

**CORPORAL PUNISHMENT SESSION:**



**Bess Herbert, Advocacy Specialist, End Corporal Punishment, World Health Organization** is a leading global specialist working to end corporal punishment of children and other forms of violence against children, with an additional interest in the connection between climate change and violence against children and preventative and protective Measures. Bess has worked to advance children's human rights including their rights to protection from violence for over 25 years and is currently based within the Violence Prevention Unit of the World Health Organization. Prior to this Bess worked as Advocacy Specialist at the End Violence Partnership and before that as Advocacy and Partnerships Manager for the Global Initiative to End All Corporal Punishment of Children. Bess has a Master's degree in International Development and Child Rights, has developed and delivered parenting programs and is a parent and climate activist. She lives in London, UK.



**Sonia Vohito, PhD, Legal Policy Specialist, End Corporal Punishment Initiative, World Health Organization** is a Legal Policy Specialist with the End Corporal Punishment Initiative. The End Corporal Punishment Initiative is hosted by the World Health Organization (WHO), with strategic support from partners including Save the Children and UNICEF. Based in the Violence Prevention Unit of WHO, Sonia's work focuses mainly on law reform to end corporal punishment of children.



**Jeffery Burton, Assistant Principal** is a native Arkansan entering his tenth year in education. He currently serves as an Assistant Principal at Hope High School. Before becoming an Assistant Principal, he was a Dean of Students at an elementary school. Jeffery is pursuing a doctoral degree in rural and diverse leadership alongside his professional career. Jeffery prioritizes spending time with his wife, Diana, and their daughter, Kolbi, outside of work and academics. In his spare time, Jeffery enjoys reading books, exercising, sports, and spending quality time with his family. His journey towards ending corporal punishment in his state started in 2018 when he was asked to be the administrator of discipline at the elementary school where he worked, which still used corporal punishment. Initially, he was open to paddling students, but his experiences led him to seek alternative methods of discipline that did not involve paddling students. He hopes his story resonates with others to put an end to paddling altogether.



**U.S. Congresswoman Suzanne Bonamici, First Congressional District of Oregon:** Strengthening public education is one of Suzanne's top priorities and one of the reasons she got involved in public service. Suzanne spent hundreds of hours volunteering in public schools before serving in the Oregon State Legislature, where she passed legislation to reduce duplicative testing. In Congress, she is a leader on the Education and the Workforce Committee and Ranking Member of the Early Childhood, Elementary, and Secondary Education Subcommittee. The Congresswoman has long been an advocate for equity in education policy and funding. She is dedicated to setting national policies that give students the support and opportunities they need to succeed in school and in life. She played a lead role in the passage of the bipartisan Every Student Succeeds Act (ESSA), which replaced No Child Left Behind, reduced testing, put more focus on well-rounded education, and gave more decision-making back to states and local districts. During college and law school, Suzanne worked at Lane County Legal Aid. After law school, Suzanne was an attorney at the Federal Trade Commission in Washington, D.C., where she was in the Credit Practices Division of the Bureau of Consumer Protection. She then practiced law in Portland, where she represented individuals and small businesses. Suzanne has brought her commitment to consumer protection and access to justice to her work in Congress. Suzanne and her husband Michael have two grown children.



**Blair Wriston, Senior Manager, Government Affairs, Education Trust**, serves as senior government affairs manager, advancing the organization's legislative, regulatory, and advocacy strategy across early childhood, P-12, and higher education, helping to improve the lives and educational outcomes of our nation's most vulnerable students. Prior to joining The Education Trust, Blair worked on Capitol Hill for nearly five years in the office of U.S. Representative A. Donald McEachin (D-VA), where, as senior policy advisor, he managed a diverse legislative portfolio. A native of Richmond, Virginia, Blair holds a bachelor's degree in government from the University of Virginia.



**Dr. Joan Durrant, University of Manitoba**, is a senior scholar in community health sciences at the University of Manitoba. She has traveled extensively to understand the role of culture in parental beliefs and behavior and approaches taken to violence prevention. Her research has taken her many times to Sweden, where she has studied the history and implementation of the world's first ban on physical punishment. Dr. Durrant and her team have implemented Positive Discipline in Everyday Parenting (PDEP) in countries throughout East and South Asia, Africa, Latin America, and the Middle East, as well as across Canada. These experiences have helped us to understand historical and cultural forces that contribute to violence against children and to identify adaptations needed to support parents living in various contexts.



