**About the Presenters and Consultants**

*Below is a list of all presenters and Institute consultants with their bios. Most strand presenters and Institute Consultants are available to provide topic-based consultation to your school team during afternoon team time. If you would like to schedule someone to meet with your team, please complete the request form at* [*http://bit.ly/TBCBEST2019*](http://bit.ly/TBCBEST2019). *Please note: filling out the request form does not guarantee you time with a consultant. It is on a first-come, first-served basis, and subject to availability. You will be contacted within 24 hours to confirm when the topic-based consultant will be able to meet with your team. If you would like to request time with more than one consultant, simply fill out this form again. Please contact* [*anne.dubie@uvm.edu*](mailto:anne.dubie@uvm.edu) *with any questions.*

**Kym Asam** **(Strand C)** is the Regional Director of Schools and Clinical Programming for Northeastern Family Institute (NFI) Vermont. She earned her Master’s degree from the University of Hawaii’s School of Social work and is a Licensed Clinical Social Worker (LICSW). She has been practicing in the mental health field since 1992 and has extensive training in multiple, evidence-based methods for working with and treating children and adults who have experienced developmental trauma, as well as delivering training to public schools on becoming trauma informed. She is designated as a lead ARC (Attachment, Self-Regulation and Competency) trainer for the state of Vermont and is process of being certified in the Neuro-Sequential Model of Therapeutics (NMT). In addition to providing oversight and developing clinical programming for trauma-informed, day treatment schools, Kym is also a Positive Behavior Intervention and Supports (PBIS) coach, consultant, and trainer with the Vermont BEST (Building Effective Strategies for Teaching Students with Behavioral Challenges) project.

**Kristin Beswick (Strand D)** is an Implementation Coach and Trainer for Vermont PBIS. She is a licensed School Psychologist and has been working in the NEK as a Behavior Specialist in schools for 16 years. Prior to Vermont, she worked for seven years as a School Psychologist in New York, Illinois, Iowa, and Arizona. She has been a PBIS Coach for six years and has provided Universal and Refresher Training to school leadership teams.

**Mandy Couturier (Workshop I)** has spent the last 15 years working as a special educator, both in Massachusetts and Vermont. Mandy works collaboratively to meet the needs of all students. First as a full-time special educator and then as a hybrid behavior specialist, Mandy was at the forefront of the school’s state-recognized school-wide Positive Behavior Interventions and Supports (PBIS) as the school coordinator for 10 years at Thatcher Brook Primary School in Waterbury. She was instrumental in the design and implementation of the NEST (Now Everyone Succeeds Together) advisory groups. This year, Mandy became the principal of Moretown Elementary, thrilled to stay in the Harwood Unified Union School District. Her role has changed, but not her commitment to students’ social and emotional needs. Mandy holds a bachelor’s degree in English Literature from Saint Michael’s College, and two M.Ed. degrees from Rivier University in New Hampshire: Special Education and Emotional and Behavior Disorders. Mandy has been the district trainer of Non-violent Crisis Intervention (CPI) since 2010. She has presented workshops about her work with PBIS and how to best support students with Emotional and Behavioral disorders at the local and state levels, and has worked extensively in preparation for the Board Certified Behavior Analyst (BCBA) examination.

**Ashley Creighton** **(Workshop I)** is a Student Support Specialist and PBIS Coordinator at Thatcher Brook Primary School in Waterbury, VT. Thatcher Brook is a school that serves students in pre-k through 4th grade and is in its 11th year of PBIS implementation and has been identified as an exemplar school. Ashley has worked in Vermont public schools for over a decade and loves designing interventions and behavior plans to help students be successful. She greatly enjoys spending time at BEST learning from other schools and collaborating with other educators.

**Marianna Donnally (Institute Consultant)** is trained as a clinical social worker from NYU. She spent the majority of her career providing support in schools across the country from coast to coast. She has worked in large traditional public schools in the Lower East side of Manhattan to tiny alternative schools in Portland, Oregon. For the last 10 years, Marianna has been working in schools across Vermont and has been inspired by the level of passion and drive that she has witnessed by our educators and support staff.

