



## Speaker Bios

### **Whitney Allgood, Ph.D.**

#### **Executive Director, National School Climate Center, New York, NY**

Whitney Allgood joined the NSCC team in late summer 2017, bringing rich and diverse expertise from her twenty year career working with K-16 schools, public education systems, nonprofit organizations, and for-profit companies. She has worked as a teacher, researcher, policy analyst and leadership executive with considerable expertise in NSCC's core focus areas.

Most recently Whitney served on the executive leadership team of Step-Up, Inc. as National Director of Teen Programs where she led the organization's effort to significantly expand teen programs nationally and capture and evaluate impact in schools. Prior to that role, she served as Chief of Staff for The News Literacy Project (NLP), an innovative and rapidly scaling educational nonprofit that teaches students how to think critically, judge the quality of information, and appreciate the value of good journalism. She remains active with NLP as a member of their Advisory Board. Before NLP, she served as the Director of Assessment and Accountability for the District of Columbia's Office of the State Superintendent of Education, where she managed the state assessment system for all D.C. public and charter schools, facilitated the DC State Board of Education's adoption of Common Core Standards, and contributed to DC's selection as a Race to the Top grantee and governing state member in the Partnership for Assessment of Readiness for College and Career (PARCC) assessment consortium.

From 2008 to 2010, Whitney was a Fellow with the Strategic Data Project (SDP) at Harvard's Center for Education Policy Research (CEPR). As a Strategic Data Fellow, Whitney worked in the Office of Accountability at Charlotte Mecklenburg Schools (CMS), where she advised the leadership team on the addition of a value-added measure to CMS's teacher performance pay pilot; coordinated the collection, synthesis and dissemination of CMS teacher data and relevant research to inform the district's human capital strategy; and consulted on the development of key performance indicators for the district's new performance management system.

Whitney began her educational career in Florida as an English and Social Studies teacher in Orange County Public Schools. She then worked with students in emergency transitional, clinical and home-based settings, teaching all subjects and grade levels, as well as managing a network of schools in Middle Tennessee supporting these students. She has taught Organizational Development and Leadership at Vanderbilt University's Peabody College of Human Development and consulted extensively in the non-public specialized education sector. Whitney has held research posts with The School Finance and Redesign Project and The Economic Policy Institute and provided background research for a weekly education column, "Lessons", in The New York Times. Her research and work priorities have always been founded on a commitment to provide all students with the quality of education necessary to realize their family, community and civic obligations and maximize their personal potential.



Whitney holds a Ph.D from Vanderbilt University's Peabody College of Human Development and a Master of Arts in Teaching English from Rollins College. She completed her undergraduate studies at the University of Florida.

**David F. Bateman, Ph.D.**

**Professor, Educational Leadership and Special Education, Shippensburg University of PA**

David F. Bateman, Ph.D., is a professor at Shippensburg University in the Department of Educational Leadership and Special Education where he teaches courses on special education law, assessment, and facilitating inclusion. He is a former due process hearing officer for Pennsylvania for over 580 hearings. He uses his knowledge of litigation relating to special education to assist school districts in providing appropriate supports for students with disabilities and to prevent and to recover from due process hearings. He has been a classroom teacher of students with learning disabilities, behavior disorders, intellectual disability, and hearing impairments. Dr. Bateman earned a Ph.D. in special education from the University of Kansas. He has recently co-authored the following books: *A Principal's Guide to Special Education*, *A Teacher's Guide to Special Education*, *Charting the Course: Special Education in Charter Schools*, *Special Education Leadership: Building Effective Programming in Schools*, and *Current Trends and Legal Issues in Special Education*.

**Mike Booher, M.Ed.**

**Safe and Civil Schools Consultant/Trainer**

Mike Booher attended Wake Forest University and earned a B.A. in Education in 1971 and a M.Ed. from Wake Forest University. Mr. Booher first worked as a school psychologist for Greensboro Public Schools (N.C.) in 1973. He was appointed the lead school psychologist in 1986 and then served as the Supervisor of Psychological Services in the newly merged Guilford County Schools from 1991 until his retirement from a full-time position in 2004. Mr. Booher also served as a clinical instructor for the School Psychology Program at UNC-Chapel Hill from 2000 to 2005.

