

# Jeanice Kerr Swift, Ph.D.

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*Experienced Educator & Leader*

## LEADERSHIP EXPERIENCE

### Superintendent of Schools

#### Ann Arbor Public Schools, Ann Arbor, Michigan

4<sup>th</sup> largest P12 public school district in Michigan  
17,500 students in 32 schools, 25% Poverty, 52% Diversity

August 2013 - Present

**Leading the Ann Arbor Public Schools as a district focused on excellence through ensuring equity, access and opportunity for Every Student, on Every Day.**

*Highlights include:*

- **Pandemic Leadership**

Led the AAPS through two years of COVID-19 pandemic, crisis response management, establishing and adjusting COVID Readiness & Response Plan, safety mitigation protocols, and addressing ongoing staffing and operations challenges at each step across all school communities. Navigated pandemic-related transitions of schools and operations, ensuring remote-virtual to in-school instruction transitions were achieved safely.

- **Equity Leadership**

Collaborative development of **AAPS Strategic Equity Plan** (in process), **AAPS Framework for Equitable Instruction, 3.0** and **Equity for Teaching, Leading and Learning Professional Development Cohorts**, 2021-2022.

- **Leadership for Student Achievement**

Leadership for student achievement continues now in addressing pandemic-related academic enrichment to ensure strong and continuing growth for students. Improvement in student achievement outcomes over time: strategic increases in graduation rates and SAT scores, substantive reduction in suspension rates with continuing focused attention on strategic support of our most vulnerable students.

- **Leadership in Support and Partnership with the Board of Education**

Work in strong partnership with seven Trustees of the Board of Education, communicating and meeting regularly in 1:1 conversations, committee work, district continuous improvement, policy and governance processes, including school, district and community engagement.

- **Capital Program Leadership**

Successful passage of **\$1B Capital Bond**, November 2019, the largest school bond passed in 25 years among Michigan schools and 2<sup>nd</sup> largest school Capital Bond passed in Michigan history. Community engagement and implementation continues since 2020 in **Capital Program, Phase I**.

- **Leadership for Fiscal Responsibility**

Oversee an approximate \$300M general fund budget, ensure critical monitoring, accountability, and reporting measures, strengthening fund equity over time while also working to balance supports for students and competitive pay and benefits for employees.

- **Innovative, Enhanced Student Opportunities/Programs**

- Implementation and enhancement of schools, programs and initiatives to improve and enrich quality learning opportunities for students: **STEAM** education, **A2STEAM K8 School** and **Project Lead the Way** K-12, **International Baccalaureate** P-12, expanded **Career & Tech Ed**, **World Language**, and opened **Freeman Environmental Education Center**.
- Significant expansion of **preschool and early learning** opportunities across the AAPS, including the addition of Young Fives programming at every K5 elementary campus.

- **Community Engagement and Leadership**

Lead with **Listen & Learn community engagement processes** over years, leveraged both World Café and virtual formats to engage face-to-face with students, staff, parents, and community to hear from our Ann Arbor community, understand areas of challenge and success, and discover next steps together.

- **Leadership for Progressive Policy**

Policies developed to support and protect all students: adoption of comprehensive **LGBTQ policy**, adoption of groundbreaking **student safety policies** to protect students from the open carry of guns into schools, a case that was defended in lower courts and the district ultimately prevailed at the Michigan Supreme Court. Also developed AAPS **climate policy**; climate and environmental sustainability policy development continues.

- **Organizational Metrics Improvement Over Time**

Achieved sustained progress in fundamental organizational metrics improvement: increased student enrollment over time (with some loss during the pandemic that has stabilized), improved fiscal strength despite state funding challenges, and success in passing several local referenda efforts to strengthen the ongoing fiscal health of the AAPS over the short, medium and long term.

## RECENT PROFESSIONAL ACTIVITIES AND HONORS

### **Member, National Superintendent Roundtable, ongoing since 2019**

Participate in the National Superintendent Roundtable, a non-profit organization with a membership of approximately 100 school superintendents from 30 states. The Roundtable believes that educators do the most important work in the world because they are committed to a public education system that serves all students.

### **Member, American Association of Superintendents *Equity in Action* Cohort, 2020-2021**

Participate in AASA Equity Cohort, a 10-month program, among approximately 100 district leaders from districts across the U.S. to learn together, to facilitate intentional and deliberate actions to address equity in school districts; participants engage in virtual site visits, develop capstone projects, action plans, resources and publications.