**Rick Dustin-Eichler (Workshop G)**is the principal of the Dothan Brook School in Hartford, VT. Over Rick’s eight years at Dothan Brook, the school has been recognized as a PBIS Exemplar School seven times and the school’s system of supports was featured in the Vermont AOE’s “Join the Conversation” Video Series. Beyond PBIS, Rick works to build strong partnerships with the community to increase opportunities for Hartford’s children. Some of these recent initiatives have included partnering with a local childcare agency to improve access to Dothan Brook’s pre-kindergarten program, forming a multipronged relationship with Dartmouth College that resulted in the school receiving the New Hampshire Campus Compact President’s Community Partner Award, and developing collaborative working relationships with local organizations to provide students comprehensive wraparound services.

**Tom Faris (Strand N)** has worked as an educator in Vermont since 1978. He has been a special educator in specialized programs as well as public schools. He became a school administrator in 2000, first at Missisquoi Valley Union High School, then Essex High School. He has worked at the Vermont Agency of Education as a Multi-Tiered System of Supports Coordinator since July 2017.

**Mark Freado** **(Strand H, Monday Keynote)** is founder and Director of Growing Edge Training Associates of Westerville, Ohio. He has been Director of the International Training Network for CF Learning, a program of Cal Farley’s in Amarillo, Texas. Freado’s 40-year professional career encompasses contributions to the mental health field, public education, social services, program development, leadership, consultation, and training. He is a master trainer of Life Space Crisis Intervention (LSCI) and has trained more people in this skill-based course than anyone in the world. He is the co-creator of training, The Art of Kid Whispering: Reaching the Inside Kid. Freado is also a senior trainer of Planning Restorative Outcomes: Transforming Assessment, a senior trainer of Three Pillars of Transforming Care: Helping Kids Who Hurt, and a certified trainer of Situational Leadership II with the Ken Blanchard Company. He has worked with private providers, public agencies, and schools throughout the United States as well as Canada, Europe, Australia, South Africa, and Asia, speaking, consulting, and delivering training services. He specializes in program development, leadership skills, and interventions for at-risk and disadvantaged children, adolescents, and their families. Freado holds a master’s degree in Forensic Psychology from the Chicago School of Professional Psychology, and a master’s degree in Counseling from West Virginia University.

**Jean Haigh (Strand C)** is currently an Implementation Coach and Trainer for Vermont PBIS. She has over 40 years of experience in public education, serving individuals with disabilities. She has a strong background in adult learning, collaborative leadership, program and professional development, and systems design and review. Her graduate work focused on research in education through applied behavioral analysis. She has served as an MTSS External Coach and MTSS Early Education at NCSU, as a Special Education Director in LSSU and RCSU, and full-time special education faculty at JSC. She is the immediate past president for the Green Mountain Club, and her passion is hiking!

**Lindsey Halman (Workshop K)**is Program Director at UP for Learning. Before coming to UP, Lindsey taught middle school in Vermont for 15 years. During that time, she co-created the innovative Edge Academy, a school-within-a-school dedicated to applying the principles of personalized learning at the middle level. Lindsey is passionate about building strong relationships with students and adults, helping them feel empowered to make change, and creating a socially just climate and culture for all. During her time as a middle level educator, she spearheaded a school-wide shift to restorative practices, as well as co-facilitated, a student-led peer leadership program and GSA. Lindsey is a nationally certified trainer of restorative practices, providing her with the opportunity to facilitate many workshops for youth and adults. Currently, she works with schools throughout the state with the central goal of transforming school culture through youth/adult partnerships and restorative practices. She serves as an Essex Community Justice Center volunteer on the Restorative Justice panels, and a member of the Community Advisory Board. She is also an active member of the Vermont Restorative Justice Consortium and Steering Committee. Lindsey holds her National Board Certification as a middle level generalist. She is currently past-president and a board member of VAMLE (Vermont Association for Middle Level Education), a member of the Middle Grades Professional Development Collaborative, a common circle leader for Vermont Learning for the Future and a contributing member of PLP Pathways. In addition, she is an adjunct faculty at Saint Michael’s College, Colchester, Vermont, where she teaches middle level education courses to pre- and in-service educators.