**State Representative Margaret Croke, Illinois:** Prior to being elected to represent Illinois' 12th legislative district, Margaret served as Deputy Chief of Staff for the Illinois Department of Commerce and Economic Opportunity (DCEO). In that position, Margaret managed a multitude of projects on behalf of the Director and was a lead liaison to the Governor's Office. As the mother of three young children, she has become hyper involved in legislative issues impacting young families and is a vocal advocate for affordable childcare and maternal healthcare. Margaret is a proud University of Michigan graduate where she earned her B.A. in Political Science and Communications. An Oak Park native, she currently lives in Lincoln Park with her husband Patrick, her three children PJ, Mary Pearl, and Hattie, and her two dogs Winston and Charlie, and a rotating cohort of foster dogs through ALIVE Rescue.



**State Representative Sharon Tomiko Santos, Washington:** Trained as a civil rights and social justice activist, Sharon Tomiko Santos was elected to the Washington State House of Representatives in 1998. Rep. Santos' legislative proposals reflect her strong advocacy for delivering high performing learning programs, ensuring a well-trained educator workforce, and eliminating educational inequities. Rep. Santos chairs the House Education Committee and serves on the Finance Committee and Consumer Protection & Business Committee. She also serves appointments to the Washington State Education Opportunity Gap Accountability and Oversight Committee, the Legislative Oral History Committee, and the Public Stadium Authority Advisory Committee. A product of the public schools in her district, Rep. Santos also graduated from The Evergreen State College and Northeastern University.



**State Representative Marco Erickson, Idaho:** Born in Montana and raised in Boise, Idaho; bachelor's degree in psychology from Montana State University and a master's degree in psychology from Walden University; served 14 years in eastern Idaho providing mental health services to families; employed with state government managing departments, including education and public and behavioral health, with projects focused on mental health, HIV, homelessness, suicide, and drug and alcohol treatment and prevention; public speaker since age 19 and served on many national, statewide, and local boards and committees focused on building positive community change; married for 19 years; five children, four boys and one girl, ages 6-17.

## RESTRAINT AND SECLUSION SESSION:



**Robyn Linscott, Director of Education and Family Policy, The Arc of the U.S.**, is currently the Director of Education and Family Policy at The Arc of the United States in Washington, DC. In this role, she handles all legislative and administrative policy issues surrounding early childhood, k-12, higher education, childcare, child welfare, and paid family leave. Prior to Robyn's work at the Arc, she served as Legislative Assistant and education policy fellow in Vice President Kamala Harris' Senate office, working on education, health, and labor issues. Before transitioning to policy, Robyn spent eight years teaching students with disabilities in New York City. She taught history,

government and civics, and served as a reading interventionist for those with the highest reading needs in the district. Robyn earned her Bachelor's degrees in history, dance, and secondary education from Ursinus College magna cum laude, with membership in Phi Beta Kappa and her Master's Degree in Special Education from Fordham University. Robyn is the daughter of a career-long educator and sister to Neal who is autistic. She resides with her husband and young son in Washington, D.C.



**Emilie Munson, The Times Union**, is a data reporter for the Times Union. She previously covered federal politics in Washington, D.C., for the Times Union and Hearst Connecticut Media. Emilie also has worked as a state capitol reporter for Hearst Connecticut Media and as an education reporter for the Greenwich Time. Her investigative reporting has won state and national awards.



**Cassie Atallah, Co-founder and Co-leader of EndSaR (Michigan Advocates to End Seclusion and Restraint)** is a Trauma Informed Specialist, with 10 years of teaching experience and 11 years of parenting experience who has dedicated much of her time to learning about behavioral neuroscience, developmental trauma, and healthy, equitable approaches to extreme behavior. She is also a co-founder and co-leader of EndSaR (Michigan Advocates to End Seclusion and Restraint), an organization dedicated to creating safe schools without seclusion and restraint by finding creative ways to meet student needs to prevent meltdowns.



