appropriations process impacts children and families, and plays a lead role of the Children’s Budget Coalition. She is also engaged in external relations to help ensure that proposals by First Focus and its partners are strongly considered by Congress.

Sarah holds a Master of Arts degree in Government from Johns Hopkins University in Baltimore, Maryland, and a Bachelor of Arts degree in Political Science and Economics from Purdue University in West Lafayette, Indiana. She and her husband live on Capitol Hill with their three sons.

Patrice Linehan, PhD
Senior Associate, National Center for Systemic Improvement, NASDSE

Patrice is a Senior Project Associate at the National Association of State Directors of Special Education (NASDSE). Since 1998, Patrice has held various positions at NASDSE - including 16 years cultivating learning partnerships among 50+ national organizations and family groups committed to improving individual and system outcomes through the work of the IDEA Partnership. Before joining NASDSE, Patrice worked as a public school teacher, counselor, and held non-profit leadership positions related to community service, transition and career readiness. She currently serves as a technical assistance facilitator for National Center for Systemic Improvement, working with both Part C and Part B state staff in eight states. She serves on the Data Use and Communication and Collaboration Service Area Teams, and the Social Emotional Outcomes Learning Collaborative for all states. She received a BA from Emerson College, Masters in Education from Harvard University and a Doctorate in Special Education from The
Pamela Leconte, PhD  
**Assistant Research Professor, Retired, The George Washington University**

Pamela Leconte is a retired Assistant Research Professor in the Special Education and Disability Studies Department of the Graduate School of Education and Human Development. Dr. Leconte previously coordinated the Master’s, Education Specialist and Certificate programs in Collaborative Vocational Evaluation: M.A. and Ed.S. as well as the Secondary Special Education & Transition Services: M.A. and Certificate (Online). She was a Policy Fellow with the former Subcommittee on the Handicapped in the U.S. Senate and has worked in the advocacy realm of policy for many years. She also works with doctoral students at The George Washington University.

Jeneé Littrell  
**Assistant Principal, Chaparral High School—Alternative, Grossmont Union High School District, CA**

Jeneé Littrell is an Assistant Principal at Grossmont Union High School District’s alternative school, Chaparral High School and she oversees the mental health and social/emotional services for the entire district.

Jeneé Litrell has long been a leader in addressing social justice issues in education and has most recently focused her attention on preventing and intervening in the Commercial and Sexual Exploitation of Children (CSEC) in San Diego County. In February 2009, Ms. Littrell coordinated the first meeting of leaders in over 40 social service agencies, law enforcement agencies, County Superintendents and Board Members. This meeting set the stage for unprecedented cooperation in addressing the needs of children placed at high risk. This event launched the first interagency information-sharing and tracking program, the Global Oversight Analysis Linking Systems Profile. The Global Oversight Analysis Linking Systems (G.O.A.L.S.) Initiative which began a new era of cooperation among several school districts, law enforcement, probation, health & human services and mental health—all coming together to share information and ideas to help the students and families of East County San Diego.

In 2011, Jeneé was appointed by the County Board of Supervisors to serve as an Executive Member of the Human Trafficking/Commercial Sexual Exploitation Advisory Council. This multidisciplinary group is charged with identifying best practices in prevention, enforcement and protection of minors involved in domestic sex trafficking. Jeneé recently authored Human Trafficking in America’s Schools with the Department of Education. This guide will serve as a resource for schools across the nation to address and prevent CSEC on school campuses.

Sunil Mansukhani, JD  
**Principal, The Raben Group**

Sunil is a principal at The Raben Group (TRG), a Washington DC-based public affairs firm. He joined TRG from the Obama Administration, where he served as Deputy Assistant Secretary in the United States Department of Education’s Office for Civil Rights (OCR). Sunil brings a wealth of experience in education law, litigation, and policy from two federal agencies since he has also worked as a Senior Trial Attorney in the Educational Opportunities Section of the United States Department of Justice’s Civil Rights Division. He has been a keynote speaker or panelist at dozens of national and regional conferences and trainings.