Mr. Booher started working in 2005 as a national trainer/consultant for Safe & Civil Schools. During the past two school years, his work with Safe & Civil Schools involved training school teams and staff members in school districts on school-wide behavior supports, classroom management and individual behavioral interventions for the large urban districts of Houston ISD and Los Angeles Unified as well as many smaller school districts in Alabama, Alaska, Colorado, Illinois, Maryland, Nebraska, New Mexico, North Carolina, North Dakota, Oklahoma and Texas. The work with Los Angeles Unified is part of an ongoing research project by the Stanford Research Institute designed to assess the impact of school-wide behavior supports in middle schools.

Mr. Booher is a co-author of *Behavioral Response to Intervention (B-RTI): Creating a Continuum of Problem-Solving and Support* (2008) and a co-author of *Foundations: A Proactive and Positive Behavior Support System* (2014). Mike has delivered a variety of professional presentations at state and national conferences, and has taught at several colleges and universities, lecturing on a variety of topics from Brain-based learning strategies in the classroom to serving students at risk of school failure.



**Renee Bradley, Ph.D.**

**Deputy Director, Research to Practice Division, Office of Special Education Programs (OSEP), U.S. Department of Education, Washington, DC**

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.

**Mo Canady**

**Executive Director, National Association of School Resource Officers**

Maurice "Mo" Canady holds a Bachelor's degree in Criminal Justice from Jacksonville State University. He is a former Lieutenant with the City of Hoover Police Department in Hoover, Alabama. After a 25-year career, Mo retired from the Hoover Police Department in 2011. The last 12 years of his career were spent as the commander of the School Services Division which provided services to over 13,000 students. Mo has been a Law Enforcement Instructor since 1993. He has taught such courses as Evidence Photography, Fingerprinting and Tactical Response to School Shootings and Student Violence. He is also a former member of the Hoover Police Department's Special Response Team. Mo was appointed as an instructor for the National Association of School Resource Officers in 2001 and a NASRO board member in 2005. He is a past President of the Alabama Association of School Resource Officers. On February 1, 2011, Mo became the Executive Director for the National Association of School Resource Officers.

**Ed Clarke**

**Chief Safety Officer, Montgomery County Public Schools (MD)**

Ed Clarke spent more than five years leading the Maryland Center for School Safety (MCSS), where he helped craft the Maryland Safe to Learn Act of 2018, which enhances protocols and increases funding for school safety. Mr. Clarke previously served as MCPS Director of Safety and Security and is a retired captain from the Montgomery County Police Department, where he served for 24 years before moving



Washington, DC

on to oversee security in the same schools he attended as a child. His 42 years of combined law enforcement and public education experience make him uniquely qualified to lead MCPS into a new era of school safety and security. Under his leadership during his first tenure, MCPS was recognized by the U.S. Department of Education as a leader among the nation's school systems in its emergency/crisis preparedness and readiness efforts. In 2006, Mr. Clarke became a consultant to school districts and public safety agencies throughout the country. A nationally recognized expert in school security, Mr. Clarke was recently nominated to receive the 2019 National Association of School Psychologists' Outstanding Advocate award. Psychology and education advocates have cited his tireless commitment to and focus on mental and emotional health as a key component of any comprehensive school safety plan. Mr. Clarke holds bachelors and master's degrees from American University. He is the recipient of numerous awards, including the National Law Enforcement Officer Memorial Fund Officer of the Month for distinguished exemplary service and devotion to duty.

### **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.

### **Michelle Dallafior, M.P.P**

#### **Vice President, Budget and Tax, First Focus, Washington, DC**

Michelle Dallafior has more than twenty-three years of experience in policy development, implementation and oversight in both the federal government's legislative and executive branches advocating for social justice and public policy solutions that create pathways to opportunity for all families and youth. Since leaving the federal government in early 2017, Michelle has been a strong advocate for prioritizing children in the federal budget process, improving tax provisions for working families with children, and increasing access to high-quality early childhood education. Michelle is the Senior Vice President for Budget and Tax at First Focus and directs the [Children's Budget Coalition](#) comprised of seventy participating member organizations.