**Meghan Whittaker, Policy Advisor and Acting Deputy Assistant Secretary, OSERS, U.S. Dept. of Education** is a policy advisor and acting Deputy Assistant Secretary in the Office of Special Education and Rehabilitative Services at the United States Department of Education. In this capacity, she serves as an advisor to the Assistant Secretary of OSERS on matters related to the education of children and youth with disabilities, as well as employment and community living for youth and adults with disabilities. Before joining the Department of Education, Meghan served as the director of policy and advocacy at the National Center for Learning Disabilities (NCLD). In her time at NCLD, she led a team to develop the organization's federal policy agenda and worked to protect the rights of and advance opportunities for individuals with disabilities in early childhood, K-12, and postsecondary education. Before joining NCLD, Meghan worked as an advocate for incarcerated youth and as a therapist for children with academic, behavioral and emotional challenges. Meghan completed her law degree and her master's degree in social work at the Catholic University of America.



**State Representative Dr. Regina English, Colorado** was born and raised in Battle Creek, Michigan, is a dedicated advocate and a loving wife, mother of five, grandmother of 11, and godmother of five. Dr. Regina's professional journey is marked by her dedication to advocating for Black students' voices and high-quality education. Dr. Regina English has been a dedicated advocate during her tenure at the Colorado Legislature, focusing on enhancing constituents' overall quality of life through targeted policy initiatives. Central to her agenda has been empowering student and teacher voices, ensuring they remain at the forefront of educational reforms. Dr. English has also led significant legislative endeavors in criminal and juvenile justice reform, advocating for comprehensive changes that address systemic issues. As a staunch advocate for mental health awareness, she has championed policies to ensure dignity and respect in treatment practices. Furthermore, Dr. English's legislative priorities encompass critical areas such as housing policy, climate change mitigation, environmental stewardship, and reproductive rights, aiming to enact measures that uphold societal welfare and ecological sustainability. Her work exemplifies the power of advocacy and the potential for societal change. She enjoys family, basketball, shopping, and comedy in her spare time.



**State Representative Ian Mackey, Missouri** a Democrat, represents parts of St. Louis County (District 99) in the Missouri House of Representatives. He was elected to his first two-year term in November 2018. In addition to his legislative duties, Rep. Mackey is a practicing attorney and former teacher. He earned his B.A. at Westminster College in Early Childhood Education and his J.D. at Suffolk University Law School.





**Assemblywoman Michaelle C. Solages, New York**, is a fifth-term legislator and lifelong resident of Elmont. She represents the communities of Valley Stream, North Valley Stream, Elmont, South Valley Stream, South Floral Park, Floral Park, the Village of Bellerose, Bellerose Terrace, North Woodmere, Stewart Manor, and sections of Franklin Square. Michaelle was elected to represent the Twenty-second Assembly District in 2012 and is the first person of Haitian descent to be elected into the New York State Legislature. She is the Assembly Deputy Majority Leader and Chair of The New York State Black, Puerto Rican, Hispanic, and Asian Legislative Caucus. Through her work, she strives to ensure everyone is treated with dignity and protected equally under the law throughout New

York State.



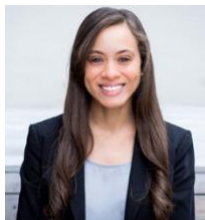
**Brian Dalla Mura, Teacher, Advocate**, is a special education teacher in Vermont. He holds a master's degree in special education from Arizona State University. He has experience teaching students with emotional disabilities in kindergarten through high school. Brian began advocating for stronger and safer restraint and seclusion policies after witnessing prone restraints in his local school district where he worked and his child attends.



