**About the Institute Presenters and Staff**

Use this list to learn about our presenters and staff and to find someone who you may want to consult with your team during the Institute’s afternoon team time. **Email addresses** are provided for the individuals who are available. Email them directly if you’d like to schedule a time to meet.

**Elena Aguilar (Monday Keynote)** has trained thousands of educators across the United States and abroad in transformational coaching. She is the author of six highly acclaimed books: *The Art of Coaching* (2013) and *The Art of Coaching Teams* (2016); *Onward: Cultivating Emotional Resilience in Educators* (2018) and the *Onward Workbook* (2018); *Coaching for Equity* (2020) and *The Art of Coaching Workbook* (2020). She is a regular contributor to Edutopia and ASCD’s Educational Leadership, and she was a blogger for EdWeek Teacher for many years. Elena’s expertise derives from 25 years as a classroom teacher, instructional coach, and leadership coach working in diverse school environments. In her role as a consultant, she has partnered with leaders in public and private organizations across the United States and abroad. Elena is also the co-founder of Kenya Big Picture Learning and she’s on the advisory board of UC Berkeley’s Greater Good Science Center. Elena holds a BA in history and Latin American Studies from the University of California, Santa Cruz, and an MA in Anthropology from the University of California, Berkeley. She received her teaching credential from California State University, Hayward, and she also holds an administrative services credential.

**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 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. [**chanlalbin@gmail.com**](mailto:chanlalbin@gmail.com)

**Kym Asam (Strand E, Workshop H)** is an Implementation Coach and Trainer for Vermont PBIS. She is the Regional Director of Schools and Clinical Programming for NFI Vermont. She has practiced as a licensed independent clinical social worker since 1992 and in addition to direct work with clients, providing clinical supervision to multiple staff, and consultation to schools on complicated emotional/behavioral student needs, Kym has conducted numerous trainings for school personnel, both in and out of the state of Vermont. She is designated as an ARC (Attachment, Self-Regulation and Competency) trainer for the state of Vermont and works with multiple SU’s and districts on developing trauma-responsive practices, policies, and procedures. She is in the process of being certified in the Neuro-Sequential Model of Therapeutics (NMT) and has extensive training in multiple, evidence-based methods for working with and treating children and adults who have experienced developmental trauma. [**kymasam@nafi.com**](mailto:kymasam@nafi.com)

**Amanda Babcock (Workshop D)** has been the Behavior Coach/PBIS School Coordinator at the JFK Elementary school in Winooski, VT for the past 5 years. Prior to that, she was the Behavior Specialist/PBIS School Coordinator at Swanton Elementary school for about 18 years. This is Amanda’s second year as a VTPBIS State Coach and Trainer working with schools implementing/ maintaining/assessing PBIS in schools. [**ababcock@wsdvt.org**](mailto:ababcock@wsdvt.org)

**Kristin Beswick** **(Strand M)** has worked as an Implementation Coach and Trainer for Vermont PBIS for 8 years. She has worked in the NEK as a Behavior Specialist for 18 years. Prior to Vermont, she worked as a School Psychologist conducting evaluations, supporting school teams and consulting with administrators. She has provided Universal, Targeted, and Refresher Trainings to school leadership teams**.** [**Kristin.beswick@ncsuvt.org**](mailto:Kristin.beswick@ncsuvt.org)

**Marianna Donnally**is the School Mental Health and Practice Development Coordinator for the Vermont Department of Mental Health. Marianna trained as a clinical social worker at NYU and 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**.** [**marianna.donnally@vermont.gov**](mailto:marianna.donnally@vermont.gov)

**Anne Dubie** is an Office Support Generalist for the Center on Disability and Community Inclusion at UVM. She develops and maintains all of the official aspects of the Project and Event Budgets, the Annual Professional Development Calendar, and Project and Events Websites, as well as being the conference coordinator for in-person trainings. Anne has been an integral part of the BEST and VTPBIS Projects for the past 23 years. [**Anne.dubie@uvm.edu**](mailto:Anne.dubie@uvm.edu)

**Laura Ellis (Strand D)** is a Nationally Certified School Psychologist and has worked at J. J. Flynn Elementary School in Burlington School District over the past four years. In that role, she served as the Chair of their PBIS Committee and collaborated to create a Social Emotional Learning Committee, which comprises their PBIS and Restorative Practices Committees. Prior to working at J. J. Flynn Elementary School, Laura worked as the Behavior Specialist and School Psychologist for Chittenden East Supervisory Union for four years, working at three elementary schools and the high school. She completed her school psychology internship in Burlington School District and assisted staff with creating the alternative elementary school program (formerly known as the ABC Program) during its first year of implementation in the Burlington School District. Laura was previously a behavior specialist and teacher consultant for four years for several inner-city public schools in the Buffalo, NY area. She has a strong background as a research assistant through her work for the University at Buffalo’s Center for Children and Families while completing her Master’s degree there. Laura brings a wealth of knowledge to educators, staff, and families on best strategies and practices working with children who have experienced trauma, and she has a considerable background in behavior management strategies and Positive Behavioral Interventions and Supports. Laura has experience utilizing the SWIS data system, as well as analyzing and interpreting data for data-based decision making. [**Lestraub@buffalo.edu**](mailto:Lestraub@buffalo.edu)

