

SECTION I

BASIC CANDIDATE INFORMATION

1. Name as it will appear on the ballot

First Name	Middle Initial or Nickname	Last Name
Mary		Bass

2. Office sought (include office, jurisdiction, position/district number):

Seattle School Board

3. Are you the incumbent? Yes No

4. How long have you resided in this district/city?

Over 50 years

5. How long have you resided in King County?

Over 50 years

6. Is the office sought partisan or nonpartisan? Partisan Nonpartisan

7. If partisan, please indicate party:

CAMPAIGN CONTACTS

Campaign Name: Committee to Re-Elect Mary Bass

Address: 901 Martin Luther King Jr. Way

City/State/Zip: Seattle, WA 98122- 5047

Campaign Phone: 709-BASS

Campaign Fax: N/A

Campaign E-mail: reeelectmarybass@gmail.com

Campaign Website: marybass.com

POLITICAL BACKGROUND

1. Beginning with the most recent position, please list public offices you have held. Include positions on appointive boards or commissions.

Public Office	Elective or Appointive?	Dates Held	Leadership Role (if any)
Seattle School Board	Elective	2001- present	School Board Director
Seattle School Board	Elective	2004-2005	Board President
Seattle School Board	Elective	2005-2006	Chair of Operations Cmt.

2. If you ran for public office but were not elected, please list those races below:

Office Title	Year of Run
N/A	N/A

SECTION II

In this section, we are seeking responses that reflect the four ratings criteria: involvement, effectiveness, character, and knowledge. These are defined as follows:

- **Involvement:** What has the candidate done previously in family, neighborhood, community, volunteer work, employment or public life to suggest readiness to accomplish challenging objectives? How do these activities demonstrate readiness for the challenges unique to the office sought?
- **Effectiveness:** Has the candidate demonstrated promise of being productive in the office sought? Has the candidate shown the ability to work with other people?
- **Character:** Do the candidate's personal traits show the ability to take on the responsibilities of campaigning for and holding the public office she or he is seeking? Is the candidate a leader, participant or observer? Is the candidate trustworthy, reliable and candid?
- **Knowledge:** Has the candidate demonstrated the willingness and ability to learn and adapt? Does the candidate understand the duties and challenges of the office sought? Does the candidate have a firm grasp of the issues important to his or her constituency and their potential effects?

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1. In one page or less, why are you running for this office? (Note: the interview committee will be given a copy of this statement before your interview; at the beginning of your interview you will have the opportunity to expand on this statement in any way you wish.)

I am running because I have a passion for public education and our children. I am also committed to helping District 5 schools transition through, what some have characterized as, insurmountable change. But it's not. In January, I publicly stated that there would hopefully be something good and positive on the other side of the Closure Decisions and there is. Now is not the time to cut 'n run. All of our schools need a consistent stabilizing force and a champion -- I'm that person. District 5 schools did not fair well in this round of school closures. Now I must stand in the gap to do all I can to keep these students, families, staff, and community members from feeling demoralized and depleted, especially those who have twice been displaced from closed schools in the past 3 years.

When you have a ten year old child ask you, "Why do they keep closing my schools?", "Don't they like me?" Your heart sinks because this is the message many students are receiving from closures. As an adult and a Board member you can't help but to feel compassion and want to help them work through those feelings. You want them to know that there is something better in store for them. You especially don't want them to feel devalued. Adults often wonder why children join gangs and shoot one another at age 14. It is because they get the message early on that nobody cares, that they are worthless, that their feelings don't count, and that they are powerless. Gangs fill this void. Ask any former gang member, as I have, and they will tell you that the main reasons they join and the reason they harm others -- they have no self-worth and don't see others as having worth either.

Students in each round of closure have come to me with the same message: Don't they deserve a school? Let's reverse this trend. Let's give them hope. This is a new day. I want to continue on as School Board Director to help schools work through these times of challenge and change

I believe in the children and parents in Seattle Public Schools and I will help them believe in themselves. We cannot make the academic gains we expect to make if our spirit is heavy and our fortitude broken. We need hope.

I want to continue to develop innovative ideas on building use around the city but primarily in the central core and south end: lack of economic opportunity, lack of parent involvement, and access to quality school programs are more prevalent challenges facing the central and southeast areas than in the north end of our city: I want the Seattle Public School slogan to come true, "*Every Student Achieving, Everyone Accountable*," and to get there you've got to BELIEVE!

2. Describe your most important personal characteristics or traits as they relate to the office you seek.

Hard working

I read and analyze materials, including those provided by the District those that I collect through my own research and those that are suggested by others. I always request background information so that I can do my own analysis. At the end of the day, the vote I take is based on a thorough analysis that includes having a profound understanding of education policy, the School District's strengths and weaknesses and the needs of students across the entire city, not just in District 5. I also work a fulltime job.

Accountable

The culture of Seattle Public Schools has changed due to my persistent call for inclusion and the dissemination of information to the public. For me, accountability means giving the public greater access to Board members and SPS Administrators, and letting the public openly express their opinions of our successes and failures. Accountability means holding community meetings for the past eight years. These meetings give the public a chance to ask me questions directly - exploring why I have taken certain positions and expressing why they think these positions are or are not wise and well thought out. Several other Board members have held or are currently holding meetings in their districts - following my lead.