**Liza Hartlyn** **(Institute Consultant)** is an Education Quality Assurance Coordinator at the Vermont Agency of Education (VTAOE) where she supports SU/SDs and schools in the continuous improvement process and helps oversee the Integrated Field Reviews. Prior to her time at the VTAOE, she spent nine years in Guyana, South America. She worked as a Literacy Advisor with the Guyana Ministry of Education, an elementary and high school classroom teacher at the international school, the Curriculum Coordinator at the international school, and the founding Principal at the international school.

**Judy Houde Hardy (Workshop A)** is a special educator at Dothan Brook School in Hartford who works with young elementary students who experience behavioral and emotional challenges. Partnering with wraparound teams, Judy provides interventions targeting problem-solving, self-regulation, and social competencies to help improve both academic and behavioral outcomes for young students.

**Lauralee Keach (Strand D)** has been working with children with a range of needs, including developmental disabilities and autism spectrum disorder, for the past 20 years. She received her initial training in behavior analysis in Maine, where she worked with a team to establish a center-based program for students with developmental disabilities and emotional and behavior disorders. Since returning to Vermont in 2003, Lauralee has worked as a Board Certified Behavior Analyst (BCBA) consulting to regional school districts, and currently is a member of the South Burlington School District’s Clinical Team, which provides behavior, psychological, and communication consultation services to students and school teams. Lauralee has presented at statewide conferences and has co-conducted several cohorts of the FBA to BSP Workshop for South Burlington School District personnel. Lauralee’s education includes a BA in Psychology and a M.Ed in Applied Behavior Analysis. Lauralee is also the District PBIS Coordinator for the South Burlington School District and a VTPBIS Coach.

**Cortney Keene** **(Strand B, Workshop H)** has been working in education in Vermont since 2003. She is currently co-owner and Clinical Director of Keene Perspectives, a center-based ABA therapy clinic in White River Junction that she and her husband, Chris Keene, opened in January of 2018. They provide early intervention and after-school ABA therapy for children with autism spectrum disorders, in addition to school-based training and behavioral consultation. She also works with two projects through the Center on Disability and Community Inclusion (CDCI) at the University of Vermont: as a coach and trainer for Vermont Positive Behavioral Intervention and Supports (VTPBIS) helping school teams implement the PBIS framework, and as a statewide behavior consultant for the Vermont I-TEAM providing support to teams who work with students with low incidence disabilities and complex support needs. She holds a BA in Psychology, an M.Ed. in Place-based and Environmental Education, and received a Certificate of Graduate Study (CAGS) in Emotional/Behavioral Disturbances. Cortney is also a Board Certified Behavior Analyst (BCBA), Vermont Licensed Behavior Analyst (VT-LBA), and Special Education Teacher.

**Jon Kidde (Strand G)** has been exploring the concepts of restorative approaches for 20 years. Currently, he is an independent consultant focused on restorative approaches and justice reform. He has played a critical role in the design, application, and enhancement of restorative approaches within diverse settings. Jon co-authored Restorative Justice: [A Working Guide for Our Schools](http://www.achealthyschools.org/schoolhealthworks/assets/118-restorative-justice.pdf) with Rita Alfred in 2011. He is called upon to assist schools in their implementation of restorative approaches. Jon is also a VTPBIS Coach.