In fifteen years on Capitol Hill, Michelle worked in several different positions covering a broad range of issues including, economic development, energy, healthcare, environmental justice, labor, criminal justice reform and appropriations. She served as a Legislative Assistant to Senator John Glenn responsible for Great Lakes environmental and maritime policies and garnering bipartisan support for federal funding of Great Lakes protection programs. She advised Congressman Ted Strickland for ten years as his Legislative Director, and ultimately Chief of Staff. In those capacities, she set strategic goals and policy priorities, and oversaw the legislative and oversight activities for the Congressman who served as member of the House Energy and Commerce Committee. After the 2006 election, Michelle joined the staff of the House Science and Technology Subcommittee on Energy where she managed a portfolio of energy-related topics including grid modernization, advancement of energy storage technologies, and emerging issues surrounding water management and power production. Michelle



joined the Department of Energy (DOE) in 2009 where she advised two Assistant Secretaries on budgetary matters and legislative, political, and strategic initiatives to advance the Administration's policy objectives and programmatic goals.

Michelle grew up in Michigan's Upper Peninsula, holds a B.A. in Political Science from the University of Michigan, Ann Arbor and a Master's in Public Policy from the Georgetown Public Policy Institute, now the McCourt School of Public Policy at Georgetown University. She also holds a certificate in Victim's Advocacy and volunteers as a Court Appointed Special Advocate in the District of Columbia.

**Donna Desaulniers, M.S.**

**School Psychological Services Program Manager, Fairfax County Public Schools (VA)**

Donna M. Desaulniers is a licensed school psychologist and the Program Manager for School Psychology Services for Fairfax County Public Schools in Fairfax, Virginia. She completed her school psychology graduate training at Penn State University and her undergraduate program at the College of William and Mary. In her 29 years as a school psychologist, Donna has worked in public school systems in CO, GA, NY, NC, RI, and VA and in programs ranging from preschool through high school alternative education. In FCPS, she coordinates the school psychology practicum and internship programs, supports district level MTSS and SEL initiatives, and was a leader in the development of the FCPS Summer Parent and Student Clinic programs. Donna is currently completing her PreK-12 administrative endorsement at George Mason University.

**Katie Eklund, Ph.D., NCSP**

**Assistant Professor, University of Wisconsin, Madison**

Dr. Eklund is an Assistant Professor in the School Psychology Program at the University of Wisconsin-Madison. She received her doctorate in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara and her Masters degree in Social Work from the University of Michigan. Prior to entering academia, Dr. Eklund worked in public education for 10 years as a school administrator, school psychologist, and school social worker. She is currently a Nationally Certified School Psychologist and licensed Psychologist. Dr. Eklund's research focuses on school mental health, including early identification and intervention for children who have behavioral and/or social-emotional concerns, social emotional learning, school climate, and school safety. Dr. Eklund currently serves as Co-Director of the [Madison Education Partnership](#), a research-practice partnership between Madison Metropolitan School District and the Wisconsin Center for Educational Research.

**Peter Faustino, Psy.D.**

**New York Delegate, National Association of School Psychologists, GPR Committee Member, Northeast**

Dr. Peter Faustino has been working as a school psychologist for more than 20 years. He is currently the NY Delegate for the National Association of School Psychologists and a past President of the NY Association of School Psychologists. Dr. Faustino proudly works at Scarsdale High School, serves on the Family Services Committee for Autism Speaks and maintains a private practice with the Developmental Assessment and Intervention Center (DAIC) in Bedford Hills, NY & Greenwich, CT. He presents frequently at state and national conferences.