Independent Thinker

I have demonstrated the ability to withstand great challenges both bureaucratic and political. Despite pressure to conform and to support the District in all things, I have remained a critical, independent thinker. I have attended an average of 12 school-related or community meetings per month over the past 8 years. I have shown an ability to assess and analyze complex policies while bringing these issues to numerous community members across the city - not just in District 5. I continuously offer alternative solutions and creative policies to my Board colleagues and District staff. For example, over the past 8 years, I have taken strong stands and made thoughtful recommendations regarding the Assignment Plan. One such recommendation was to transition to feeder patterns -- key word, transition! My persistence and a willing Board, has gotten us to where we are today (although there's still work to do). I also took a strong stand on the race tiebreaker. Since 2002, I have voted against it and have shown how it actually worked to diminish equity and access to thousands of students.

Experience

I've amassed a great deal of history as compared to my colleagues on the Board. This institutional knowledge will serve us well as we move forward. No other current Board member has served a second term. Furthermore, no other member has the professional experience and educational background in policy analysis that I do.

B.A. Economics, UW; Masters Public Administration with a focus in Public Policy and Environmental Economics. Employed as a Program/Project Manager with King County Department of Transportation.

3. Please describe, in sufficient detail, one to three accomplishments or contributions of which you are most proud. These examples should illustrate skills and capabilities you think apply to the office you are seeking accomplishments may have occurred at any time in your personal, professional, or public life.

There are three accomplishments that I am most proud of:

1. Civic and Community Activism

I am still quite proud that I have encouraged others to get involved in education and School District issues. I have been told by several Board members and prospective Board members that I inspired them to run for School Board. Even my challengers have said such.

I have also had the great fortune to receive several community awards and recognitions:

- **Talented Tenth Award**, 2004 recipient, presented by the Alpha Kappa Alpha Sorority, Inc. Delta Upsilon Omega Chapter, Seattle, WA.
- **Spirit Award**, 2007 recipient, presented by First African American Episcopal Church (F.A.M.E.)
- **Certificate of Appreciation**, 2008 recipient, for leadership in making a difference in Seattle Public Schools. Present by Seattle Alliance of Black School Educators.
- **Dr. Zakiya Stewart Courageous Leadership Award**, 2009 recipient, presented by Black Child Development Institute (BCDI).

2. Assisting Students

For the past three years I have sponsored high school students so they could attend the Multicultural Alumni Program (MAP) Breakfast at the University of Washington. In addition, I sit on the Board of the Jackson Street Music Program. We give several scholarships each year to high school students to help them on their way to higher education, vocational or professional training. I have also mentored several students and recently was asked to work with three more.

3. Personal Accomplishments

I have been able to maintain the quality of life for my mother and brother. Mother has a chronic degenerative spinal condition and my youngest brother, David, has Downs Syndrome. I am fortunate and blessed to have them both so I do my best to make sure they have an opportunity to get out and enjoy our wonderful city, travel around the State (my commitments keeps me close to home these days), and to give them certain creature comforts that we all like to enjoy from time-to-time. I don't take them or life for granted. By the way, none of this would be possible without the great friendship and partnership I have with my middle brother, Bobby.

4. Please list or describe current and past activities in the community in which you have acquired skills that relate to the office you seek. Include your role in the activity and the year(s) in which you were involved. Involvement consists of many areas such as family, neighborhood, community, employment, or public life.

Activities in Community that build upon my skills:

- **Jackson Street Music Program (JSMP) – Board Member, 4th year**
Provide youth with musical programming that enhances their cultural, social and personal development and inspire creative and cultural productivity through the art of music.
- **First Thursday Networking Group – Board Member, 4th year**
Seattle's premier professional and business networking organization for Blacks and others interested in improving and enhancing their networking opportunities since 2005
- **Umoja P.E.A.C.E Center participant – 3 years**
The mission is to develop and implement programming initiatives and activities that create positive culture, inspire youth through entrepreneurial projects, encourage empowerment through education, and advocate for peace based on justice.
- **Community Radio guest – 7 years**
Frequent guest on KRIZ radio programs: Community Potpourri; and The Rhythm and News Hour
- **Central Area Chamber of Commerce participant – 7 years**
- **NAACP member – 6 years**
- **Music Performance – 40 years**
Alto Sax, Flute, Clarinet, and vocals.

5. Please describe the duties of the office you seek. Which are the most important duties and why?

The most important duties are:

- The duties of the school board directors are to create and enforce policy; hire, supervise, and evaluate the work of the Superintendent. Select the Superintendent and delegate to him or her all necessary administrative powers and evaluate the Superintendent's performance
- The Board sets the direction of the School District and the Superintendent carries out and oversees operations as well as academic goals and programmatic aspects of SPS.
- Formulate and adopt policies for the government of the school system. Provide direction for the educational program, prescribe a course of study, and adopt textbooks and software and specify process for adoption of other instructional materials.
- Approve collective bargaining agreements.
- Approve the annual budget and approve the capital outlay.

These five set duties the overarching direction and goals for Seattle Public Schools and are key in move the system forward under the steady hand of a Superintendent.