

Application for Appointment to the Open Seat for District 30 (A & B) on the Board of Education of Anne Arundel County

Mailed or hand-delivered applications must be received by noon on Friday, August 31, 2018, to be considered.

Mail or hand-deliver to: School Board Appointment
Commission of Anne Arundel County, c/o Board of Education Office,
2644 Riva Road, Annapolis, MD 21401

E-mailed applications must be received by noon on Friday, August 31, 2018, to be considered.

E-mail to: sbac@aacps.org as a PDF file.

Please call 410-222-5311, after 24 hours, to confirm receipt.

Full Name Erin Blakeley Snell		List any former names used	
Address (applicant must be an Anne Arundel County resident) Annapolis, MD 21403			Are you a registered voter? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
How long have you been an Anne Arundel County resident? 3 yrs.	Date of Birth	Can we contact you at work? <input type="checkbox"/> Yes <input type="checkbox"/> No	Email address
Home Phone	Work Phone	Cell Phone	

If you answer "yes" to any of the questions below, please attach comments.

- Yes No Have you ever been convicted of, entered a plea of guilty or nolo contendere, or forfeited collateral for any criminal violation other than a minor traffic offense? Minor traffic offenses do not include the offenses of operating under the influence of liquor, operating while impaired, reckless driving or the equivalent offenses in other states.
- Yes No Have you ever been convicted of any crime that relates in any way to the responsibilities of a member of the Board of Education of Anne Arundel County?
- Yes No Have you ever been convicted of any crime that has not been expunged or otherwise shielded?
- Yes No Are you delinquent on any federal, state, or local debt? (Include delinquencies for income, property, or other taxes, governmental loans, overpayment of benefits, required payments into or under governmental programs, and other debts or required payments to the government plus any defaults on or under loans which are or where guaranteed, insured, or subsidized by any unit of government.)
- Yes No In the last five years, have you been, or are you presently a party of interest in any administrative agency proceeding or civil litigation, including any action regarding a professional license?
- Yes No Have you ever been adjudged bankrupt or insolvent?
- Yes No Has a complaint of discrimination on the basis of sex, race, religion, national origin, age or handicap ever been filed against you or against any firm or organization during your affiliation with it?

Please attach a current résumé with this application. In addition, please provide here any professional organizational memberships and positions held and length of service: (Please limit to past 15 years) *Attach additional sheets as necessary.*

All included in attached résumé.

Received

AUG 31 2018

Application for Appointment to the Board of Education of Anne Arundel County Board

Applicant Name

Erin Blakeley Snell

Community Involvement: (Please limit to the past 15 years.)

Attach additional sheets as necessary.

Included in résumé

Awards/Honors: What award/honors have you been most proud to receive?

(Please include the year of the award and the awarding institution or entity.)

Included in résumé.

Please provide a bulleted list of three goals you hope to accomplish if you are appointed to the Board of Education.
Please limit each bullet to 15 words.

Please, see attached, entitled "Three Goals I Hope to Achieve If Appointed to the Board of Education."

Application for Appointment to the Board of Education of Anne Arundel County Board

Applicant Name

Erin Blakeley Snell

Please answer the following questions. Your responses for each question must be typed on 8½-by-11 sheets of paper using single-line spacing and 12-point font.

1. Why are you interested in serving on the Board of Education of Anne Arundel County? Please include an explanation of the primary strengths you would bring to this position, and what you believe is the proper role of a Board member.
2. What do you believe are the most critical issues currently facing Anne Arundel County Public Schools? What specific ideas do you have to address these issues?
3. Please share any current Anne Arundel County Public Schools best practices and procedures you are familiar with and how you feel these initiatives benefit students and the community.
4. What is your exposure to, or experience with, Anne Arundel County Public Schools?