**Tom Faris (Workshop L)** 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. [**Thomas.faris@vermont.gov**](mailto:Thomas.faris@vermont.gov)

**Laura Greenwood** is theEducation Coordinator for the BEST/Act 230 grant program at the Vermont Agency of Education in the Student Support Services Division. Laura manages BEST and Act 230 grant funds which support districts and schools to access SEL and behavioral training and coaching.

She also serves on the Division and Agency Racial Equity Committees and previously served as the Universal PreK coordinator for the Agency of Education**.** [**Laura.greenwood@vermont.gov**](mailto:Laura.greenwood@vermont.gov).

**Tracy Harris** 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. [**Tracy.harris@vermont.gov**](mailto:Tracy.harris@vermont.gov)

**Nancy Hellen** 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. [**Nancy.hellen@vermont.gov**](mailto:Nancy.hellen@vermont.gov)

**Mara Iverson (Workshop J)** is Director of Education at Outright Vermont, a statewide LGBTQ+ youth advocacy organization. She has worked at universities in Pennsylvania, Texas, and Vermont and has 15 years of LGBTQ+ advocacy and education experience. Mara also works in advocating for racial justice and understanding and managing implicit bias.

**Lauralee Keach** **(Strand D, Workshop C)** 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 was a member of a team who established 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 Interdisciplinary Team, which provides behavior, psychological, and communication consultation services to students and school teams. Lauralee’s education includes a BA in Psychology and a M.Ed in Applied Behavior Analysis**.** [**Lkeach@sbschools.net**](mailto:Lkeach@sbschools.net)

**Cortney Keene** **(Strand B)** has been working with children with a variety of profiles including autism spectrum disorder, ADHD, Down Syndrome, Emotional and Behavioral Disorders, and others since 2005. Over the past 16 years, Cortney has worked in a variety of roles: special education teacher, special education technology integrationist, and as coordinator of an elementary autism program. Cortney is co-owner and Clinical Director of Keene Perspectives, a center-based ABA therapy clinic in White River Junction. 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). [**Cortney.keene@keeneperspectives.com**](mailto:Cortney.keene@keeneperspectives.com)

**Jon Kidde (Strand G)** 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 and 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. [**Jonkidde@gmail.com**](mailto:Jonkidde@gmail.com)

**Ken Kramberg** **(Strand C)** 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. [**Ken.kramberg@gmail.com**](mailto:Ken.kramberg@gmail.com)

**Rebecca Lallier (Strand B, Workshop A)** is a TA, Implementation Coach, and Trainer for Vermont PBIS. She spent 11 years as PBIS coordinator at the Dothan Brook School, a nine-year exemplar school, navigating all aspects of PBIS from initial implementation through revitalization, full implementation at all three tiers, and continuous improvement. Rebecca has 23 years of experience as a school counselor and was the 2016 Vermont School Counselor of the Year and a 2017 National ASCA School Counselor of the Year finalist. She is passionate about the importance of building trust and relationships while helping schools and teams center equity for all students, build on strengths, and solve problems to increase fidelity of PBIS implementation. Rebecca is especially interested in how PBIS, SEL, adult resilience, and positive school climate support and strengthen one another**.** [**Rebecca.lallier@gmail.com**](mailto:Rebecca.lallier@gmail.com)

**Kayla Loving** **(Workshop E)** started in July 2020 as the Restorative Justice Coordinator in conjunction with the Multicultural Youth Program at Spectrum Youth and Family Services. She collaborates with community organizations to increase the use of restorative justice practices among youth with a focus on the Winooski School District. Prior to Spectrum, she worked at COTS Family Shelter and volunteered with the Restorative Justice Panel in Winooski. She spent time researching alternative dispute resolution in Cambodia with the Cambodian Human Rights and Development Association and Liberia with The Carter Center. She also taught English to college students as a Peace Corps volunteer in China. Kayla received a Master’s degree in Conflict Resolution and Coexistence at the Heller School at Brandeis University. Her undergraduate education is in Sociology and Global Studies.