**Benjamin S. Fernandez**

**Coordinator of Prevention Services, Loudoun County Schools, VA**

Benjamin S. Fernandez, completed his graduate studies in School Psychology at Bucknell University and has worked as a school psychologist in Pennsylvania and Virginia with over 22 years of experience as a practitioner. Currently, he serves as a Lead School Psychologist for Loudoun County Public Schools where he provides leadership to school psychologists and a broad array of psychological and school-based mental health services including assessment, consultation, prevention and intervention. He is also responsible for the management of practicum students and the school psychology specialist level internship program. Mr. Fernandez also manages the coordination of crisis teams and the implementation of crisis intervention services. In addition to these duties, he is a PREPaRE WS1 and WS2 master trainer and is responsible for training school psychologists, school psychologist interns, school social workers, and school counselors for his division. Additionally, he has contributed to presentations, articles, books, and webinars related to youth suicide, PREPaRE, and school safety and crisis intervention. Mr. Fernandez conducts workshops on PREPaRE and trainings on school safety and crisis response on the local, state, and national levels. He has testified before the Senate Committee on Health, Education, Labor, and Pensions and Federal Commission on School Safety. In 2010, he was named School Psychologist of the Year by the Virginia Academy of School Psychologists and in 2012, he was named School Psychologist of the Year by the National Association of School Psychologists (NASP). In 2015 and 2018, Mr. Fernandez received the NASP Presidential Award. He also is a member and currently is professional development lead for NASP's School Safety and Crisis Response Committee. Additionally, he is recognized for his significant contributions to building safe schools as a "critical friend" of the National Coalition for Safe Schools.

**Kristen Harper**

**Director for Policy Development, Child Trends, Bethesda, MD**

Kristen Harper brings to Child Trends a wealth of expertise in utilizing research to drive policy decision making and promote better outcomes for youth. She serves as a strategic advisor working to continuously improve the policy relevance of Child Trends' portfolio and connect researchers with local, state, and federal officials. Kristen is also a nationally recognized expert on education policy, racial and ethnic disparities in education, school discipline policy, and school health and climate, and has been cited and quoted by *The Wall Street Journal*, the *Associated Press*, *Politico*, *Education Week*, *U.S. News & World Report*, and *The 74*, among other publications. Kristen is a proud member of the 2019-2021 class of the Annie E. Casey Foundations' Child and Family Fellowship.

Currently, Kristen is the principal investigator of a study to examine how shifts in Medicaid policy have influenced reimbursements for school-based health services and school capacity to promote health equity. She serves as a senior advisor for multiple projects—funded by the U.S. Department of Education, the Centers for Disease Control and Prevention, and the Robert Wood Johnson Foundation—dedicated to improving school health, school safety, and adolescent health. Kristen previously led a project to build a framework to assess how states support children and youth with special health care needs.

Kristen came to Child Trends after serving for seven years in the U.S. Department of Education, where she was a chief architect of the agency's efforts to improve conditions for learning. As a senior policy



advisor for the Office of Special Education and Rehabilitative Services (OSERS), she authored federal regulations to reduce racial and ethnic disparities in the identification, placement, and discipline of children with disabilities. In this role, Kristen also directed the Department's efforts to promote alternatives to suspension under the Supportive School Discipline Initiative, a partnership launched in 2011 between the U.S. Departments of Education and Justice to address exclusionary and punitive discipline. Her leadership in addressing school discipline continued under the federal My Brother's Keeper initiative, a taskforce launched in 2014 to improve outcomes for young men and boys of color. Prior to OSERS, Kristen served in the Department's elementary and secondary education offices advancing policy initiatives to improve school climate and conditions for learning. With her guidance, the Department established, in 2010, the first federal grant to support the use of survey measurement to improve school climate programming.

### **Angela Heishman, Ph.D., NCSP**

#### **School Psychologist, Big Spring School District, Newville, PA and GWU Adjunct Faculty**

Angela Heishman, PhD is a Certified School Psychologist in Pennsylvania and a Nationally Certified School Psychologist. She holds a Diplomate in School Neuropsychology from the American Board of School Neuropsychology. She is currently a school psychologist and Student Assistance Coordinator at the Big Spring School District in Newville, Pennsylvania and an Adjunct Professor at George Washington University. Prior to her employment as a school psychologist, she served as a mental health liaison, program consultant, and crisis responder for Student Assistance Teams across central PA. In her employment at Teenline at Holy Spirit Hospital, she was also a lead trainer on the SAP model as endorsed by the Commonwealth Approved Training System through the PA Department of Education's Division of Safe and Drug Free schools. In addition to her experiences as an outpatient counselor and play therapist, she has also worked extensively with adults with disabilities. Dr. Heishman also has experience in teaching ESL at the college level and has facilitated support group for youth refugees relocated in the United States. She possesses Masters' degrees in Counseling and Education (TESOL). She also has a post-master's certificate in school psychology and a doctorate in special education at George Washington University with a concentration in applied neuroscience.