I CERTIFY that:

- *This application (and any copy or facsimile of same) contains no willful misrepresentation and that the information is true and complete to the best of my knowledge.*
- *Completion and submission of this application gives the School Board Appointment Commission of Anne Arundel County the authority to submit my name for a criminal records check, including a search of the child abuse registry.*
- *Information on this application and any documents submitted to be included with this application will be deemed public records of the School Board Appointment Commission of Anne Arundel County and may be made available to the public. Only information deemed confidential in accordance with applicable federal and state law will be withheld from public disclosure.*
- *Should any investigation at any time disclose otherwise, my application may be rejected, my name may be removed from consideration for appointment to the Board of Education of Anne Arundel County, and I may be disqualified from applying for any future Board vacancy.*
- *I am not presently employed by the Board of Education.*

By signing this application, I am consenting to any reasonable inquiry that may be necessary to verify the information I have provided on this form or that I may provide in conjunction with my application for the Anne Arundel County Board of Education.

Erin Blakeley Snell
Signature

8/30/2018
Date

Erin B. Snell, PhD, MPA

ANNAPOLIS, MD - [REDACTED]

Passionate educational leader with commitment to achieving social justice and promoting equity through the continued growth and development of children, youth, teachers and other leaders, and the infrastructures and systems that support them. Skilled teacher, literacy coordinator, professional coach, facilitator, and program evaluator, with expertise in curriculum and program design and leadership development and accountability.

EDUCATION

School of Education, Indiana University (IU), Bloomington, IN Aug. 2005 - June 2009

- **Ph.D. in Education Policy Studies, with concentration in Educational Leadership and minor in Public Affairs**
- 2005 and 2006 Randall L. Tobias Center on Leadership Excellence Fellow
- GPA 3.93/4.00

School of Public and Environmental Affairs (SPEA), IU, Bloomington, IN Aug. 2003 - Dec. 2006

- **Master of Public Affairs, with concentrations in Nonprofit Management and Policy Analysis**
- GPA 3.90/4.00

College of Liberal Arts, University of Texas at Austin, TX Aug. 1996 - Aug. 2000

- **Bachelor of Arts in History with High Honors, Spanish Minor**
- GPA 3.76/4.00, Phi Beta Kappa and Cum Laude

PROFESSIONAL EXPERIENCE

Independent Education and Nonprofit Consultant, Annapolis, MD Oct. 2016 - present

- Pro bono leadership and mentor support to the Hood2Good Movement, a group of six student leaders working to prevent violence and promote opportunities for youth in Annapolis
- Created 6th grade reading curriculum documents for Knowledge is Power Program (KIPP) Atlanta Schools
- Conducted program evaluation for Annapolis nonprofit serving local youth

Lead Literacy Coordinator, KIPP Atlanta Schools, GA July 2014 – June 2015

- Coordinated monthly collaboration and professional development sessions for 4 KIPP Atlanta Schools middle school literacy coordinators
- Led process to update KIPP Atlanta Schools middle school regional literacy curriculum documents, creating Common Core-aligned middle school regional benchmark assessments, & creating multi-year long-term literacy plans for each middle school
- Led, managed, trained, and evaluated team of 7 KIPP WAYS Academy ELA teachers; provided weekly observation/feedback, coaching and support and designed and executed monthly team professional development
- Served as part of the KIPP WAYS Academy leadership team, serving approximately 330 students; designed and facilitated periodic school-wide literacy professional development for approximately 30 teachers

Independent Education and Nonprofit Consultant, Atlanta, GA June 2013 – June 2014

- Designed and executed regular, Common Core-aligned literacy professional development for KIPP Atlanta Schools leaders (8), deans (~16), and teachers (~30)
- Served as Interim High School English Department Coach at KIPP Atlanta Collegiate (March – May)
- Led process of updating KIPP Atlanta Schools regional literacy curriculum documents for middle schools

Director of Literacy, KIPP Atlanta Schools, GA June 2012 – May 2013

- Developed a vision for effective school literacy programs and supported schools in creating school-specific action plans based upon the vision
- Gathered and analyzed data to monitor and support literacy programs and instruction across the region
- Organized and led a regional Literacy Working Group (~8 leaders) that collaboratively made key regional literacy decisions

