



Candidate List for NAEA 2021 National Conference Elections

Position: President-Elect (1 candidate)

- **D. Tim Morrow**

- Mr. Morrow is the Principal of the Antietam Academy-Washington Public Schools, Hagerstown, MD. He is currently the Region 2 Director and has been very involved in NAEA the last two years. It would be an honor and privilege for him to serve the organization in this leadership role and assist in moving the organization forward. Mr. Morrow has headed up the Exemplary Practice Committee. Additionally, he served on the Tech committee and led the technical aspect of the last conference which was virtual. Additionally for the past several conferences and a regional conference he has designed the Conference App which assisted attendees and also secured the NAEA with valuable feedback.

Mr. Morrow has served on many non-profit boards including a Community Center Board, a local Youth Violence Reduction Board and also started and has led the Maryland Alternative Education Association. He also served as a volunteer firefighter and paramedic and served as a line officer for that organization.

Mr. Morrow has strong leadership skills that include the ability to have both critical and creative thinking to address and solve challenges. He has a strong background with technology in education, Trauma-Informed approaches, Restorative Practices and Tactical Communication. He also has a strong financial background and has served as the treasurer for other groups. He believes in building capacity and addressing stakeholder needs.

In describing his understanding of the NAEA mission, Mr. Morrow has this to say: The number one mission is to be the voice of those students who often do not have a voice and that are often overlooked or dismissed by many aspects of the educational world. We do this through advocacy with the various levels of the educational field including departments of education on a local, state and national level. We also have the mission to support the alternative educational professionals by providing them with the ability to collaborate and network and provide them with quality professional development and resources so they can be the best at what they do and serve our students appropriately.

Position: Region 2 Director (2 candidates)

- **Inmar Romero**

- Mr. Inman is the Assistant Principal at the Prince William Public Schools (Independence Non-traditional School), Manassas, VA. He is interested in joining the NAEA Board of Directors to carry out its vision and mission to engage nontraditional educators to impact students' lives. During the past decade, he has dedicated himself to garnering experience as a teacher leader and administrator within Prince William County Public Schools. In doing so, he has worked as an Assistant Principal for nontraditional secondary students, as well as served at a separate campus as the site administrator for the PWCS middle school alternative program. Mr. Inman is passionate about leveraging internal and external human and fiscal resources to support nontraditional learners. He is equally committed to reducing dropouts nationwide. When he immigrated to the United States in 2003 as a sophomore in high school, he was labeled at-risk. He did not speak English or have a cultural map to guide him in the United States. It's time to change at-risk to at-promise.

Mr. Inman has attended an NAEA conference. In 2017 he assisted with the elections. In collaboration with Dr. Eichorn, Principal of Independence Nontraditional School and past president of the NAEA, Mr. Inman has been provided valuable opportunities to lead and engage staff and students at three different nontraditional schools and engage at several national conferences. His core belief is that education is the equalizer, and he is a prime example of that. He is a bilingual, transformational leader with demonstrated leadership abilities with exceptional knowledge of multiculturalism, equity, and how these dynamics are fostered through the NAEA Exemplary Practices. He engages in collaborative research-based practices to create effective learning opportunities for diverse learners.

In describing his understanding of the NAEA mission, Mr. Inman has this to say: My understanding is leading with one voice and advocating for resources at the state and national level by building positive relationships with decision-makers to leverage fiscal funding to keep high quality nontraditional programs intact and ensuring that school districts see nontraditional programs as an asset to promote student achievement. As leaders, we have a moral and professional responsibility to ensure that all educators have the necessary training and tools to foster student achievement and success. I see the NAEA using the Exemplary Practices to highlight best practices nationwide to foster consistency in our nontraditional schools and programs.

- **Mark Brown**

- Mr. Brown is the Principal at Anne Arundel County Public Schools (Phoenix Academy), Annapolis, MD. As a long-standing member of multiple organizations committed to the success of students receiving non-traditional educational and socio-emotional services, he believes that agencies such as the National Alternative Education Association are needed to promote both awareness and understanding of the vital role alternative education plays in student success within the K-12 continuum. Through this role, additional resources and actionable steps can be provided to serve an under-represented population.

As a potential member of the Board of Directors, Mr. Brown hopes to lend his expertise and experience to the larger educational community as we examine both policies and practices that are impacting children and young adults within the field of education. He is currently a member of the NAEA through his role as principal of the Phoenix Academy. Phoenix Academy is the only K-12 public school located in Anne Arundel County Maryland and provides both educational and

mental health services to students who have experienced obstacles in their traditional school or have encountered temporary setbacks due to involvement with the criminal justice system. He also meets regularly with staff specialists and educational leaders associated with local and state education boards directly affiliated with NAEA.

Mr. Brown has previously worked regularly with various profit and non-profit agencies designed to increase educational performance of students and schools. These agencies included the Maryland Fund for Educational Excellence, Living Classroom's Foundation, and The Center for Conflict Resolution (University of Maryland and Maryland State Department of Education collaborative) which focused on restorative practices.

As an educator with over 21 years of leadership and practitioner-based experience, Mr. Brown believes his knowledge of both public and non-public education can provide a needed lens through which advancements in the field of alternative education can be made. He has worked as an administrator on the elementary, middle school, and high school levels, within multiple school districts within Region 2 (e.g. Baltimore City, Baltimore County, Anne Arundel County, D.C., and Pennsylvania). As a lifelong educator with advanced degrees in various disciplines relevant to alternative education, he also believes that his perspective on education for underserved populations will lead to both policy changes and practitioner related advancements in how we approach education for non-traditional learners.

