



The Municipal League of King County

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2011 CANDIDATE QUESTIONNAIRE

The Municipal League of King County requests every candidate who participates in the candidate evaluation process **submit background information prior to his/her interview with a candidate evaluation committee**. The questionnaire is the basis of the League's research and interview process. The League's ratings are non-partisan; they are based on standards of Involvement, Effectiveness, Character, and Knowledge, all of which have been developed and refined over the past 100 years.

A copy of this questionnaire will be provided to Candidate Evaluation Committee members to help them prepare for your interview. Candidate responses, except the confidential section, will be available to the public on the League's website.

The Municipal League requests the following materials from candidates. Please check to make certain you have sent in your:

- | | | | | | |
|--------------------------|--|--|----------------------------------|------------------------------|--------------------------------------|
| <input type="checkbox"/> | Candidate Questionnaire | Sent by: <input checked="" type="checkbox"/> Email | <input type="checkbox"/> US Mail | <input type="checkbox"/> Fax | <input type="checkbox"/> Not Sending |
| <input type="checkbox"/> | Resume (education, employment, and professional activities) | Sent by: <input checked="" type="checkbox"/> Email | <input type="checkbox"/> US Mail | <input type="checkbox"/> Fax | <input type="checkbox"/> Not Sending |
| <input type="checkbox"/> | Campaign Materials | Sent by: <input checked="" type="checkbox"/> Email | <input type="checkbox"/> US Mail | <input type="checkbox"/> Fax | <input type="checkbox"/> Not Sending |
| <input type="checkbox"/> | Constituent Newsletters and other publications | Sent by: <input checked="" type="checkbox"/> Email | <input type="checkbox"/> US Mail | <input type="checkbox"/> Fax | <input type="checkbox"/> Not Sending |
| <input type="checkbox"/> | Photograph | Sent by: <input checked="" type="checkbox"/> Email | <input type="checkbox"/> US Mail | <input type="checkbox"/> Fax | <input type="checkbox"/> Not Sending |

Note: Electronically submitted questionnaires are strongly preferred. All materials can be emailed to cec@munileague.org. They can be processed and made available on-line far more rapidly than handwritten or typed submissions.

For non-electronic submissions, please print clearly and legibly and return the application **as soon as possible in order to allow the committee the greatest amount of time to prepare a complete report on your skills and experience.**

If you have not yet been contacted to schedule an interview, or if you have questions about the candidate evaluation program, please contact the League office at 206-622-8333.

If you have a disability and require accommodation to participate in the candidate evaluation process, please contact the CEC Coordinator at the League office.

A League volunteer Candidate Investigator is waiting to receive your questionnaire to begin his or her work. Please complete and return the questionnaire to the League office at your earliest convenience.

Please have your materials to us no later than June 10th, 2011.

Email the completed questionnaire and other materials to:
cec@munileague.org

2011 Candidate Questionnaire

SECTION I

BASIC CANDIDATE INFORMATION

1. Name as it will appear on the ballot

First Name	Middle Initial or Nickname	Last Name
Sherry	L.	Carr

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

Seattle School Board Director, District 2

3. Are you the incumbent? Yes No

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

30+ years

5. How long have you resided in King County?

45 years

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

7. If partisan, please indicate party:

CAMPAIGN CONTACTS

Campaign Website: www.Carr4kids.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 Director, District 2	Elective	11-2007 - current	Operations Committee Chair (1 yr) Executive Committee Member (1 yr) Audit & Finance Chair (2 yrs)
Precinct Committee Officer 46-1313	Elective	8-2010 - current	
Community Advisory Committee for Investing in Educational Excellence (CACIEE), Seattle Public Schools	Appointive	7-2005 – 2-2006	Sub Team leader for Finance

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

Office Title	Year of Run
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?
-

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.)