- Led the development and identification of vertically-aligned middle school reading and Language Arts curricular documents and resources during the Common Core transition, including but not limited to the scope and sequence, unit plans, unit assessments, and criteria for success for writing products
- Provided support for individual teachers within schools and disseminated best practices in instructional coaching
- Designed and executed Common Core aligned Reading and ELA trainings (5-6 sessions throughout year) for school leaders and teachers

Instructional Support Specialist, KIPP Atlanta Schools, GA

Aug. 2011 – May 2012

- Created and facilitated “Teach Like a Champion” training sessions for a cohort of 30+ new and veteran teachers
- Provided comprehensive instructional coaching at two KIPP Atlanta Schools middle schools, including lesson and unit plan review, feedback and coaching; teacher observation, targeted analysis, and feedback/coaching; model lessons execution
- Facilitated peer observations and other regional collaboration for teachers in Teach Like a Champion cohort
- Worked with the regional team and interim assessment team on the design and implementation of network-wide benchmark assessments; worked collaboratively with campus-based leaders to make instructional decisions based on student performance

Fifth-Grade Teacher, Charles R. Drew Charter School, Atlanta, GA

July 2008 – June 2010

- 2009-2010 designed, differentiated, and implemented effective standards-based reading and Language Arts instruction
- 100% of students met or exceeded standards on the Reading and Language Arts Criterion Referenced Competency Test (CRCT) and over 87% of students met or exceeded standards on the 5th grade Writing Test
- Literacy Task Force committee member and 5th grade field trip chairperson
- Conducted daily tutoring sessions with students
- 2008-2009 designed, differentiated, and implemented effective standards-based math, science, social studies, and Language Arts instruction
- Member of Backwards Design and SMART Board Technology professional learning communities
- Integrated SMART Board technology into daily lessons to meet learning goals

National Director of University Partnerships & Alternative Certification, Teach For America

Jan. 2007 – March 2008

- Developed a national vision for Teach For America (TFA) university partnership and alternative certification programs in order further corps member support and development
- Developed and managed a process to help TFA regions in aligning existing university partnership programs with the national goals and vision
- Supported TFA regions in negotiating with existing and potential partners
- Worked with a team to formulate a scope and sequence for teacher development
- Designed plans for university courses and alternate route programs for regional planning

School Director Consultant, TFA Atlanta Institute, Atlanta, GA

Summer 2006

- Provided daily, on-site coaching and support for a TFA School Director who was charged with leading a TFA summer school program, serving approximately 300 students and training approximately 70 new TFA teachers
- Provided support to Institute Management Team and School Director Team

Program Coordinator, IU American Humanics (AH), Bloomington, IN

Aug. 2005 – May 2006

- Conducted planning and management for local affiliate of a national nonprofit certification program
- Planned and conducted undergraduate student professional development sessions and assisted Campus Director in teaching a course on nonprofit fundraising
- Advised undergraduate students regarding internships in the non-profit sector, nonprofit management certification requirements, and effective leadership for the student organization
- Fostered partnerships between AH, other campus organizations, and community nonprofit organizations

School Director, TFA Houston Institute, Houston, TX

Feb.-July 2004 & 2005

- Served as a member of the Institute Leadership Team which oversaw the training of 900+ teachers

- Led McReynolds Middle School's summer school program, serving 360 students, and the training of 55 new TFA teachers
- Served as school instructional leader and taught the *Teaching as Leadership* course
- Led and assisted in the training of 5 Corps Member Advisors, 11 Faculty Advisors, 1 Curriculum Specialist, and 1 Operations Coordinator
- Collaborated with site-based administration to ensure student and new teacher success and developed an operations plan to ensure that the middle school ran efficiently and effectively