Sunil’s prior work includes serving as the Executive Director of the District of Columbia Access to Justice Commission, a law firm associate, a law clerk for Chief Judge Edward Cahn in the Eastern District of Pennsylvania, and a teaching fellow at Georgetown University Law Center’s Institute for Public Representation. He received his B.A. in Political Science and Economics, *summa cum laude*, from the University of Illinois at Urbana-Champaign, his J.D. from Yale Law School, and a LL.M in Advocacy from Georgetown University Law Center. He can be reached at smansukhani@rabengroup.com.
Stacy Overstreet, PhD
Professor, Tulane University and Director of the Trauma Focused School Psychology Program
Dr. Stacy Overstreet received her Ph.D. in School Psychology from Tulane University, where she has been a faculty member for 19 years. She has experience creating, implementing, and evaluating school-based mental health services for youth exposed to trauma. Dr. Overstreet has conducted numerous studies on the impact of trauma on child development and the effectiveness of trauma treatments, and she has published manuscripts advocating for school-based mental health services for students exposed to trauma. As Co-Principal Investigator on a U.S. Department of Education Leadership Personnel Preparation grant, she developed a specialized training program in Trauma Focused School Psychology that is recognized through a certificate program at Tulane. Dr. Overstreet currently chairs a Trauma-Informed Schools group as part of the Mental Health in Schools Workgroup of Division 16 of the American Psychological Association. The group is coordinating a special issue on Trauma-Informed Schools for the journal, School Mental Health, which is slated for publication in March of 2016. She is also a founding member of the Trauma-Informed Schools Learning Collaborative in New Orleans, which will support six public schools in the development and use of trauma-informed approaches by bringing together experts in education, mental health, social service, research, program evaluation, and public health.

Melissa Pearrow, PhD
University of Massachusetts-Boston, Associate Professor of Counseling and School Psychology, School Psychology Program Director
Dr. Pearrow is an Associate Professor at UMass Boston and is the Director of School Psychology program. She began her career as a special educator and school psychologist in urban schools, and she completed doctoral training in inpatient, outpatient, and community mental health settings. Her research focuses on prevention and intervention in school-based mental health services, youth empowerment, and opportunities and challenges for provision of mental health services in schools, particularly in urban school. She serves on the National Association of School Psychologists Ethics Committee, is Vice-President of Publications and Communications for APA’s Division 16, and is the former President of the Massachusetts School Psychologists Association. She was recently recognized with the Outstanding Advocate Award by NASP.

Eric Rossen, PhD
Director, Professional Development and Standards, National Association of School Psychologists
Eric Rossen, Ph.D., received his doctorate in School Psychology from the University of Florida, and is a Nationally Certified School Psychologist and licensed psychologist in the state of Maryland. He has experience working in public schools as well as independent practice, and is currently the Director of Professional Development and Standards for the National Association of School Psychologists. Dr. Rossen has published several manuscripts and presented nationally on issues related to bullying, crisis response, trauma, school psychological practices, and school safety. Dr. Rossen has recently edited Supporting and Educating Traumatized Students: A Guide for School Based Professionals (Oxford University Press) and has been interviewed by various media sources, including CNN, CBS Evening News, NPR, Washington Post, Wall Street Journal, and the Boston Globe. He also has served as a college instructor and adjunct faculty at the University of Missouri and Prince George’s Community College in Maryland.

Todd Savage, PhD
NASP President (2015-16), Associate Professor in Counseling and School Psychology, University of Wisconsin—River Falls
Todd A. Savage, NCSP earned his doctorate in school psychology from the University of Kentucky in 2002. Having worked as a consultant for several education-related agencies, he joined the school psychology faculty at New Mexico State University in 2004. Since 2008, Dr. Savage has been on the school psychology faculty at the University of Wisconsin-River Falls, where he currently holds the rank of associate professor. He teaches courses on diversity and inclusion; consultation; assessment; public policy and advocacy; and school crisis prevention, preparedness, and intervention. His research interests include culturally-responsive practice; social justice in school psychology; issues of sexual orientation and gender identity as they pertain to the schooling process; and school crisis response. He has
published multiple articles and chapters in a variety of sources, in addition to providing professional development focused primarily on lesbian, gay, bisexual, and transgender student matters as well as the PREPRe school crisis prevention and intervention curriculum published by the National Association of School Psychologists (NASP). Dr. Savage’s NASP service includes terms as New Mexico Delegate; Leadership Development Workgroup Chair and Co-Chair; and Program Manager for the Professional Development Program Area.

**Anastasia (Stacy) Kalamanos Skalski, PhD**
**Director, Professional Policy and Practice, National Association of School Psychologists**
Stacy Skalski is Director of Professional Policy and Practice for the National Association of School Psychologists (NASP), where she works collaboratively with national policy makers, state leaders, educational and health professionals, and elected officials to advocate for expanding school-based mental health services for children and youth. Dr. Skalski has twenty five years of experience as a school psychologist practitioner, professor, school administrator, and advocate for children’s mental health. Prior to joining the NASP staff in 2005, Dr. Skalski served as Coordinator of Mental Health Services for the Douglas County School District (DCSD), Castle Rock, Colorado; as Assistant Research Professor in School Psychology and Initial Teacher Preparation at the University of Colorado at Denver; and as a school psychologist for the Douglas County and Cherry Creek School Districts. Over the last two decades, she has written numerous articles and delivered hundreds of professional presentations, trainings, and in-services across the USA on legal issues, advocacy, assessment, behavior planning, school violence prevention, crisis intervention, response to intervention, and professional issues in school mental health. Dr. Skalski received her BA in psychology from Hanover College in Indiana (1985), her MA in educational psychology from the University of Denver (1986), and her PhD in school psychology from the University of Denver (1991).