### **Kim Knackstedt**

#### **Disability & Education Policy Advisor, U.S. House Education and Workforce Committee**

Kimberly Knackstedt is a Disability and Education Policy Advisor for the U.S. House of Representatives - Committee on Education and the Workforce minority staff under Ranking Member Bobby Scott (VA-03). She received her Bachelor of Education in Special Education and Elementary Education from Gonzaga University, Master of Education in Special Education with a focus on low-incidence disabilities from the University of Kansas, and PhD in special education policy from the University of Kansas. She taught special education for four years in Kansas City. Prior to working for the Committee on Education and the Workforce, Kimberly served on the Senate Committee on Health, Education, Labor, and Pensions as the Joseph P. Kennedy Jr. Public Policy Fellow in 2016 under Ranking Member Senator Patty Murray.

### **Paul Kesner**

**Interim Director, Office of Safe and Supportive Schools, U.S. Department of Education, Washington, DC**



**Carol Kochhar-Bryant, Ph.D.**

**Emeritus Professor, Graduate School of Education and Human Development, The George Washington University**

Carol Kochhar-Bryant, PhD, is Professor, former Senior Associate Dean of the Graduate School of Education and Human Development, and former Chair of the Department of Special Education and Disability Studies. She holds a doctorate in Special Education from the George Washington University, and graduated magna cum laude in Psychology and Pre-Med from the University of Maryland. Dr. Kochhar-Bryant was born in the UK and grew up in Pennsylvania.

For more than 30 years Dr. Kochhar-Bryant has developed and directed advanced graduate and doctoral leadership preparation programs in special education and disability studies. In collaboration with former Associate Dean Robert Ianacone and Dr. Stacy Skalski of NASP, she has directed the Federal Education Policy Institute that has served GSEHD for the past 15 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, including the design and evaluation of the six Regional Resources Centers and Federal Resource Center of the U.S. Department of Education. Dr. Kochhar-Bryant's practical and policy experience working with students with disabilities and leading interagency collaboration efforts have formed the basis of several books, among them: *Effective Collaboration for Educating the Whole Child (2010)*; *Pathways to Successful Transition for Youth with Disabilities: A Developmental Process (2<sup>nd</sup> Ed, 2008)*; *Collaboration and System Coordination for Students with Special Needs: From Early Childhood to the Postsecondary Years (2007)*; and *Aligning Transition and Standards-Based Education (2002)*. Dr. Kochhar-Bryant is past President of the Division on Career Development and Transition of the International Council for Exceptional Children.

**Angela Mann, Ph.D., BCBA, NCSP**

**Assistant Professor, Department of Psychology, University of North Florida**

Angela Mann, Ph.D., is credentialed as a school psychologist, behavior analyst, and licensed psychologist. This makes her uniquely qualified to address the academic, social, emotional, and behavioral needs of youth. She has trained at some of the most prestigious clinics in the country including the Kennedy Krieger Institute at John's Hopkins Medicine for children with disruptive behavior disorders as well as the Rothman Institute at All Children's Hospital also part of Johns Hopkins Medicine. Prior to her formal training in these clinics, Dr. Mann had the opportunity to participate as a counselor in the University of Buffalo Summer Treatment Program for children with Attention-Deficit/Hyperactivity Disorder (AD/HD), part of the well-regarded Multimodal Treatment of AD/HD (MTA) series of studies.

Dr. Mann currently serves on the Board of Directors at the National Association of School Psychologists and the Florida Association of School Psychologists. She is also a member of the First Coast Association of Behavior Analysis.