Community Coordinator, SPEA Not-for-Profit Service Corps, Bloomington, IN

Aug. 2004 – May 2005

- Placed, supervised, and coached 25 graduate students with internships in local non-profit agencies
- Coordinated and facilitated bimonthly career development seminars
- Served as liaison between SPEA and participating non-profit agencies
- Helped plan and facilitate organizational strategic planning and evaluation process
- Designed and implemented new service corps member interview and placement process

Site Coordinator, Community Opportunities for Educating Children Together, Louisburg, NC

Dec. 2002 – June 2003

- Developed, planned, and coordinated program and instructional activities for after school literacy tutoring and mentoring program which served 70 students and their families at Terrell Lane Middle School
- Served as the liaison between the after-school and traditional school day programs
- Recruited, trained, coached, and coordinated 38 volunteer mentors and led 5 teachers
- Wrote quarterly and yearly reports to fulfill 21st Century Grant criteria

Social Studies Learning Team Leader, TFA, NC

Aug. 2002 – June 2003

- Led monthly professional development sessions for 12 North Carolina TFA Social Studies Teachers
- Provided assistance and support with lesson planning and classroom management

Corps Member Advisor, TFA Institute, Houston, TX

Summer 2002

- Trained, supported, and supervised 12 new TFA teachers
- Led daily discussion sessions with new teachers on TFA curriculum
- Observed new teachers in their classrooms and provided frequent coaching and feedback
- Designed and conducted two Institute-wide workshops

Teacher/TFA Corps Member, Terrell Lane Middle School, Louisburg, NC

Aug. 2000 – June 2003

- Sixth-Grade Science and Social Studies Teacher, Chair of Social Studies Department
- Executive board member of Parent-Teacher-Student Organization
- Member of Student Support Team and translator for Spanish-speaking families
- Co-created and coordinated Novozymes Tutoring Program, a partnership with a local company in which 8 employees tutored and mentored 24 students once a week
- Organized 10 days of volunteer work, housing, and supplies for 13 Boston University students for their Alternative Spring Break Program in Louisburg

Bilingual 2nd Grade Summer School Teacher/TFA Trainee, Houston, TX

June-July 2000

- Co-designed and implemented standards-based math and reading instruction, classroom management plan, and family communication plan for 2nd grade bilingual class

Corps Member, AmeriCorps for Community Engagement and Education, Austin, TX

Aug. 1999 – June 2000

- Provide literacy tutoring for three Spanish-speaking kindergarten students three days a week and assisted in a bilingual kindergarten class for a total of more than 450 hours
- Developed and participated in service projects, including construction of a school butterfly garden, a student fieldtrip to the University of Texas observatory, and Science Family Fun Nights