**Rhiannon M. Kim** **(Strand M, Workshop E)** is a licensed Speech Language Pathologist and 500-hour yoga instructor working on the interdisciplinary Clinical Team in the South Burlington School District. She is currently serving on the Diversity, Equity, and Inclusion Committee in SBSD. In the Fall of 2019, she will begin the Educational Leadership and Policy Studies Ed. D. program at the University of Vermont. She currently teaches both at the University of Vermont (a D2 Course blending mindfulness practices with understanding bias and the implications of systemic issues of racism, sexism, and other-isms) and Saint Michael’s College (Mindfulness Based Practices for Educators). Her areas of study include: Social-Emotional Learning, Diversity, Equity & Inclusion, Systems-Lens, and supporting the social and emotional health of educators. Rhiannon draws on professional development experiences as well as personal experiences of growing up in Vermont as a multi-racial Korean-American.

**Ken Kramberg** **(Strand C, Workshop D)** is a founding member of the Vermont BEST Project and has been an active member since 1995. He is also a member of the VTPBIS State Team and provides training and technical assistance at all levels. Ken is one of a few internationally recognized Master Trainers in LSCI. Additionally, Ken is a master trainer in Crisis Prevention and Intervention (CPI) and provides technical support to schools who request assistance around students with significant challenges. Ken has approximately 40 years of experience as a teacher and director of programs for children with challenging behaviors.

**Rebecca Lallier** **(Strand K, Workshop G)** is a school counselor and PBIS coordinator at the Dothan Brook School in White River Junction, Vermont and an Implementation Coach and Trainer for Vermont PBIS. Dothan Brook has been recognized as a RAMP School of Distinction by the American School Counselor Association and as an Exemplar School by Vermont PBIS. Rebecca was named a 2017 National School Counselor of the Year Finalist.

**Janet Kaye Lockyer** **(Consultant)** is currently a Positive Behavior Specialist for the Redwood Program at Lamoille County Mental Health Services. The majority of Janet’s career has been as a Self-Employed Consultant supporting students with significant Behavior/Emotional challenges, Autism, and Intensive Special Education needs. She has worked in numerous schools and agencies throughout Central and Northwest Vermont as a behavior consultant, inclusion facilitator, autism specialist, special educator, and family interventionist.

Prior to joining LCMHS, she was a behavior consultant for the Clara Martin Center and an Education Specialist for the Vermont State I-Team. She received her Master of Education from Johnson State College in collaboration with WCMHS, while studying ABA in 1983. in 1989, She received Certificate of Advanced Graduate Studies from UVM, with a special education certification: Intensive Special Needs K-12.

**Winnie Looby** **(Graduate Course Instructor and Institute Consultant)** is a faculty member for the Center on Disability and Community Inclusion (CDC) and the Core-Function Coordinator of Academics and the Disability Studies Project Coordinator at University of Vermont. She is the instructor for the BEST/MTSS Summer Institute Graduate Course. Winnie teaches two undergraduate courses and coordinates the Certificate of Graduate Study in The Interdisciplinary Study of Disabilities for UVM’s College of Education and Social Services. She is a licensed Early Childhood Special Educator and is very aware that collaboration within a network of professionals is vital to the growth and well-being of students.

**Judi Maynard** **(Institute Consultant)** is currently an independent educational consultant (JLM Educational Consulting, LLC) working throughout Vermont, Maine, and Massachusetts in several capacities. She is the co-developer of state-wide mathematics coaching professional development within an MTSS framework for Vermont schools. She is also the Implementation Coordinator and External Systems Coach for the vt-MTSS pre-K-12 and SSIP (State Systemic Improvement) Projects. Judi is also a mathematics Coach/Consultant, a Math Recovery Teacher Leader, and a Principal Mentor. Previously, Judi was a Vermont principal for 27 years, serving on the VPA Executive Council for several of those years. She has also been a special educator and middle level math teacher. Judi has been involved in innovative projects and programs throughout her career, earning a number of recognitions, including Vermont’s National Principal of the Year.