Dr. Mann is trained in multiple therapy modalities including cognitive behavioral therapy, exposure and response prevention, applied behavior analysis, dialectical behavior therapy, mindfulness, acceptance and commitment therapy, and Parent Child Interaction Therapy (PCIT). She is able to apply these techniques to address a variety of needs for youth including symptoms of anxiety, depression, self harm, executive functioning difficulties, Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, Obsessive Compulsive Disorder, Selective Mutism, Autism Spectrum Disorder, and other pediatric concerns including sleep and toileting concerns.

Dr. Mann's lab, The Social Justice in Schools Lab, investigates social justice and community inclusion for youth with challenging behaviors. More specifically, the research falls into three categories:

**Social Justice in School Systems** - This work is interested in addressing issues of social justice for youth related to disparities in access to education as well as disparities in the use of harmful and exclusionary discipline practices. Additionally, we are interested in strategies for supporting the implementation of evidence-based practice for addressing challenging behaviors in schools. Finally, our work in this area focuses on improving outcomes for marginalized youth including youth of color, youth with disabilities, youth involved in the dependency or juvenile justice systems, youth of refugee status, and youth experiencing homelessness.

**Youth with Challenging Behaviors, their Family, & the Community** - We are equally interested in strategies for supporting and building resilience in families of children with challenging behaviors including children with Autism Spectrum Disorders (ASDs). This work includes improving community inclusion of families and youth affected by developmental disabilities both in our local communities and our global community.

**Improved Systems of Care for Youth with Challenging Behaviors** - Finally, the lab works to understand factors essential to improving outcomes for youth with challenging behaviors and their families through improved systems of care and programming. More specifically, our studies investigate factors that will improve treatment adherence in behavioral parent training programs.

Finally, Dr. Mann serves as the faculty sponsor for the UNF Sailing Club and the UNF School Psychology Club. In her spare time Dr. Mann enjoys racing sailboats, traveling, meditating, hiking, camping, gardening, doing something creative, or volunteering in the community.

#### **Kari Olsen, M.Ed.**

##### **RULER Program Manager for High Schools, Yale Center for Emotional Intelligence, New Haven, CT**

Kari Olsen, M.Ed., is the RULER Program Manager for High Schools. Prior to joining the Center she worked as an elementary school teacher, middle and high school counselor, and middle and high school administrator in the Washington D.C. area. In her most recent role as Director of Student Services, Kari led the school team implementing RULER in her high school setting and collaborated with other RULER high schools in her district. She supported school-wide conversations about mental wellness and encouraged students to find balance in their lives. Kari received a B.A. in history from Rutgers College, and M.Ed. degrees in Counseling and Development, and Education Leadership, both from George Mason University.



**Kari Oyen, PhD, LP, NCSP**

**Assistant Professor, University of South Dakota, GPR Committee Co-Chair and Central Region Representative**

Dr. Kari Oyen is an Assistant Professor of School Psychology. Dr. Oyen earned her doctorate in school psychology from the University of South Dakota. Her primary focus of research is the identity and unique practice of rural education. Her research investigates the role of the provision of services in rural settings and how that relates to student outcomes. She also examines the impact of trauma and child maltreatment on student outcomes in rural settings. She also examines the role of advocacy in public service settings. She engages in quantitative methods to examine the role of rural education and variables that impact a comprehensive role and access to services. Dr. Oyen is the past President of the South Dakota Association of School Psychologists and the Co-Chair of the National Association of School Psychologists Government Professional Relations Committee. Dr. Oyen is on the writing team for the 2020 revision of the NASP practice model. She has published research in Contemporary School Psychology and Psychological Services.

**Leslie Paige**

**President, National Association of School Psychologists**

Leslie Paige is the current President of the National Association of School Psychologists. She has held many positions in the National Association of School Psychologists' leadership, including treasurer and secretary. She has chaired and co-chaired numerous committees, including awards, leadership development, ethics, professional development, and publications. She was a member of the PREPaRE School Crisis Prevention and Intervention Training Curriculum workgroup and the Strategic Planning committees. Leslie is also a past president of the Kansas Association of School Psychologists. She was the NASP School Psychologist of the Year in 1996 and the Kansas School Psychologist of the Year in 1994. She has received three NASP Presidential Awards and was also recognized with the Fort Hays State University (FHSU) Alumni Achievement Award in 1996. Leslie spent 22 years as a practicing school psychologist, was the interim program director of the school psychology program at FHSU in the mid 90's and has taught as an adjunct instructor. She is currently the director of the Office of Scholarship and Sponsored Projects at FHSU.