My motivation for running for re-election is unchanged from four years ago. I believe that quality education can change lives for our students and transform communities. Seattle Public Schools is stronger and better today than it was four years ago, but our work is not done – I want to see this through. I am running for re-election for three primary reasons:

1. Our Board has made significant investments in improving the academic program of Seattle Public Schools. These changes benefit all students and are fundamental to closing the achievement gap. Included are changes to curriculum, tools to support quality instruction, and service changes to Special Education and English Language Learning (replacing 30 year old outdated and ineffective models). These changes have been initiated, but it takes several years to complete implementation and see results. Similarly, the breakthrough collective bargaining agreements with both the Seattle Education Association (SEA) and the Principals' Association of Seattle Schools (PASS) are central to improving the quality of instruction and instructional leadership in our district. These include improved performance evaluations, greater professional growth opportunities, and clearer accountability for student outcomes. This work is in the early stages of implementation and continuity of leadership is pivotal to its success. I want to continue this important work in order to ensure that every student has equitable access to a high quality education in Seattle Public Schools.

2. I am co-leading the development and implementation of a plan to improve the governance structure of Seattle Public Schools. Last year's Accountability Audit by the SAO cited material weaknesses – ones that have existed for decades. I have invested numerous hours, above and beyond the regular duties of a school board member, benchmarking other districts and government agencies. Informed by this research, I then co-chaired a senior leadership working team within Seattle Public Schools to implement changes to our Ethics Program, improvements to financial controls, restructuring of staff support to the School Board, the restructuring and enhancement of Board policies, and implementation of an accountability system. These reforms will result in the creation of the first true governance system Seattle Public Schools in recent history. Improving governance is a work in progress, and I want to see it completed. It is work I am well skilled and trained to lead, and will represent a major improvement to our public school system. Not only will it improve accountability and performance in the school district, but it will instill confidence among voters, taxpayers, and citizens that the management failures involving the Regional Small Business Development Program will never happen again.

3. Opportunities for the community to engage in a meaningful way are imperative to the success of our students. Our Board is in the early stages of implementing a community schools model in the spirit of the Harlem Children's Zone. The model we are creating will align volunteer efforts with the mission and goals of each individual school in order to serve the needs of the students in that school. This model will also create a true partnership with our City government and with community organizations in Seattle, all with an eye to

serving Seattle Public Schools students. My background in PTA and my demonstrated track record of commitment to Seattle's families align well with this work, and I believe I can make a significant contribution to this effort. I look forward to leveraging my experience in this all important work and to the improvements in student outcomes that are sure to be the result.

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

Ability to work and lead in a team environment - Through my volunteer roles in PTSA, my professional career in Finance and Business Operations at The Boeing Company, and now four years on the School Board, I have consistently demonstrated the ability to lead a diverse group of people through debate on a complicated or divisive issue and to find common ground. I do this by listening carefully to others, looking for points of agreement, and finding common ground on which to build solutions. On the School Board, collaboration is vital – crafting solutions that reflect the values of the majority of the Board and community is essential. I strive to educate those involved in the discussion of the constraints and impacts in order to come to resolution. I have made every effort to be transparent regarding my thinking, offering explanations of decisions that can be evaluated by my constituents.

Ability to analyze complex issues or situations - I listen to the facts and data, reason my way through them, validate their source, and test for reasonableness. I listen extensively to the testimony, read the emails, and meet with members of the community to obtain the benefit of their thinking on any given matter. I do my homework. I have set the standard in seeking appropriate external benchmarking data to understand 'best practice' related to any decision. Then I apply my professional experience and judgment. I reserve making a decision until late in the process whenever it is reasonable. Once my decision is made, I articulate my rationale to address the concerns of constituents who might not agree with my decision. I remain open to additional information that might change my proposed solution, as my goal is to get to the best quality solution we can find - even if it isn't my solution.

Build and leverage respectful relationships with others – Relationships are vital to any successful organization. It is through people and relationships that all work gets done. I have spent years building the relationships that are required to be effective in this role: relationships with parents, teachers, District staff, School Board members, other elected officials, the business community, union leaders, the media and other community leaders. Building and maintaining respectful relationships is paramount to the success of a School Board Director. Collaboration coupled with careful listening is key, as is finding common ground upon which to build.

