**About the Presenters**

**Chantelle Albin (Strand A)** is an Implementation Coach and Trainer for Vermont PBIS. She is a school counselor for a pre-k-6th grade elementary school. She has a Masters degree in Education with a school counseling endorsement and has been working with children ages 5-17 for the last 15 years in residential and public school settings. Chantelle has a passion for assisting schools in developing the PBIS framework with fidelity and in using data to make and support decisions. She enjoys supporting schools with Universal level implementation, including the creation of school wide expectations, school wide acknowledgements/celebrations, teaching expectations, creating PBIS leadership team agendas, and supporting PBIS school-based coordinators.

**Dr. Rosemarie Allen** **(Tuesday Keynote)** has served as a leader in early childhood education for nearly 40 years. Her life's work is centered on ensuring children have access to high-quality early childhood programs that are developmentally and culturally appropriate. She is currently an Associate Professor in the School of Education at Metropolitan State University of Denver. Her classes are focused on ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices. Rosemarie has served in directorship roles with the Colorado Department of Human Services where she was responsible for the State’s child care licensing program, the federal child care assistance program, the redesign of the State’s quality rating and improvement system, the implementation of the State’s professional development plan, and assisted in the creation of Colorado’s early learning guidelines. Rosemarie is a respected keynote speaker and has the distinct honor of being appointed as a “Global Leader” to represent the United States at World Conferences across the globe.

Dr. Allen’s non-profit Institute for Racial Equity & Excellence (IREE) serves as the lead agency for ensuring equity in educational practices throughout the nation. IREE monitors and licenses childcare centers using a model she created, “Culturally Responsive Community Based Licensing.” Rosemarie also served on President Obama’s “My Brother’s Keeper” (MBK) initiative, Early Childhood Task Force. In that role, she was the national expert on implicit bias and culturally responsive practices, speaking at conferences across the country. She also serves as contractor for the National Center for Pyramid Model Innovations focusing on equity, implicit bias and culturally responsive practices in the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

**Kym Asam (Strand M, Workshop E, Workshop T)**is the Regional Director of Schools and Clinical Programming for Northeastern Family Institute (NFI) Vermont. She earned her Masters 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 responsive/informed. She is designated as an ARC (Attachment, 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 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, Workshop F, Workshop R)** 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.

**Tracy Binet-Perrin (Workshop G)** has been a School Counselor at Green Street Elementary School in Brattleboro for seven years. Tracy has been working with students from birth to high school age as a counselor/family outreach specialist for the past 20 years. Tracy is trained in ACES/NEAR curriculum and is part of the Building Flourishing Communities work statewide, in addition to receiving training by Joelle Van Lent in trauma sensitive schools and building school connections through the SSIP grant. Tracy completed the Trauma Informed Practice Academy through UVM in 2018.

**Elizabeth Brisson (Workshop B)**is a Special Educator with 15 years of experience. Her teaching experiences include working on inclusion with teachers in rural Belize as a Peace Corps Volunteer, teaching in an alternative high school for students with intensive emotional and behavioral needs, and most recently teaching in the public school setting. This is her fifth year working in the middle school at Vergennes Union High School.

**Maggie Carrera-Bly (Strand E)** is a Science Specialist and member of the Proficiency-Based Learning Team at the VT Agency of Education who work collaboratively with educators to develop tools and resources to support the implementation of proficiency-based learning.

**Caitlin Chisholm (Strand F), VTmtss Program Coordinator,** recently moved to Vermont from Lawrence, MA where she taught various high school math courses. Prior to teaching, she obtained a M.A. in education policy from Brown University, studying the methodologies of education research and conducting a long-term research project for Boston Public Schools.  She is extremely appreciative of her current opportunity to act as a coordinator on the VTmtss Team at the VT Agency of Education, and enjoys reflecting on her past experiences as she continues to learn about the unique and impressive education landscape of Vermont.

**Nick DeVita (Workshop C)** is a School Psychologist and District PBIS Coordinator for the Addison Northwest School District in Vergennes, Vermont. He has worked with staff to design and implement social-emotional screening processes and EST procedures to reach at-risk students and provide students, families, and teachers with resources and data to meet the social-emotional and behavioral needs of all learners. Nick is also working on developing more efficient community outreach programs for accessing social-emotional supports within the school system and he is working with other districts to implement their own social-emotional screening tools and processes.