**U.S. Representative Ro Khanna, 17th Congressional District of California**, is a leading progressive voice in the House working to restore American manufacturing and technology leadership, improve the lives of working people, and advance U.S. leadership on climate, human rights, and diplomacy around the world. He believes our nation needs a new economic patriotism to create jobs in the industries of the future and unify Americans -- from the South to the heartland to the coasts -- around a shared purpose. Khanna proudly represents California's 17th Congressional District, located in the heart of Silicon Valley, and is serving his fourth term. He serves on the House Armed Services Committee as ranking member of the Subcommittee on Cyber, Innovative

Technologies and Information Systems (CITI), co-chair of the Congressional Caucus on India and Indian Americans, a member of the Select Committee on the Strategic Competition between the United States and the Chinese Communist Party, and on the Oversight and Accountability committee, where he previously chaired the Environmental Subcommittee. Prior to serving in Congress, he taught economics at Stanford University and served as deputy assistant secretary of commerce in the Obama administration. He has written two books: *Entrepreneurial Nation: Why Manufacturing is Still Key to America's Future and Dignity in a Digital Age*. Khanna graduated Phi Beta Kappa with a B.A. in Economics from the University of Chicago and received a law degree from Yale University. As a student at the University of Chicago, he walked precincts during Barack Obama's first campaign for the Illinois Senate in 1996. In his free time, Khanna enjoys cheering for the Golden State Warriors, watching movies, and traveling. He calls Fremont home, and he and his wife Ritu have two young children.

## **PUNITIVE, EXCLUSIONARY DISCIPLINE SESSION:**



**Sabrina Bernadel, Manager of the Education Civil Rights Alliance (ECRA), National Center for Youth Law** is the Manager of the Education Civil Rights Alliance (ECRA) at the National Center for Youth Law. She works on NCYL's Education Team, using the law and policy to advocate for schools where all students have an equitable opportunity to learn and access to high quality education. Through the ECRA, Sabrina leads a diverse group of civil rights organizations, community groups, educator organizations, and government agencies that work within states and locally to protect the civil rights of historically underrepresented students. Before joining NCYL,

Sabrina served as Education and Workplace Justice Counsel at the National Women's Law Center, where she led federal and state advocacy efforts on ending school pushout caused by exclusionary discipline and school policing. She has advocated for educational equity throughout her career, including at Advocates for Children of New York and the U.S. Department of Education. Sabrina earned her law degree from the Georgetown University Law Center and her bachelor's degree from Villanova University. Originally from New York, Sabrina now lives in DC and loves exploring the food and music scenes with her husband. She also spends her free time testing out new Instant Pot recipes and doing yoga.



**John D. Stanford, JD, PhD, State Director, Children's Defense Fund**, is a dedicated public servant with over 20 years of public education, nonprofit, advocacy, and public policy service in support of children and their families. Most recently, he served as the superintendent of Allentown School District in Allentown, Pennsylvania. He and the Allentown team developed and launched a three-year Blueprint for Success action plan to guide the district until the creation of a new strategic plan. He and the team also improved the district's four-year cohort graduation rate from 71 percent to 80 percent and redesigned the organizational chart to achieve alignment and coherence, while improving instructional support, student support, and operational capacity. His career also includes service in higher education as an assistant professor and adjunct assistant professor at The Ohio State University's John Glenn College of Public Affairs and as a lecturer with the university's College of Education and Human Ecology. He left the university to join the Ohio School Boards Association. While at the Ohio School Boards Association, he served as the deputy director of research services, the Urban Commission's staff coordinator, the director of the Education Information Center, and deputy director of legislative services. Dr. Stanford earned his Bachelor's and Master's degrees from Central Michigan University and his Juris Doctor and Doctor of Philosophy degrees from The Ohio State University. Dr. Stanford and his wife Robin Lipscomb-Stanford are the proud parents of an adult daughter, Nia Stanford.



**Jillian Brown** is a dedicated parent. This is her first year participating in the Lives in the Balance Children's Mental Health Advocacy Conference. Born and raised in Bridgeport, CT, Jillian pursued undergraduate studies at the University of Connecticut and obtained a graduate degree from Johns Hopkins University. With 18 years of teaching experience across the United States, the U.S. Virgin Islands, and the United Arab Emirates, she is deeply passionate about equity in education. Jillian is a parent of two children under 12, in the DC Metropolitan area. Jillian leverages her firsthand observations as an educator and parent to advocate for her son, who experienced restraint, seclusion, and exclusionary discipline over 20 times during his kindergarten year. Jillian is committed to ensuring inclusive and equitable educational environments for her son and all learners.