**Eric Rossen, Ph.D., NCSP**

**Director, Professional Development and Standards, National Association of School Psychologists**

Eric Rossen, PhD, NCSP, is a Nationally Certified School Psychologist, licensed psychologist in Maryland, and a credentialed National Register Health Service psychologist. He has experience working in public schools as well as in independent practice, has served as a college instructor and adjunct faculty at the University of Missouri and Prince George's Community College, and is currently the director of professional development and standards for the National Association of School Psychologists (NASP). Eric can be found on Twitter @E\_Rossen.

**Zach Scott**

**Senior Manager, Federal Engagement and Outreach, National Association of Secondary School Principals**

Zach Scott is the senior manager of federal engagement and outreach for NASSP. He serves as NASSP's lead lobbyist and advocates on behalf of the organization's positions to a variety of external audiences.



Scott also aids in policy development by monitoring legislation affecting middle level and high school leaders and developing policy positions based on federal legislation. Prior to joining NASSP, Scott worked for more than three years on Capitol Hill as a legislative assistant for Congressman Bill Huizenga of Michigan. Scott has a bachelor's degree in political science from Grand Valley State University in Allendale, MI.

**Margaret A. Sedor, MS, NCSP, ABSNP, LEP**

**School Psychologist, Sweetwater Union High School District, CA**

Margaret Sedor is a nationally certified school psychologist in Sweetwater Union High School District within the Equity, Culture and Support Services Department. She is a certified trainer for the International Institute for Restorative Practices and serves as a district trainer in Restorative Practices. Ms. Sedor facilitates and provides coaching support for Restorative Practices community circles and conferences within a school supporting foster youth with significant trauma history residing in a residential facility. As a nationally recognized presenter, Ms. Sedor provides training for school psychologists, administrators, and educators in the areas of multitiered systems of support (MTSS), mental wellness, positive school climate, trauma informed practices, positive behavioral interventions and supports (PBIS), school violence and safety, threat/risk assessment, suicide prevention and intervention, and neuro-based interventions. She is a certified trainer and state leader for the Positive Environment Network of Trainers (PENT), Behavior Intervention Case Management (BCIM), PBIS, School-Wide Information System (SWIS), NASP PREPaRE Crisis Management, Applied Suicide Intervention Skills Training (ASIST), and Restorative Practices.

**Anastasia (Stacy) Kalamaros Skalski, Ph.D.**

**Director, Professional Policy and Practice, National Association of School Psychologists**

Anastasia (Stacy) Skalski, Ph.D. 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).

**Deborah Temkin, Ph.D.**

**Senior Program Area Director for Education, Child Trends, Bethesda, MD**

Deborah Temkin, Ph.D., is a recognized leader in the fields of school climate and school-based prevention. Her work on bullying prevention led to a position in the U.S. Dept. of Education, where she led the Federal Initiative on Bullying Prevention and was a finalist for the 2012 Call to Service Medal of



the Samuel J. Heyman Service to America Medals. She played a major role in creating [stopbullying.gov](http://stopbullying.gov) and coordinated the 2011 White House Conference on Bullying, among other initiatives. She has been cited and quoted by *The Washington Post*, *Politico*, *CNN*, *Education Week*, and *U.S. News & World Report*, among other publications.

Dr. Temkin currently leads Child Trends' education program area, where her work focuses on the intersections between education and healthy social and emotional development. Among other projects, she serves as the Principal Investigator of three school-based evaluations: a \$3.8 million four-year evaluation of the Safe School Certification Program in DC public and public charter schools funded by the National Institute of Justice's Comprehensive School Safety Initiative; a multi-year evaluation of school start time changes funded by the Robert Wood Johnson Foundation; and a one-year retrospective evaluation of the DC Healthy Schools Act under contract with the DC Office of the State Superintendent of Education. Additionally, Dr. Temkin serves as a senior advisor to the U.S. Department of Education's National Center for Safe and Supportive Learning Environments. She also regularly blogs about bullying, school climate, and other education related issues for the *Huffington Post*.