In describing his understanding of the NAEA mission, Mr. Brown has this to say: NAEA's mission is rooted in the belief that alternative education is a unique opportunity to provide educational and socio-emotional services in a non-traditional setting, designed to take a student-centered approach to public or non-public education. This mission is a belief that additional communication, and advocacy with multiple stakeholders, is needed to provide the necessary resources, policies, regulations, and laws to truly impact alternative education to benefit students and schools who serve an under-represented community. NAEA is committed to forming collaborative partnerships with local, state, national, and international entities that are committed to research-based, best practices that are data driven and innovative in the field of non-traditional educational services.

Position: Region 4 (1 candidate)

- **Melvin Hayden**

- Mr. Hayden is the Dean of Students at Savannah/ Chatham County Public School District, Savannah, GA. He has spent the last two years working with NAEA as a Region Director. During his time in this role, he has helped navigate my region through the worst time this country has seen in his generation. The first online virtual conference was a success and started to look into ways that would leave a legacy in the event a virtual conference had to take place ever again. He would like to serve another term, because of the new norms we are setting for the future. He wants to continue to be involved in understanding what alternative education needs to look like, for our regions, and the county.

What makes Mr. Hayden unique from the other candidates is that he describes himself as a continuous learner, always working to improve his skills. This year alone he has completed four professional development courses, and plans to attend four more. The more knowledgeable he is in his role as a region director (he says), the more his colleagues will benefit from having him here. He is a Continuous Learner - An Imaginative Thinker- An Engaging Speaker- A Strong Motivator.

In describing his understanding of the NAEA mission, Mr. Hayden has this to say: The mission of Alternative Education is to assist students to achieve their highest potential through individual, flexible and structured educational experiences designed to enhance their academic growth and foster lifelong learning.

Position: Region 5 (2 candidates)

- **Scott Bloomquist**

- Mr. Bloomquist is the Regional Superintendent of the Regional Office of Education #4 in Loves Park, IL. He has had a passion for making a difference in the lives of at-risk students his entire education career. A major factor in becoming the Regional Superintendent was to have the opportunity to create an alternative educational experience for the students of his community that would be transformational in their lives. To collaborate on a national level with this work would be a tremendous opportunity to learn and grow with other exceptional leaders.

When Mr. Bloomquist started working for the Regional Office, he became a member of NAEA. He has attended the National Conference two times. He became the Regional Superintendent in 2019-20 school year and became very passionate about the restructuring of the Regional Alternative School that ran out of the ROE. They underwent a major reorganization and rebranding. The mission and vision for the school is now based on the principles of the Exemplary Standards provided through NAEA.

As an elected official, Mr. Bloomquist is on the local Workforce Connection Board, Chair of the Youth Council Board, and Fiscal Agent for the Regional Vocational Technology Educational Board.

As a Board member, Mr. Bloomquist would bring almost 15 years of leadership/administrative experience at a District and Regional level. He believes he is collaborative, team focused, and strategic. He also believes he is a thoughtful contributor to discussions. He values the relationships of his colleagues and pride himself in the ability to see the perspective of others. Because of his role at the regional level, he could make informed decisions based on experiences and knowledge of the needs of his State and the surrounding States.

In describing his understanding of the NAEA mission, Mr. Bloomquist had this to say: As a Board member and organization, the Mission is to do everything we can to advocate, educate and serve the students and staff involved in alternative education.

- **Erik Bruner**

- Mr. Bruner is the Assistant Director of Alternative Learning at Wentzville Public Schools, Wentzville, MO. He would like to join the NAEA board of Directors to help better connect people who often feel isolated in alternative education. Educators can sometimes feel like they are on an island in their schools, classrooms or administrative offices. Alternative educators, in buildings that are too often small and distant with untrue reputations, feel all the more isolated. Regional and national organizations like the NAEA help to strengthen a sense of connectedness. He wants to be a part in helping direct the NAEA to continue to connect alternative educators and to be their resource and their community network.

Mr. Bruner has met NAEA directors at conferences, and his school, Pearce Hall, was able to host the NAEA board in their visit to St. Louis this summer. He currently serves as an interim

St. Louis regional director for the Missouri Alternative Education Network. He was previously serving as a representative but volunteered to fill a suddenly vacated director position. Mr. Bruner has an ever-growing knowledge of alternative education practices from across the country from many presentations he has given and people he has met at conferences around the country. He is aware of schools that are innovating, and he's built connections with a wide range of educators. Mr. Bruner has been involved with a new state-wide initiative in Missouri to help adopt a 2-generational approach to education, and has had experience engaging with people from many levels of government and many non-profits. He thinks these communication and collaborative skills are critical.

In describing his understanding of the NAEA mission, Mr. Bruner had this to say: The NAEA's mission at its most basic is advocacy and networking. The first of its goals is to bring awareness of its importance to the public and a variety of agencies. This is a critical component because the life-changing work that occurs in alternative schools can sometimes go unnoticed, and consequently the greater needs of the students in those schools may go unnoticed to the larger public. The second of its goals is to connect alternative educators in order to provide a network of support and collective knowledge. The simple answer is that there are good things happening across the country and in research, but it's sometimes difficult for individual alternative schools to know what they are. They need ideas and a support system.