### **Michigan Superintendent of the Year, 2018**

Michigan Association of School Administrators (MASA) and American Association for School Administrators (AASA), this award is in recognition of outstanding leadership of active, front-line superintendents.

### **Ann Arbor Public Schools 2017 Benjamin B. Trego ED Award for Strategic Leadership in Education**

Award recognizes the district's comprehensive and diligent work in developing a fair and inclusive process to disseminate 2015 bond monies leveraging multiple stakeholder groups and transparent, meaningful community engagement.

### ***Superintendent to Watch*, 2017-18, National School Public Relations Association (NSPRA)**

September 2017, selected among a group of Superintendents recognized for use of communication technology in innovative and effective ways, engaging and informing school community with new as well as tried-and-true techniques.

### **Dean's Advisory Council Member, University of Michigan, School of Education, ongoing since 2017**

Serve in an advisory capacity on Dean Moje's Advisory Council to support work to ensure equity, inclusion, opportunity and excellence in University of Michigan School of Education programming.

### **AASA National Superintendent's Leadership Cohort, 2016-2018**

Participated in 2-year national superintendent leadership cohort study group; awarded national AASA Superintendent Certification.

## EDUCATION

<b>Ph.D. Educational Leadership</b> Morgridge School of Education, University of Denver Dissertation: <i>Realizing School Improvement</i>	<b>June 2011</b>
<b>Principal Preparation Program</b> School of Education, University of Colorado	<b>May 2002</b>
<b>Masters of Education, Curriculum and Instruction</b> School of Education, University of Colorado Concentration in Gifted and Talented Education	<b>August 2000</b>
<b>Bachelor of Arts, English/Spanish/Secondary Education</b> University of Texas, Arlington	<b>August 1984</b>

## ADDITIONAL LEADERSHIP ROLES

- Assistant Superintendent** **July 2011 – August 2013**  
***Instruction, Curriculum, and Student Services***  
 Colorado Springs School District 11, Colorado Springs, CO  
*27,500 students in 55 schools, 40% Poverty & 45% Diversity*
- Instructional Lead responsible for the critical mission of teaching and learning in District 11, the historic urban district in central Colorado Springs.
- Highlights include:*
- Improved student performance outcomes: increased graduation rate, reduced drop-out rate, improved reading and math performance, increased number of high-performing schools and reduced number of low-performing schools among an at-risk student population.
  - Improved teaching, learning, and student achievement outcomes: implementation of improvement initiatives including a district 'Playbook' of sound instructional practice, an aligned Unified District and School Improvement Planning process, lead an effective transition to Common Core/Colorado Academic Standards, and build system capacity for a more consistent delivery of challenging, deliberate, and engaging instruction across schools.
  - Direct supervision of all instructional departments and programs: Title I, English Language Learners, Native American Education, Gifted and Talented, Special Education, Career and Technical Education, Discipline and Attendance, and alternative education programs.
  - Worked as a central lead in a community-wide school reutilization, school closure and campus redesign project.
- Executive Director, K-12 Schools** **November 2009 – June 2011**  
 Colorado Springs School District 11
- Direct responsibility for leadership and oversight of 20 schools, including recruitment and development of principal leadership, support of all facets of day-to-day operations and school improvement, including problem-solving and community relations.
- Principal** **July 2004 – November 2009**  
**Charles M. Russell Middle School of the Performing Arts and Sciences**  
 Colorado Springs School District 11
- Led school improvement and transition of the school into a performing arts and science campus, achieving sustained improvement in academic performance and growth, including receiving the Governor's designation for sustained high achievement growth and recognition as a National Trailblazer School to Watch, 2008.
- Assistant Principal** **July 2002 – June 2004**  
**Charles M. Russell Middle School of the Performing Arts and Sciences**  
 Colorado Springs School District 11
- Literacy Resource Teacher Coach** **July 2001 – June 2002**  
**Jenkins Middle School**  
 Colorado Springs School District 11
- Classroom Teacher - Grades 6-12 (English and Spanish)** **13 years**  
 Colorado Springs School District 11 1998 – 2001  
 Hurst-Euless-Bedford ISD, Bedford, TX 1984-1991 & 1995-1998