**Tom Faris (Strand F)** is from Shaftsbury, Vermont and has worked as an educator in various Vermont schools and programs since 1978. He spent the first half of his career as a special educator in alternative programs as well as public schools. Tom entered school administration 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. Tom works on a variety of projects and has particular knowledge about Educational Support Teams.

**Pat Fitzsimmons (Strand E)**, Proficiency-Based Team Leader. Members of the Proficiency-Based Learning Team at the VT Agency of Education who work collaboratively with educators to develop tools and resources to support the implementation of proficiency-based learning.

**Ami Flammini (Strand M)** earned her Master’s degree in Social Work from the University of Illinois Urbana/Champaign and is a Licensed Clinical Social Worker.  She has worked in the field for twenty-five years. Ami has fifteen years of experience working in rural and urban schools and eleven years of experience training and consulting with schools emphasizing positive school culture designed to support our most vulnerable youth. Ami has experience in project and grant management and was the director of the Illinois Department of Children and Family Services pre-service training program.  She also worked for six years as a psychotherapist focusing on work with adolescent girls.  As a technical assistance director with the Midwest PBIS Network she has been a lead developer in their trauma-training curriculum.

**Megan Goyet (Workshop N)**currently works at Chamberlin School, South Burlington, VT as a Behavior Coach. She received her undergraduate degree in Psychology at Western New England College, her MSW from Smith College School for Social Work, and is a Licensed Clinical Social Worker. Megan was trained as a Classroom Behavior Coach through Vermont PBIS.  She has had extensive training in trauma informed schools and restorative practices which she brings to the work she does with teachers and students.  Megan has been a School Social Worker, Outpatient counselor, Behavior Specialist, and a Clinical Coordinator prior to starting her work at Chamberlin in 2018.

**Leeanne Hadsel** **(Workshop G)** is a behavior analyst at Vernon Elementary School. She comes with diverse experience as a teacher, consultant, autism specialist, and behavior therapist in both elementary education and the non-profit sector. Leeanne received her Masters degrees in Special Education and Applied Behavior Analysis from Penn State. Leeanne is certified in youth mental health first aid and human rights protections, in addition to being a court-appointed special advocate/Guardian ad Litem through the National CASA-GAL Association. She is a member of Kappa Delta Pi, the International Honor Society for Education.

**Tracy Harris** **(Workshop A)** has been with the Vermont Agency of Education for seven years, as Coordinator for Behavioral Supports. As a member of the special education team at the Agency, she provides professional development and technical assistance on an array of special education and general education topics, with an emphasis on social emotional learning and behavioral interventions and supports. Prior to that, Tracy was Assistant Director and Integration Specialist at The Baird School, an independent school that provides special education and therapeutic interventions for students with significant social, emotional, and behavioral challenges. Tracy’s career began in the Winooski School District, as a Speech-Language Pathologist, Service Coordinator, and Team Leader. She instructed a course at the University of Vermont’s graduate program in Communication Sciences and Disorders.  Tracy has spoken at numerous conferences around Vermont and the Northeast, and authored a chapter in a book for educators on collaborative teaming and co-teaching.

**Nancy Hellen (Workshop J)** began her work at the Agency of Education as a Title I Educational Consultant for the Federal Programs Team with an emphasis on Parent and Family Engagement. In 2018 she joined the Multi-tiered System of Supports (MTSS) Team and continues to focus on Family Engagement as well as on trauma informed practice and resiliency. She previously served in Vermont schools as an elementary teacher and toured Vermont as a puppeteer with Puppets in Education.

**Judy Houde Hardy (Workshop A)** is a special educator at Dothan Brook School in Hartford working with young elementary students who experience behavioral and emotional challenges. Partnering with wrap-around 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, Workshop E, Workshop N)** 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 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.

**Cortney Keene** (Strand B) has been working with children with a variety of needs including autism spectrum disorder, ADHD, Down Syndrome, Emotional and Behavioral Disorders, and others since 2005. Over the past 12 years, Cortney has worked in a variety of roles: special education teacher, special education technology integrationist, and as coordinator of an elementary autism program. Currently, Cortney is 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. 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) and Vermont Licensed Behavior Analyst (VT-LBA).

**Jon Kidde (Monday Keynote, Strand G, Workshop P)** has been exploring the concepts of restorative justice (RJ) for 20 years and has played a critical role in the conceptualization, application, and enhancement of restorative justice within different contexts—education, justice, and within organizations in several states. Jon is currently an independent consultant focused on restorative justice and school discipline & juvenile justice reform living in Vermont. Jon received an MSW degree from the School of Social Welfare at University of California – Berkeley. He co-authored [Restorative Justice: A Working Guide for Our Schools](http://www.achealthyschools.org/schoolhealthworks/assets/118-restorative-justice.pdf) with Rita Alfred during the initial implementation of RJ within Oakland Unified School District. He is a Certified Dialogue Education Teacher.