**Jill Snyder, PhD**
**Comprehensive Behavioral Health Model Data Analyst, Boston Public Schools**
Dr. Jill Snyder is a school psychologist at Boston Public Schools. She currently serves as the Data and Research Coordinator for the districts’ Comprehensive Behavioral Health Model (CBHM). CBHM is a multi-tiered system of supports for behavioral health that integrates tiered supports and services within a school according to student needs, and recognizes family and community partnerships as an integral part of a school’s success. As Data and Research Coordinator, Jill chairs the CBHM Research Committee and serves on the Executive Workgroup. Prior to assuming this role within CBHM, Jill gained first-hand experience implementing problem solving models including Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), within urban schools. She worked at a variety of schools serving students in preschool through 8th grade, including students with emotional disabilities, severe intellectual and physical disabilities, and autism. Jill holds a Ph.D. in School Psychology from the University of Northern Colorado. She completed internships at Denver Public Schools and the Office of Special Education Programs (OSEP), Research to Practice Division.

**Kelly Vaillancourt Strobach, PhD**
**Director of Government Relations, National Association of School Psychologists**
Kelly Vaillancourt is the Director of Government Relations for the National Association of School Psychologists, where she works collaboratively with public policy makers, educational and health professionals, and elected officials to advocate for the importance and value of school psychology, school psychologists and school psychological services. She also represents NASP on a number of coalitions working to advocate for public policies that support NASP’s mission. Prior to joining the NASP staff in 2011, Kelly spent seven years practicing as a school psychologist in Loudoun County Public Schools (VA). During her time in Loudoun County, Kelly served as a Central Based Crisis Team Leader, was a member of the Positive Behavior Interventions and Supports coordination team. Kelly has reviewed articles for CEC’s Exceptional Children, and the International Journal of Education Policy & Leadership and has delivered professional presentations, trainings, and in-services on PBIS, data collection and analysis, school violence, crisis intervention, and mental health awareness. Kelly earned her BA in Psychology from the University of North Carolina at Chapel Hill, her MA and Certificate of Advanced Study (CAS) in School Psychology from Appalachian State University, and her PhD in Education Policy at George Mason University.
Michael Usdan, PhD
Senior Policy Fellow and Past President, Institute for Educational Leadership
Michael D. Usdan served as President of the Institute for Educational Leadership (IEL) from 1981 through 2001, when he became a senior fellow at the organization. Before joining IEL, Dr. Usdan was Connecticut's Commissioner of Higher Education from 1978 through 1981. From 1974 through 1978, he was President of the Merrill-Palmer Institute in Detroit. Dr. Usdan received his master's and doctoral degrees from Columbia University, having previously completed his undergraduate studies at Brown University. He worked on the staff of the late Dr. James B. Conant in the latter's famous studies of American education and has taught at Columbia University, City University of New York, Northwestern University, Fordham University, and in schools in New York City and White Plains. He also served as a member and president of the school board in the city of New Rochelle, New York, from 1969 to 1974.

Dr. Usdan has written many articles and books on various aspects of education. Several themes dominate his writing: problems related to urban education, the relationship of government and politics to education, and the growing interest in developing closer relationships between elementary, secondary, and higher education. He has been a consultant to local and state boards of education and educational organizations throughout the country and has spoken at meetings, both in the United States and internationally, in nations such as China, India, Nepal, Hungary, Russia, and Japan. Currently, among other affiliations, he is a member of the Editorial Advisory Board of the Phi Delta Kappan magazine and has recently served as a consultant to the National Board for Professional Teaching Standards, the U.S. Conference of Mayors, the Hunt Institute, the Southern Regional Education Board, the National Center for Public Policy and Higher Education, and the George Washington University.

Marleen Wong, PhD
Associate Dean, University of Southern California, School of Social Work, and Director and Principle Investigator, Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools
Dr. Marleen Wong is the Associate Dean and a Clinical Professor in the School of Social Work at the University of Southern California. She is one of the original developers of Cognitive Behavioral Intervention for Trauma in Schools (CBITS). Formerly the director of mental health services, crisis intervention, and suicide prevention at Los Angeles Unified School District (LAUSD), she is identified by the White House as one of the "pre-eminent experts in school crisis and recovery" and the "architect of school safety programs" by The Wall Street Journal. In response to the tragic school shootings across the country and acts of terrorism in Oklahoma City and New York, she developed mental health recovery programs; crisis and disaster training for school districts, law enforcement, and Department of Defense personnel in the United States, Canada, Israel, Europe, and Asia; and is frequently a consultant for the U.S. Department of Education to assist with recovery programs for schools impacted by violence, school shootings, terrorism, and natural disasters.