**Lance Metayer (Strand J)** has spent the last 12 years working with youth and families who have been impacted by developmental trauma and chronic stress. Lance is a Licensed Clinical Mental Health Counselor and the team leader of School Based Clinical Services at Northwestern Counseling and Support. Through his work, he oversees a team of mental health clinicians providing therapy to children and adolescents in schools throughout Franklin and Grand Isle County. In addition, Lance is the Statewide Project Coordinator for Community FIRST, a SAMHSA grant which has developed a statewide network of Youth/Adult Mental Health First Aid instructors to provide Y/MHFA training to educators, foster parents, and community members throughout the state. Lance is passionate about providing mental health education to reduce mental health stigma, increase early intervention, and to improve social conditions for individuals impacted by mental illness.

**Loui Lord Nelson (Strand I, Tuesday Keynote)** is the UDL Specialist for the Schoolwide Integrated Framework for Transformation (SWIFT) Center. She is also an educational consultant whose work focuses on Universal Design for Learning (UDL). A former special education teacher, she is a member of CAST's cadre, has been an invited facilitator at the Harvard UDL Institute, provides guidance in UDL to schools, districts, state personnel, and universities across the globe, and is the author of the top-selling book, *Design and Deliver: Planning and Teaching Using Universal Design for Learning*.

**Annie O’Shaughnessy’s** **(Strand F, Workshop M)** dedication to Restorative Practices began with her experiences with circle work 20 years ago. Having participated in and led circles personally and professionally since the 90s around the country and in the classroom, she has witnessed the tremendous impact of these experiences on her own and other’s lives, and the essential role mindfulness plays in successful restorative work. Currently, she teaches English half-time at the Center for Technology, Essex; teaches Mindfulness and Restorative Practices courses for educators through CVEDC; and trains educators in schools throughout the state. Annie is passionately committed to supporting teachers and schools in creating more mindful and restorative learning communities. The 180+ hours of clinical training she has received as a teacher at the Centerpoint School, alongside 80 hours of training in RJ and an M.Ed in Mindfulness for Educators has prepared her well to be of benefit to students, teachers, and schools as they work to meet the challenges facing them.

**Chris Palmer (Strand F)** spent four years as a seventh and eighth grade science teacher before becoming assistant principal of Highgate Elementary School in 2016. Chris has worked to revive a tiered approach to social-emotional-behavioral supports using PBIS. Since the middle of last school year, they've been slowly implementing components of Restorative Practices -- first with staff, and then with students -- building toward school-wide implementation in the 2019-2020 school year.

**Gillian Pieper** **(Workshop N)** has been a trainer and a passionate advocate in wellness and workplace health promotion since 1992. She has a B.S. in Kinesiology (exercise science) from the University of Michigan (Go Blue!) and a M.Ed. in Counseling and Health Education from Boston University. Since 1996, Gillian has been on the Health Promotion team for the Vermont School Boards Insurance Trust’s program known as PATH (Planned Action toward Health), helping schools design and implement best practice employee wellness programs. She has advanced level training as an Intrinsic Coach, is a certified Wellness Culture Coach, and has spent years consulting nationwide with Dr. Judd Allen. She studied under Dr. Dee Edington, achieved advanced certification from Larry Chapman with the National Wellness Institute, and she has a solid background in Global Learning Partner’s Dialogue Education.

**Meg Porcella** **(Institute Consultant)** is the Assistant Director of the Student Support Services division at the Vermont Agency of Education. Meg came to Vermont from Connecticut where she provided  professional development and training to educators as a consultant. She also worked in the classroom as a high school English teacher.

**Nikki Raney** **(Workshop J)** is a third-grade teacher at the Dothan Brook School in White River Junction, Vermont. She has been teaching in Vermont schools for 11 years and has been an educator at Dothan Brook for seven years. DBS is known for its distinct ability to implement all three tiers of PBIS with fidelity and has been recognized as an Exemplar school for the past seven years. Nikki served on the Targeted Team for six years. She prides herself in strong student connections, understanding each of her students for who they are, and holding them to a high standard of accountability, while also holding them equally high in importance. She also prides herself in being able to foster a solid home-to-school connection with all families, seeing her students’ parents as her allies. Aligning with them, her students can succeed.