**Kent McIntosh (Strand H)** is the Philip H. Knight Chair of Special Education at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education. His current research focuses on implementation and sustainability of school-based interventions, reducing racial discipline disparities, and integrated academic and behavior support. He is lead author of over 80 peer reviewed journal articles, presenter of over 50 keynote addresses, and principal or co-investigator of over $60 million in federal grant funding. He is Co-Director of the Center on Positive Behavioral Interventions and Supports and lead of the Center’s Equity Workgroup, as well as a founding member of the PBIS-SCP Canada Network and a member of the Board of Directors of the Association for Positive Behavior Support**.** [**Kentm@uoregon.edu**](mailto:Kentm@uoregon.edu)

**Steve Messier (Workshop G)** is a school administrator, coach, former school board commissioner, and certified A.L.I.C.E crisis response/safety instructor. Steve has over 18 years of experience working directly with children and adolescents, where his primary focus has been the development of social and emotional skills through experiential and relational practices. Over the last several years, Steve has served on the advisory councils of two public school alternative programs and overseen the creation and development of hands-on, socially supportive learning environments for at-risk youth. In his current role as the Director of Student Affairs at Missisquoi Valley Union, Steve provides support on issues related to social-emotional learning, student behavior, conflict resolution, mediation, bullying and harassment education, and school safety planning and training. Steve has previously served on school boards for the Saint Albans City School and the Franklin Central Supervisory Union (now Maple Run School District). Additionally, Steve currently serves as a member of the teacher advisory board for Teacher Vision, is a founding member of the VT chapter of the Social-Emotional Learning Alliance for The United States (SEL4US), and operates an educational consulting company, Social Emotional Learning of Vermont, LLC where he provides training for educators on SEL best practices and implementation strategies.

**Cornelius Minor (Tuesday Keynote)** is a Brooklyn-based educator. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. His latest book, *We Got This*, explores how the work of creating more equitable school spaces is embedded in our everyday choices—specifically in the choice to really listen to kids. He has been featured in Education Week, Brooklyn Magazine, and Teaching Tolerance Magazine. He has partnered with The Teachers College Reading and Writing Project, The New York City Department of Education, The International Literacy Association, and Lesley University’s Center for Reading Recovery and Literacy Collaborative. *Out of Print*, a documentary featuring Cornelius made its way around the film festival circuit, and he has been a featured speaker at conferences all over the world. Most recently, along with his partner and wife, Kass Minor, he has established The Minor Collective, a community-based movement designed to foster sustainable change in schools. Whether working with educators and kids in Los Angeles, Seattle, or New York City, Cornelius uses his love for technology, hip-hop, and social media to bring communities together. As a teacher, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people.

**Annie O’Shaughnessy (Strand I, Workshop B)**is passionately committed to supporting teachers and schools in creating more mindful and restorative learning communities. One of the greatest strengths of her seminars, identified by participants, is the broad collection of stories she brings from the front line as an educator, circle keeper, and now as a consultant who has been in over 40 schools statewide, interacting and hearing from over 2,000 educators. She also brings the stories from the class journals of over 100 educators who have taken her 3-credit course where they have shared their stories about RA. Annie’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. 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. [**Annie@truenatureteaching.com**](mailto:Annie@truenatureteaching.com)

**Bonnie Poe** is an Implementation Coach and Trainer for Vermont PBIS. Her undergraduate and graduate degrees are in special education from Georgia State University. She has 40 plus years of experience in public education, including 18 years as a school principal (she was a Vermont middle school principal of the year) and seven years as a director of student support services. Bonnie has worked as a SWIFT LEA Facilitator and has received additional training in mentoring, instructional coaching, and the four stages of the change process. She is a positive coach and resource who builds trusting relationships with all members of the school community**.** [**Bonnie\_poe@comcast.net**](mailto:Bonnie_poe@comcast.net)

**Meg Porcella** 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**.** [**Meg.porcella@vermont.gov**](mailto:Meg.porcella@vermont.gov)

**Sara Raabe (Workshop D)** has been in education for over 20 years as a teacher, assistant principal, and principal. She has been the principal at JFK elementary in Winooski for six years. Sara worked with her Leadership Team to implement PBIS at JFK, and they just completed their 5th year of implementation. As a school during the 2020-21 school year, she has been focusing staff time on equity. This year the entire staff read and participated in professional learning around *Teaching For Black Lives* in addition to reviewing their SWIS equity data.