**Rhiannon M. Kim (Workshop K)** 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. Rhiannon is working toward her Doctorate of Education in Educational Leadership and Policy Studies 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, as well as courses through Saint Michael’s College: Social-Emotional Competencies. 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 into her teaching methodologies.

**Ken Kramberg** **(Strand C, Workshop A)** 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 Life Space Crisis Intervention (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 A, Workshop F)** 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.

**Emily Leute** **(Strand E)** is an English Language Arts Specialist and member of the Proficiency-Based Learning Team at the VT Agency of Education who work collaboratively with educators to develop tools and resources to support the implementation of proficiency-based learning.

**Leila McVeigh (Workshop B)**is a school based mental health clinician at Vergennes Union High School, contracted through the Counseling Service of Addison County. She works primarily one on one with students grades 7-12. She leads mindfulness once a week for interested faculty and staff, and promotes stress reduction strategies for high school and middle school students whenever possible.

**Lance Metayer** **(Workshop Q)** has spent the last 13 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.

**Sigrid Olson (Strand E)** is the Personalized Learning Coordinator and a member of the Vermont Agency of Education Personalized Learning team. Her work focuses on helping districts implement personalized learning plans and student-centered instructional practices.

**Annie O’Shaughnessy’s (Strand H, Workshop I, Workshop S)**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 H)** 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 early 2018, 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.

**Kelly Perales** **(Strand M)** is the Co-Director of the Midwest PBIS Network. As a Licensed Clinical Social Worker, Kelly has worked as both a school employed and community employed clinician and administrator. Kelly has facilitated the implementation of PBIS in Illinois and Pennsylvania and is part of the State Coordination team for the PA PBS Network. As part of the National PBIS Technical Assistance Center, Kelly has provided training, technical assistance, and coaching for school and community mental health providers. In addition, has led both local and state level implementers in the early adoption of the Interconnected Systems Framework, focusing on the integration of mental health and PBIS.

**Bonnie Poe (Workshop H, Workshop R)**is a VTPBIS Implementation Coach and Trainer. During her 40 plus years in education, she has been an early childhood – high school special educator, middle school principal, and director of special education. Bonnie enjoys coaching school teams in creating multiple systems that will enhance their capacity to implement the PBIS framework.

**Meg Porcella** **(Workshop L)** is the Assistant Director of the Student Support Services Division at the Agency of Education. She also is the Act 173 project manager and a member of the Act 173 leadership team. Meg began her career in education as a secondary-level English teacher before leaving the classroom to work for a professional development agency in Connecticut. She has been with the AOE since 2015.

**Lisa Rundle (Workshop N)** is a Behavior Coach at Chamberlin School in South Burlington, Vermont. Lisa has her undergraduate degree in psychology from Union Institute and University and Education from Vermont College of Fine Arts.  Lisa studied applied behavior analysis from Florida Institute of Technology and currently holds a BCaBA. Lisa was trained as a Classroom Behavior Practice Coach through Vermont PBIS. Lisa has extensive training in trauma informed schools and restorative practice which informs her work with staff and students.

**Brandi Simonsen (Strand I, Workshop M)** 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) at the University of Connecticut. She is also the Co-Director of the National Technical Assistance Center on Positive Behavior Interventions and Supports (PBIS), 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.

**Julia Scheier** **(Strand E)** is a coordinator on the Agency of Education VTmtss team. Her work focuses on supporting communications, including writing Equity Briefs, facilitating monthly webinars, serving as liaison for the Early Learning team, and providing technical assistance for districts regarding the updated VTmtss Framework.

**Sherry Schoenberg (Strand C, Workshop D, Workshop T)** is the Vermont BEST/PBIS Project Coordinator, located at UVM's CDCI, and has been a member of the BEST Team for 24 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 Behavior Interventions and Supports State Team and provides training and support in several social/emotional/behavioral health topics.

**Jeremy Tretiak (Strand B, Workshop H, Workshop O)** 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.

**Dr. Joelle van Lent** **(Monday Keynote, Strand J)** 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.

 **Amy Wheeler-Sutton (Workshop D)** 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 PBIS trainings. She also plays a lead role in the annual evaluation of VTPBIS.