COMMUNITY INVOLVEMENT

- Founding Board Member, Creating Communities, Annapolis, MD** July 2018 – present
- Provide leadership and oversight to a local nonprofit serving children and youth
 - Assist with board recruitment
- Participant, Eastport Working Together, Annapolis, MD** Dec. 2017- present
- Regularly attend meetings which work to improve safety, education, and opportunities in Eastport
 - Presented on important issues facing our public schools
 - Facilitated session on conducting relational meetings
- Participant, Annapolis Education Commission, Annapolis, MD** Sept. 2017- present
- Regularly attend and actively participate with Commission to work to meet the needs of the Annapolis Cluster schools.
- Annapolis Cluster Elementary Representative, Citizens Advisory Council for AACPS** Sept. 2017- present
- Serve as liaison between the Anne Arundel County Public Schools Board of Education and the Annapolis Cluster elementary schools and their communities
 - Chair of the Advocacy Sub-Committee
- GED Teacher, Opportunities Industrialization Center of Anne Arundel County, MD** Spring 2016
- Taught Language Arts and Social Studies GED course at Woodside Gardens Apartments
- Board Member, Hillsmere Elementary PTA, Annapolis, MD** Nov. 2016 - present
- President of the Board, starting July 2018
 - Previously served as Vice President of Membership and Engagement and Founder and Chair of the Equity and Diversity Committee
 - Developed and implemented the Black History Month Guest Speaker Celebration in 2017 and 2018
 - Spearhead efforts to reach out to members of the school community who are traditionally under-represented at PTA events
 - Spoke at a Tyler Heights Elementary parent leadership meeting to help the school build a stronger PTA
- Board Member, Oyster Harbor Community Neighborhood Association, Annapolis, MD** Sept. 2016 – present
- Led effort to bring two Little Free Libraries to the community
 - Secretary from Sept. 2016 – July 2017
- Founding President, Decatur Area Babysitting Cooperative, Decatur, GA** April 2011 – June 2014
- Organized community members to start and maintain a parent babysitting cooperative
 - Developed organizational bylaws and instituted process for conducting criminal background checks
- Religious Exploration Teacher, Unitarian Universalist Congregation of Atlanta** Sept. 2006 – May 2007
- Co-led the 2nd and 3rd grade class
- Committee Member, SPEA Dean's Five-Year Review Committee, Bloomington, IN** Sept. 2005 – June 2006
- Worked with committee to design faculty/staff survey and developed, administered, and analyzed student survey results
- Grant Application Reviewer, Indiana Department of Education, Indianapolis, IN** April 2006
- Reviewed and scored grant applications for organizations interested in becoming state approved Supplemental Educational Service providers
- Allocations Committee Member, United Way Community Services, Bloomington, IN** Oct. 2004 – May 2005
- Allocated United Way funds to local non-profits

Editorial Assistant, *Journal of Policy Analysis and Management*, Bloomington, IN Sept. 2004 – May 2005

- Compiled reports and descriptive statistics for Editor-in-Chief
- Compiled and updated book data for Book Editor

Service Learning Grant Committee Member, Franklin Initiative, Bloomington, IN Nov. 2003 – May 2004

- Allocated funds from a Lilly Foundation grant to local classrooms for service learning projects
- Assisted elementary and middle school students with grant writing and project development

SPEA Service Corps Member, United Way of Monroe County, Bloomington, IN Sept. 2003 – May 2004

- Assisted with fundraising and further development of local information and referral services
- Acted as liaison between the United Way, the Chamber of Commerce, and local public schools to support a service learning grant program

RESEARCH EXPERIENCE

Dissertation Research, Indiana University Education Policy Studies, Bloomington, IN Aug. 2006 – June 2009

- Conducted research examining the employment choices and civic engagement activities of TFA alumni

Research Assistant, Indiana University Education Policy Studies, Bloomington, IN Sept. 2005 – Nov. 2006

- Conducted research and editing for publications related to topics such as school privatization, teacher free speech, special education law, judicial involvement in education policy, and school vouchers
- Assisted with Indiana Department of Education research project related to administrator recruitment and retirement systems

Conference Evaluation Assistant, Public Education Network Annual Conference, DC Nov. 2005

- Conducted and analyzed conference participant interviews and surveys

PUBLICATIONS AND CONFERENCE PRESENTATIONS

Sept. 2012 **Author of chapter in *Debating Issues in American Education*, a SAGE reference publication edited by Charles J. Russo and Allan G. Osborne**

- “005.009.C: Should Teachers Incorporate Extrinsic Motivators in Classroom Management Plans? COUNTERPOINT”

Nov. 2004 **Presenter at *Public Policy and International Affairs Public Service EXPO*, Chicago, IL**

- Co-Presented: “Beyond Service Learning”

Nov. 2004 **Presenter at *Global Citizens Workshop*, American Democracy Project, Indianapolis, IN**

- Co-Presented: “SPEA Service Corps”

AWARDS

- December 2016 Volunteer of the Month, Hillsmere Elementary PTA
- Member of Phi Alpha Alpha, Public Administration Honor Society
- Phi Beta Kappa, Phi Eta Sigma, and Gamma Beta Phi National Honor Societies
- Recipient of the 2008 Fay Arganbright Scholarship for Indiana University School of Education
- Recipient of the 2005 & 2006 Randall L. Tobias Center on Leadership Excellence Fellowship for the Indiana University School of Education
- Recipient of the 2005 SPEA Alumni Scholarship

LANGUAGES

- Proficient in written and spoken Spanish

Three Goals I Hope to Accomplish if Appointed to the Board of Education:

I hope to...