**State Senator Stella Pekarsky, Virginia**, represents District 36 in the Senate of Virginia. Growing up in a working-class immigrant family, a former teacher, and mother to six children, Stella has always fought to ensure future generations have opportunities to achieve success. On the School Board, she has fought to increase teacher pay and successfully stood up to Youngkin's partisan agenda to strip away local control of our schools. A long-time Centreville resident and a small business owner, Stella and her husband are raising their six children in their wonderful community.



**U.S. Senator John Cornyn, Texas** Since he was first elected in 2002, Sen. Cornyn has earned a national reputation as an articulate and powerful voice for Texas values in Washington. From 2013 until 2018, Sen. Cornyn was chosen by his colleagues to serve as the Whip, the second-highest ranking position in the Senate Republican Conference. Sen. Cornyn has served the people of Texas for nearly four decades, first as a district judge and later as a member of the Texas Supreme Court and Texas Attorney General. He received his undergraduate degree from Trinity University, his law degree from St. Mary's School of Law, and his LLM from the University of Virginia Law School. Sen. Cornyn married his wife Sandy in 1979, and they have two grown daughters.



**Rick Dustin-Eichler, Principal, Dothan Brook School, Vermont** is the principal of the Dothan Brook School in Hartford, Vermont and was named the 2019 Vermont Elementary School Principal of the Year. During his fourteen year tenure at Dothan Brook he has guided the school in the development of a multi-tiered system of support that recognizes that academic success is strongly tied to social connection and emotional wellbeing. Rick holds a B.A. in Elementary Education and Political Science from Boston College and a Master's Degree in Liberal Studies from Dartmouth College, as well as a Principal Certificate from the Upper Valley Graduate School of Education and an Early Childhood Leadership Certificate from the Snelling Center for Government.



**Judy Houde Hardy, Social Emotional Interventionist, Dothan Brook School, Vermont** joined the Dothan Brook School in Hartford, VT, 11 years ago as a Special Educator to help build intensive social-emotional and behavioral services. For the past four years, she's been helping develop Tier 3 services in the general education role of Social Emotional Interventionist. With a BA in Child Development, a minor in Psychology, and a Master's Degree in Special Education with a focus on Emotional Disturbances, Judy first participated in CPS training 12 years ago. Helping children navigate problems while seeking collaborative solutions is at the core of Judy's daily work.

## SCHOOL-BASED POLICE REFERRALS AND ARRESTS SESSION:



**Jesse Jannetta, Senior Policy Fellow, Justice Policy Center, Urban Institute** is a senior policy fellow in the Justice Policy Center at the Urban Institute, where his work focuses on gun violence reduction, corrections and reentry. He co-leads the Community Violence Intervention and Prevention Initiative (CVIPI) Research and Evaluation TTA Center, and serves as co-principal investigator for the Evaluation of Oakland's Measure Z Services, leads the Urban Institute's work under the Safety and Justice Challenge, and is a member of the leadership team for the Prison Research and Innovation Initiative. He was previously the principal investigator for the OJJDP- and NIJ-funded Developing a Research-Based Practice Guide to Prevent Youth Gun and Gang Violence project; the process and fidelity assessment lead for the evaluation of the National Initiative for Building Community Trust and Justice; and co-principal investigator for evaluations of the Los Angeles Gang Reduction and Youth Development program and the Chicago Violence Reduction Strategy.



**Misha Karigaca, Director of Student Support & Safety, Oakland Unified School District** is the Director of Student Support & Safety for the Oakland Unified School District (OUSD). He has over 25 years of experience in teaching and leading within OUSD, previously serving as a classroom teacher, principal and Coordinator of Attendance & Discipline at the district level. His years of leadership experience in planning and implementing school and district initiatives that meet the needs of students and families has given him a vast knowledge base regarding what works in the world of school-based interventions. Currently he is helping to lead and implement the George Floyd Resolution which eliminated OUSD's internal police department and building safety structures through a holistic approach.



**Emily Zanoli, Program Manager, Violence Prevention, Oakland Unified School District** has worked in education for over 15 years in a variety of capacities: pre-school, after-school, counseling, teaching, social work, policy, advocacy, and program management. Emily holds a Master's of Science in Social Work from the Columbia University School of Social Work where she studied clinical social work and contemporary social issues impacting educational attainment. Currently, Emily is the Program Manager for the Violence Prevention Program in Oakland Unified School District. The Violence Prevention Program is rooted in early intervention and provides holistic services through school, district, and community-based resources to prevent, intervene, and respond to incidents of violence impacting our students. A passion for public education, anti-criminalization, and educational equity drives her work.