Demonstrate a strong work ethic combined with a strong commitment to ethical behavior and practice - In all of my endeavors, I have worked hard to get positive results. I have consistently demonstrated willingness in both my volunteer and professional careers to do the homework and analysis necessary to be prepared; my attendance record at meetings is strong, and I actively engage in whatever I work on. Further, I understand what highly ethical practices look like, I model them, and I call out others when I see them violated. I have zero tolerance for unethical behavior and practice. Such characteristics are pivotal when leading a large public institution such as Seattle Public Schools.

Emotional Resilience – Serving on a local school board is very hard work. The nature of the issues faced impact a community where they are rightly the most emotional and protective – their children. Emotions run high and comments through public testimony and email can be hurtful and deeply personal. I am very strong; strive to acknowledge the emotion but shift focus to the issues, and to not personalize remarks even when they are intended to be deeply personal. Additionally, sometimes the issues we face require difficult choices where little to no common ground can be found. It is important in such cases to have the emotional resilience required to make the decision that's best for kids, whether or not it is the popular decision.

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. These accomplishments may have occurred at any time in your personal, professional, or public life.

Four years ago, I cited the following as my most important accomplishments:

- As PTA President at Bagley Elementary, I co-led a grassroots effort to turn a failing Seattle Public School of 150 students into a flourishing school community that boasts enrollment waitlists. Our parent-led group built a plan to implement a public Montessori Program at our school, coupled with an emphasis on arts enrichment.
- I was a member of the Superintendent's Community Advisory Committee for Investing in Educational Excellence (CACIEE). I partnered with 13 other community leaders to develop a comprehensive set of recommendations to improve academic outcomes and ensure the fiscal viability of the District.
- As a Finance Manager at The Boeing Company, I was part of the leadership team that addressed the impacts to the 767 Program after the events of September 11th. Over a period of 3-4 months, I worked closely with a small team of leaders to develop a plan to restructure our business and return to profitability.

I'm still immensely proud of these accomplishments but would cite the following accomplishments from my School Board experience as most impactful to the public school community I currently serve (not order significant). I often state that there is no "I" in School Board – an individual director must collaborate with their colleagues to craft solutions that reflect the values of the majority of the Board and community.

1. I partnered with fellow Board members to implement the New Student Assignment Plan (NSAP) which created a neighborhood based school system. Taking the framework built by the previous Board, our group guided our staff and community to define and implement a plan that guarantees students a seat in their assigned neighborhood or attendance area school while still offering the flexibility of choice to alternative or K-8 schools. This work involved extensive community engagement and outreach, including multiple iterations of public review of proposed boundaries and plans. This outreach included many School District-organized and structured presentations and small group feedback sessions. In addition, I added extra District 2 Community meetings to accept feedback from families related to schools in my district. I advocated extensively and proposed revisions to the Transition Plan (year one of the NSAP) that included language to accommodate non-attendance area siblings to every extent possible and was very successful, accommodating all but 11 of nearly 500 incoming kindergarten siblings. The result of the New Student Assignment Plan includes predictable assignment for families based on home address, a reduced number of yellow buses transporting students, a Kindergarten through 8th grade feeder pattern with a predictable high school assignment, and the creation of new 'pathways' for and increased enrollment access to Accelerated Progress Program (APP) and language immersion programs. Response has been overwhelmingly positive, resulting in clear enrollment growth at the transition grades of K, 6, and 9.

2. As Chair of the Audit & Finance Committee for the past two years, I have improved the budget development process and increased transparency for Seattle Public Schools. I built on the work of my predecessor who had established a budget calendar that mapped out the timeline for building the annual budget starting each September. We have faced successive years of budget cuts, losing over \$100M of purchasing power for our schools and our students. The actions that I led to improve the process included the following:

- Led the creation of budget 'guiding principles' that reflect the values and priorities of the Board (and by extension the community). These principles were provided to staff to guide the development of their budget proposals.
- Conducted a 'deep dive' of the Strategic Plan work planned for the 2011-12 school year and made difficult choices regarding what to continue, slow down, and stop (*aligned with work of the Executive Committee*).
- Increased the number of public whole Board work sessions. These six or so sessions happened at key points in the process and offered ample flow time for the public to follow along and provide input and recommendations. Numerous changes to the proposal were made resulting from these increased opportunities for input.
- Tasked the CFO to commission a group of key leaders, principals, and union leaders to develop recommendations for adjustments to our Weighted Staffing Standards (WSS) which is how we allocate budget to schools. The team joined the Board 'at the table' to provide their recommendations for both increases and decreases, reflecting feedback from principals around the district.
- Engaged our SEA partners who also had several opportunities to join us at the table to provide input into the process.
- Conducted an on-line survey of the community (primarily teachers and families) and wove their feedback into the proposal. In addition, staff 'cascade trained' principals to facilitate a discussion with their school community to gain more input. Several community engagement briefings and input sessions were conducted.
- Conducted benchmarking to compare our budget spending in key areas of measurement (managers as a %