- Make progress towards closing the achievement gap (ethnic, racial, disability, and income),
- Expand parent and community involvement with the Board of Education/AACPS, particularly those who are traditionally underrepresented, and
- Increase transparency to further facilitate holding the Board of Education and Superintendent accountable for results.

Responses to Questions 1-4:

1. I am interested in serving on the Board of Education of Anne Arundel County Public Schools because I believe that in this role I can make a lasting and positive impact on the lives of students, and, therefore, all residents in our county. I believe that public schools are the foundation for a healthy and thriving community and, if appointed, I would bring my a) deep and demonstrated commitment to students, b) dedication to continuous improvement, c) thorough and thoughtful decision-making, and d) ability to work and communicate effectively with a wide variety of people to this work.

a) I have worked in and around public schools for my entire professional career. The reason for that is that I believe that all students can meet their full potential, every student deserves the opportunity to have an excellent education, and it is my calling to help work towards this. When there are so many competing priorities in education, I feel that it can be easy for some to lose sight of what this work is all about. Every decision needs to be based on our commitment to students and what is best for students. Educators and board members have an incredible opportunity to make a difference in the lives of young people and the best way to do this is to always remember and be committed to the students first and to always be thinking about what the most equitable solutions are, especially given that our society has systemic barriers to success for many student. In my roles as a teacher, teacher coach, member of a school administrative team, and education advocate, I am accustomed to having to make difficult decisions while staying grounded in working toward what is best for our young people in an equitable manner.

b) Educating all students effectively is complex and ever-evolving work. For us to meet the needs of all students, all individuals involved with schools need to be dedicated to continuous improvement and striving towards excellence. At all levels of our system, including the Board of Education, we need to keep learning, growing, and getting better at what we do. This is one of my great life passions. I love learning and helping others learn and develop. I have coached principals, nonprofit leaders, teachers, and students to help them meet their goals. If appointed, I would dedicate myself to always improving as a board member and would help hold the rest of the board and school system leadership accountable for continuing to improve as well.

b) In its executive, legislative, and quasi-judicial roles, the Board of Education makes decisions that directly impact the lives of 82,000 plus students, their families, and 10,000 plus staff members. Therefore, I believe that it is the job of the board to always make decisions in a thoughtful, thorough, and well researched manner, by, when appropriate, referencing research-based best practices where ever possible, gathering relevant data, consulting community leaders and community members, especially those who are most impacted by the decision, and

carefully weighing all options. As part of my training as a graduate student, I was taught effective processes for doing this. It is also part of who I am as a person to make decisions in this manner.

c) All work in education is built upon relationships, with those between students and teachers being the most important. Relationships are built when time is taken to truly listen, when decision-making is made transparent and, whenever possible, done collaboratively, communication is clear, and when conflict is handled productively. These are all essential aspects of a well-functioning Board of Education and public school system. Students, parents, teachers and staff, and community members need to be able to trust that the Board of Education is listening to them, including them in key decisions, and dealing productively with issues and conflict. I would bring to this work my ability to build relationships, earn and keep trust, and communicate effectively with a wide range of people. Through my work with as a teacher, the PTA, Eastport Working Together, the Hood2Good movement, and other community groups, I have extensive experience in building productive and positive relationships with people and holding myself and others accountable.