**Sherry Schoenberg** **(Strand C, Workshop F)** is the Vermont BEST/PBIS Project Coordinator, located at UVM's CDCI, and has been a member of the BEST Team for 23 years. She has a background in children’s mental health as a direct service provider, state-level program administrator, and as a school and mental health consultant since 1982. Sherry coordinates the training, technical assistance, and evaluation for the Vermont Positive Behavioral Interventions and Supports State Team (VTPBIS) and provides training and support in several social/emotional/behavioral health topics.

**Sarah Schoolcraft (Workshop I)** has worked as a classroom teacher and special educator in both Vermont and Massachusetts, teaching grades 2, 3, and 4. She has recently expanded her capacity to work as an Instructional Coach at Hinesburg Community School. She graduated from UVM with a degree in elementary education and holds an M.Ed. from Lesley University in Curriculum and Instruction. She is also a licensed Special Educator and an Adjunct Faculty through the Vermont Higher Education Collaborative. Sarah loves working with students in the primary and intermediate grades and believes that all children can meet with success in learning, and that relationships are the foundation that all students need first. She has worked to improve the social and emotional climate of schools in professional work around developmental trauma and as the Williston Central School PBIS coordinator.

**Brandi Simonsen** **(Strand E, Workshop C)** is a professor of Special Education with tenure in the Department of Educational Psychology at the Neag School of Education and the Co-Director of the Center for Behavioral Education and Research ([CBER](http://www.cber.org/)) at the University of Connecticut. She is also the Co-Director of the National Technical Assistance Center on Positive Behavior Interventions and Supports ([PBIS](http://www.pbis.org/)), a Senior Advisor to the National Center on Intensive Interventions (NCII), and an editorial board member for the Journal of Emotional and Behavioral Disorders. Currently, Dr. Simonsen conducts research, publishes, teaches, and provides training/technical assistance in the areas of (a) school- and class-wide PBIS, (b) positive and proactive professional development supports for teachers, and (c) applications of PBIS in alternative education settings. In addition, Dr. Simonsen coordinates UConn’s Graduate Certificate Program in School-wide Positive Behavior Support. Before joining the faculty at University of Connecticut, Dr. Simonsen was the director of a non-public (alternative) school serving students with disabilities who presented with challenging educational and behavioral needs. In addition to serving as an administrator and clinician, Dr. Simonsen has previously been certified as a teacher of elementary general education and middle-secondary special education.

**Josh Souliere (Institute Consultant)** is the Assistant Director of Education Quality Reviews at the Vermont Agency of Education (VTAOE), where he has worked for 14 years. During his time at the VTAOE, he has worked with Educational Support Systems and Education Support Teams, various Response to Intervention and MTSS projects, School Improvement, and Positive Behavior Interventions and Supports. Currently, he oversees state-wide work in the areas of Continuous Improvement, Integrated Field Reviews, and Independent Schools.

**Melissa Tappin** **(Strand B)** is an Implementation Coach for Vermont PBIS. Her background work is in psychology and Autism, with Master’s level work in Applied Behavioral Analysis. She has worked with students with ASD, PDD, and other behavioral needs, their families and school personal in the home, school, and community settings. She has been a Behavior Specialist for the past seven years, specializing in FBAs, behavioral and data analysis, and PBIS implementation. She has also been a Handle with Care trainer. Melissa finds her best work is done in collaboration with other people and always seeks to incorporate information from all involved. She focuses on showing the strengths and needs of individuals, groups, and school systems through data analysis with graphs, tables, and charts, using Excel, SWIS, and other apps.

**Cassandra Townshend (Strand D)** is the Director of Special Education at Charlotte Central School and Director of Behavior Systems for Champlain Valley School District. She received her bachelor’s degree in sociology from Skidmore College and a master’s degree in social work from Washington University in St. Louis. She is currently pursuing her doctorate in Educational Leadership and Policy Studies at the University of Vermont. Her experience includes work as a high school social worker, elementary/middle school behavior specialist, outpatient therapist, behavior system coordinator/coach, and most recently, the coordinator of training and development for the BEST/VTPBIS Project at UVM’s Center on Disability & Community Inclusion. She is passionate about building school-wide systems and creating inclusive learning environments that support the academic and social, emotional, and behavioral learning of *ALL* students.