**Dr. Tom Nolan, Author, Commentator, Criminologist** was a city of Boston, Massachusetts police officer for 27 years, his last 10 years as a uniformed lieutenant and shift commander in the patrol division. Nolan has been an Associate Professor in Criminology and Criminal Justice at Boston University, the State University of New York at Plattsburgh, Merrimack College, and Emmanuel College. He was a Senior Policy Advisor at the Department of Homeland Security's Office of Civil Rights and Civil Liberties in Washington DC and is the author of *Perilous Policing: Criminal Justice in Marginalized Communities*.





**Linnea Nelson, Senior Staff Attorney, Racial & Economic Justice Program at the ACLU of Northern California and Statewide Education Equity Team Lead**, advocates for students' constitutional and civil rights to equitable educational opportunity; and for an educational system where Black, Indigenous, and Latine students are authentically supported, their experiences, culture and history are reflected, and their needs are prioritized. In 2018, she successfully sued Riverside County and achieved a ground-breaking settlement covering 18 school districts, effectively ending a program where students – the majority of whom were students of color - were placed under probation supervision for adolescent, non-criminal behavior. In collaboration with the Stockton Education Equity Coalition, she sued Stockton Unified School District in 2016 to release records of the district police department's referrals of students to law enforcement. The analysis created from those records shone a spotlight on how police practices in Stockton USD harm students by shunting them into the criminal justice system for minor misconduct; and ultimately served to inform enforcement action by the Attorney General against Stockton USD, leading to a comprehensive settlement to reform police practices in the district. Linnea graduated from the New York University School of Law, where she was awarded a Root-Tilden-Kern scholarship for distinction in public service, academic merit, and leadership. She received her bachelor's degree from Oberlin College.



**Assemblymember Ash Kalra, California** represents California's 25th Assembly District, which encompasses the majority of San José, including downtown and open space areas in southeast Santa Clara County. He was first elected in 2016, becoming the first Indian American to serve in the California Legislature in state history, and was re-elected to his fourth term in 2022. Assemblymember Kalra has dedicated his tenure in public service to equity and social justice issues. To confront racism and systemic bias in our systems of justice, he authored the historic California Racial Justice Act of 2020 (AB 2542), a landmark bill addressing racial discrimination in criminal sentencing and convictions and a follow up bill in 2022 (AB 256) to apply the Act retroactively for persons with past convictions. He received a Bachelor of Arts in Communication from the University of California, Santa Barbara, and a law degree from Georgetown University.

## LIVES IN THE BALANCE:



**Dr. Ross Greene, Founding Director, Lives in the Balance**, is the originator of the evidence-based Collaborative & Proactive Solutions (CPS) model, as described in his books *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*. He served on the faculty at Harvard Medical School for over 20 years and is now an adjunct Professor in the Department of Psychology at Virginia Tech and an adjunct Professor in the Faculty of Science at the University of Technology Sydney in Australia. Dr. Greene developed and executive produced the award-

winning documentary film *The Kids We Lose* and continues to consult to parents, schools, and therapeutic facilities throughout the world.



**Ben Jones, J.D., Director of Legal and Policy Initiatives, Lives in the Balance**; before joining Lives in the Balance, Ben practiced as an attorney for Disability Rights Maine, advocating for children's rights and systemic change. He has represented hundreds of children with disabilities and their families in pursuit of safer, better lives. In his role at Lives in the Balance, he promotes legal and policy initiatives supportive of children and families nationally and internationally.



**Marissa Thompson, Ed.S., MA, Director of Advocacy, Outreach, & Public Awareness, Lives in the Balance**; before joining Lives in the Balance, Marissa Thompson served as a school psychologist, co-principal, and program specialist in charter schools in San Diego. Holding an Ed.S. and MA from Tufts University, Marissa is passionate about building neurodiversity-affirming school-based mental health services and inclusive school environments for students with disabilities and behavior challenges. Marissa believes that every child - and every parent - deserves to feel that they belong in their school community.