**Sherry Schoenberg (Workshop H)** is the Vermont BEST/PBIS Project Coordinator, located at UVM's CDCI, and has been a member of the BEST Team for 25 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. [**Sherry.schoenberg@uvm.edu**](mailto:Sherry.schoenberg@uvm.edu)

**Sandi Simmons (Workshop G)** currently works as a School Counselor at Swanton Elementary School. She has a breadth of experience working with all ages of children and youth both in public schools, as well as in the broader community. After completing her Masters in Counseling in 2010, Sandi began her school counseling career and has worked at several schools throughout Franklin County, VT. However, she has also served as a youth pastor, preschool teacher, children's missionary and summer camp director. Sandi loves her role as a counselor, and she has also really enjoyed the roles of PBIS Coordinator, WSCC (Whole School, Community & Child) Committee member, and being a part of MVSD's (Missisquoi Valley School District) Social-Emotional Learning team! On a daily basis, she teaches SEL through classroom lessons, small group interventions, and one-on-one counseling. She is honored to be able to be able to share some of her work with SEL in this workshop!

**Brandi Simonsen (Strand J, Workshop I)** is a professor of Special Education and the Co-Director of the Center for Behavioral Education and Research (CBER; 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; www.pbis.org), Co-Principal Investigator of the National Multi-Tiered System of Supports Research Network (www.mtss.org), and a Senior Advisor to the National Center on Intensive Interventions (intensiveintervention.org).

**Josh Souliere** 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**.** [**Josh.souliere@vermont.gov**](mailto:Josh.souliere@vermont.gov)

**Jen Stanchfield (Strand O, Workshop K)** works with schools worldwide to increase meaningful engagement, integration of social-emotional learning with academic content, and community building in the classroom and beyond. Jen's depth of experience, creativity, and knowledge of educational theory and practice is evident in her innovative yet practical workshops and publications that incorporate the art of facilitation and teaching with neuroscience and pedagogical research. Jen has worked as a teacher, a clinician in mental health treatment centers, an adventure educator, and professional training and organizational teambuilding. She earned her master’s degree in Experiential Education from Minnesota State University and continues to pursue the latest research from the educational neuroscience field. Through these diverse experiences, she has developed an extensive repertoire of evidence-informed experiential activities, tools, strategies to engage, and informative professional development, books, and teaching resources. She is the author of *Tips and Tools for the Art of Experiential Group Facilitation*, and *Inspired Educator, Inspired Learner: Experiential, Brain-Based Activities, and Strategies to Engage, Motivate, and Create Lasting Lessons*.

**Melissa Tappin** 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 15 years, specializing in FBAs, 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. [**Melissartappin@gmail.com**](mailto:Melissartappin@gmail.com)

**Cassandra Townshend** **(Strand M)** is the Director of Special Education at Charlotte Central School and Director of Behavior Systems for Champlain Valley School District. 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/PBIS Project at UVM’s Center on Disability & Community Inclusion. [**ctownshend@cvsdvt.org**](mailto:ctownshend@cvsdvt.org)

**Jeremy Tretiak (Strand C)** is an Implementation Coach and Trainer for Vermont PBIS. He has been working in the field for nine 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.[**Jeremy.tretiakgmbc@gmail.com**](mailto:Jeremy.tretiakgmbc@gmail.com)

**Marni Troop** is the VT Agency of Education Project AWARE Grant Coordinator. Marni holds a Master of Professional Writing, an MA in Secondary Teacher Education, and will receive an MA in Marriage & Family Therapy in 2022. She taught English Language Arts for over 20 years in middle schools through universities and adult education. She has also been a professional writer and writing coach for over 25 years. Having seen the need for more mental health awareness in education first hand, Marni is honored to serve the goals of Project AWARE.

**Dr. Joelle van Lent (Strand K)** 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. [**Joellevanlent@gmail.com**](mailto:Joellevanlent@gmail.com)

**Tracy Bettale Watterson (Workshop L)** has been an educator since 1986, serving children as a K-5 teacher, para-educator, interventionist, and K-8 math specialist in Missouri, Washington, and Virginia, and has served as an adjunct professor at the University of Virginia. Additionally, she has provided professional learning in Washington, Virginia, Vermont, and at national conferences. For the past eight years, Tracy has worked at the Vermont Agency of Education as the Multi-tiered System of Supports Program Manager and Team Lead, SWIFT SEA Co-Coordinator, and Elementary Mathematics Assessment Coordinator. She is passionate about collective expertise, candid conversations, and continuous improvement that leads to access, membership, and inclusion for all students, especially those historically underserved. Tracy is a nationally certified program manager and graduate of the Vermont Leadership, Exploration and Development (LEAD) program. [**Tracy.watterson@vermont.gov**](mailto:Tracy.watterson@vermont.gov)

**Amy Wheeler-Sutton (Strand A)**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, an Exemplar PBIS 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. [**Amy.wheeler-sutton@uvm.edu**](mailto:Amy.wheeler-sutton@uvm.edu)