**Shevonne Travers (Workshop N)** has designed, established, and managed a variety of health promotion/disease prevention and family-focused programs over the past 40 years. She received her B.S. in Recreation and her M.A. in Counseling from West Virginia University, home of the Mountaineers. Since 2001, Shevonne has focused on promoting health within the Vermont school community, first focusing on student health and then for the past decade working as a part of the VEHI PATH team to promote and integrate multiple dimensions of wellness for school employees. She is certified as a Dialogue Education instructor and has advanced training as an Intrinsic Coach. She seeks ways to improve upon community engagement wherever she resides. Shevonne loves being active in the outdoors and has completed numerous marathons and half marathons and cycled through most of Vermont and Iowa.

**Jeremy Tretiak** **(Strand B)** is an Implementation Coach and Trainer for Vermont PBIS. He has been working in the field for 11 years, during which he has been a classroom teacher and worked in both direct service and consultation roles with children, families, and schools. Jeremy earned his BS from St. Lawrence University and an MA in Education from Johnson State College. He has been a Board Certified Behavior Analyst since 2015 and is also a Licensed Behavior Analyst in Vermont. He has extensive experience training and supporting school staff in the theory and implementation of principles and practices of Applied Behavior Analysis and PBIS.

**Joelle van Lent** **(Strand L, Thursday Keynote)** is a licensed psychologist with over 20 years of experience working with children, families, and child serving agencies. Dr. van Lent has expertise as a therapist, clinician, evaluator, consultant, and trainer. Her work focuses on child and adolescent mental health, family therapy, trauma, and Autism Spectrum Disorder. Dr. van Lent’s approach is geared toward fostering resilience and creating communities that support healthy development. She is currently in private practice based in the northwestern part of Vermont and works across the state with schools and agencies.

**Tracy Watterson (Strand N, Workshop Q)** has been an educator since 1986, serving children as a K-5 teacher, para-educator, interventionist, and math specialist in Missouri, Washington, and Virginia. For the past four years, she has worked at the Vermont Agency of Education (AOE) as the Elementary Mathematics Assessment Coordinator and SWIFT SEA Co-Coordinator providing professional learning in Vermont and presenting workshops to the math community at national conferences throughout the US. Tracy is currently the Multi-tiered System of Supports Program Manager at the Agency of Education.

**Amy Wheeler-Sutton (Strand G, Workshop F)** is the Training and Development Coordinator for the Vermont BEST/PBIS State Team. Before joining the State Team, she was a school counselor at The Conservatory Lab Charter School in Boston, MA. Prior to that, she was school counselor for three years at the Dothan Brook School in White River Junction, a PBIS Exemplar School. As Training and Development Coordinator at Vermont PBIS, Amy is responsible for designing and delivering a variety of PBIS trainings. She also plays a lead role in the annual evaluation of VTPBIS.

**Jan Willey (Institute Consultant)** has been working as an external systems coach for the past several years as part of two federal grants managed by the AOE. During this time, she supported more than 30 schools as a coach for the purpose of developing school-based MTSS leadership teams to monitor the implementation of robust MTSS systems. Jan was the Associate Superintendent in the Addison Central SU for nine years and also held the position of interim K-12 curriculum director for the Winooski School District. Jan also previously started a pre-school and kindergarten, taught students earning a GED, taught French, worked as a Consulting Teacher/Learning Specialist, and served as the curriculum director/assistant superintendent in Addison Northeast SU.

**Gary Wills** is a special educator at Mt. Mansfield Union High School in Chittenden East Supervisory Union. He also works for Upward Bound at Northern Vermont University as the academic year and summer residential program faculty coordinator and lead teacher.

Gary has experience in internship coordination and placement, college prep portfolio instruction, director of an alternative program, and service learning coordinator.