2. Below, I have listed what I believe to be the most critical issues facing Anne Arundel Public Schools along with ideas for potential solutions:
 - a. Many students are not reaching their full potential, especially some students of color, students with special needs, and students coming from high poverty and or high stress environments. This issue is complex and has many contributing factors.
 - i. Research has consistently demonstrated that the greatest school-based factor for increasing student achievement is high quality teachers. As such, we need to make sure that we are able to recruit and retain excellent teachers, as well as help them continue to grow.
 - ii. We need to improve our student to teacher ratios (including ratios for regular classroom teachers, for special education students, and for English Language Learners).
 - iii. Additionally, we need to agree on what a high quality teacher is, so that we can appropriately and effectively continue to help our teachers improve their practice towards that goal. For instance, I would love to see more coaching of teachers who want or need help with classroom management and more and non-evaluative observation and feedback for our teachers.
 - iv. We need to continue to help our teachers, staff, and all levels of leadership reflect on and work on getting passed implicit bias and continue to build strong relationships with every child. This could be

- done by continued professional development, on-going self-reflection reflection, and follow up to ensure accountability for this.
- v. We need to make sure that our curriculum and instruction reflect our true history and culturally responsive best practices.
 - vi. We have students with unmet emotional, social, and mental health needs, which contribute to students being unready to learn, bullying, and other problems at school. We need to continue to work on improving our student to school counselor, psychologist, social worker, and pupil personnel worker ratios, continue to partner with parents and community organizations to help us meet the needs of our students, and continue to make sure our students are provided with ample time to be outside, get exercise, have fun, and center themselves.
 - vii. We need more oversight and accountability for closing our achievement gaps. I would like to see more accessible data on how we are doing with this, more transparency on specific goals related to this, and more transparent monitoring of this.
- b. Insufficient funding for our schools has broad and deep impacts on our students. To mention a few, old buildings provide possible health risks and distractions to learning, not keeping up with teacher step increases contributes to some teachers not feeling valued and respected, lower starting teacher pay than neighboring counties may interfere with our ability to attract the best teachers, and increasing student numbers with funding that does not keep up leaves us with student to teacher ratios that do not maximize student learning.
- i. Improving funding for our schools is not going to be an easy task, but I believe that progress can be made by further educating our parents and other residents on the impacts of insufficient funding and the importance of our public schools for all residents, even those who do not have students in the system.
 - ii. Additionally, we need to continue to study the barriers to sufficient funding and ensure productive, reciprocal relationships at the county and state levels of government.
3. AACPS has many exciting and innovative programs and practices in place. For the sake of space, I am going to highlight five in particular.
- a. I have been impressed with the addition of restorative practices in many schools. My own upcoming 3rd grader has benefited greatly from the community circles at his school. This is such a great way to build relationships between student and between students and teachers. It also gives students a chance to express themselves.
 - b. Additionally, I have heard about the special program for struggling 9th graders that provides them with lower teacher to student ratios and earlier

- opportunities to have more choice in the classes they take. This is an innovative and very promising program that is having concrete and positive results for students.
- c. I have also been impressed with AACPS's extensive and thoughtful processes for getting community input on the strategic plan. AACPS conducted many focus groups and gave parents and community members many different avenues for providing input into this critical document for our schools.
 - d. The Triple E program has exciting potential. I love that this program provides our students with opportunities to creatively problem solve and the chance for Triple E teachers to help other teachers learn and grow in this area.
 - e. I think that AACPS is on to something with the idea of the Summer Series and live streaming videos with important information to parents. This type of approach, once it takes hold, could really help reach more parents.
4. I am the mother of three children, aged 2, 5, and 8 years old. My oldest is entering his 4th year in an AACPS school, my middle child is entering kindergarten, and my youngest isn't yet of school going age. In total, if all goes as planned, I am going to have at least one child in our public school system until 2034! As such, I have and will continue to have many years of experience as an AACPS parent. Additionally, I am entering my second year on the Citizen Advisory Council to the Board of Education, representing the Annapolis Cluster elementary schools, and have also testified at many Board of Education meetings.