Dr. Temkin continues to consult with policymakers and other decision makers about bullying prevention policies and initiatives, including serving as an expert consultant to the DC Office of Human Rights on the implementation of the Youth Bullying Prevention Act of 2012. She is in search of ways to improve the conditions for learning in schools. She is looking for opportunities to study and improve youth engagement, student safety and support, and education policies relating to student health.

### **Nonso Umunna, M.P.A.**

#### **Research Director, Advocates for Children and Youth (ACY), MD Affiliate to the Annie E. Casey Foundation's Kids Count**

Nonso Umunna is the Director of Research for Advocates for Children and Youth (ACY). In this role he is responsible for evaluating the effectiveness of programs and policies for the state's children and youth. He works with a research associate to ensure that Maryland's child well-being indicators are updated in Maryland's KIDS COUNT Data Center. Nonso earned his Bachelor of Arts in Government and Public Policy and his Masters in Public Administration and Policy from the University of Baltimore.

### **Nate von der Embse, Ph.D.**

#### **Associate Professor, University of South Florida; Chair, Government and Professional Relations Committee**

Nathaniel P. von der Embse is an associate professor of school psychology at the University of South Florida and Chair of the Government and Professional Relations Committee for NASP. Dr. von der Embse serves as an associate editor for the *Journal of School Psychology*, and his research interests include universal screening for behavioral and mental health, teacher stress and student test anxiety, and training educators in population-based mental health services. He received the 2018 Lightner Witmer Award for early career scholarship from Division 16 of the American Psychological Association.



**Michael K. Yudin, J.D.**

**Principal, Raben Group and former Asst. Secretary for Secondary and Elementary Education, U.S. Department of Education (Obama Administration)**

Michael K. Yudin, J.D. brings the expertise of a career spent advocating for equitable opportunities for educationally disadvantaged children and youth to his role as Principal at The Raben Group. Prior to joining the firm, Michael worked on behalf of the Obama Administration at the U.S. Department of Education for six years, serving the Secretary in a number of capacities, including Assistant Secretary for Special Education and Rehabilitative Services, and Acting Assistant Secretary for Elementary and Secondary Education.

In his capacity as Assistant Secretary, Michael led the Department's efforts to effectively administer twenty-two federal disability grant programs, totaling approximately \$15 billion, designed to improve the educational and employment outcomes of infants, toddlers, children, youth, and adults with disabilities. Working with the Secretary and other senior leaders across the Department of Education, Members of Congress, the White House, and other federal agencies, he helped guide the formulation, development, and implementation of policy designed to ensure equal opportunity and access to, and excellence in, education and employment for individuals with disabilities.

In particular, Michael worked to ensure students with disabilities were held to the highest standards and expectations, improve postsecondary education and employment opportunities, and address issues of racial and ethnic disparities in special education. He also helped the Department with implementation of the newly reauthorized ESEA. Michael also took a leadership role in the Department's efforts to Rethink Discipline, promoting alternatives to exclusionary discipline policies that disproportionately exclude students of color and students with disabilities from the classroom.

Additionally, Michael served on a number of interagency boards and committees, including as a member of the Early Childhood Interagency Policy Board, co-chair of the Federal Partners in Transition, and as chair of the U.S. Access Board. As Acting Assistant Secretary for Elementary and Secondary Education, he oversaw a number of the Secretary's critical priorities, including ESEA flexibility and initiatives to turn around low- performing schools and improve teacher and leader effectiveness.

Prior to joining the Department, Michael served nine years as a U.S. Senate staffer, serving as the legislative director for Sen. Jeanne Shaheen of New Hampshire, senior counsel to Sen. Jeff Bingaman of New Mexico, and HELP Committee counsel to Sen. Jim Jeffords of Vermont.