of total employment, transportation \$s per student, etc.) to see what structural changes we needed to make. Staff compared Seattle Public Schools to numerous regional school districts as well as peer districts nationally.

The result has been a budget that will be thoroughly vetted by the Board and many members of the public. **This budget will protect classrooms as much as possible but will also reflect the Board's and Community's expectation we continue to invest in academic improvements that will improve student outcomes.**

3. As Chair of the Audit & Finance Committee, I co-led the response to the State Auditor's Office (SAO) Accountability Audit that cited weak internal financial controls and the lack of a governance structure/system for Seattle Public Schools necessary to hold staff accountable for results. My Board colleagues and I have taken this finding very seriously, since accountability is essential to improving performance, and I have led the effort to arrive at remedies.

Here is a summary of action steps and their results taken under the team that I co-led with Michael DeBell (separate actions have been taken by others, as the project is expansive). This work spanned both the Audit & Finance and the Executive Committees:

Conducted extensive benchmarking (July-Sept. 2010). This included site visits, telephone surveys and web searches of other public and private organizations to understand what 'best practices' look like for successful school districts, public agencies, and private companies. Engaged Washington State School Directors' Association (WSSDA) to provide support.

Conducted school board training (Sept. 2010 and Dec. 2010) – Don McAdams hired by Executive Committee to train the Board in governance best practices; evaluation and critical discussion of SPS shortcomings.

Proposed a set of solutions based on benchmarking and training, resulting in the Board Resolution which was unanimously passed on October 20, 2010.

See link for resolution: <http://www.seattleschools.org/area/board/10-11agendas/102010agenda/resolution3.pdf> and this link for communication:

http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/communications/news%20releases/2010-11/20101020_board_audit_resolution_FINAL.pdf?sessionid=25c85f7ff613a58150a96c5c89a0f754

Established a leadership team to implement the resolutions co-led by M. DeBell (Oct. 2010) **and hired an experienced consultant** knowledgeable about the area of governance (Nov. 2010).

Continue to provide on-going leadership and oversight as the work progresses. Completion of this work will take another year.

Summary of actions planned and status:

Define and implement a governance structure – This work includes a structured annual calendar to ensure subjects are in front of the Board as required; implementation of an Audit committee (based on best practice); addition of 3-4 Oversight Work Sessions each year to review major systems; implementation of an Internal Audit function (based on best practice); added two public members to our Audit & Finance Committee to bring expertise in financial controls and accounting matters.

Restructure and update policies – We conducted two board retreats with a facilitator to develop our governance policies, ensuring they support the academic work that must be done in our district; we have contracted with WSSDA to hire a policy consultant. We are making progress with restructuring our policies to align with the standard among Washington State school districts; we have developed and passed a 1000 series of policies that defines and codifies our governance structure including roles and responsibilities, charters of committees, etc., and how we will conduct our governance work.

Establish robust supporting procedures – This work has not yet fully started and will follow and overlap the policy work. Some examples of work where staff has been asked to prove that procedures are in development or completed are Construction Management and Pay for K.

Improve Board's staff support to improve accountability – We reconstituted our School Board office and hired a staff person focused on policy and effective governance; we are in the process of implementing an Internal Audit function that reports directly to the Chair of Audit & Finance; we have clarified that the General Counsel serves the Board ultimately and not the Superintendent; we have budgeted and contracted with an independent communications person to provide independent voice for the Board.

Improve Ethics policy and program – We have designated a Chief Ethics Officer; we have conducted employee training regarding expectations of ethical behavior in SPS; we have implemented an Ethics hot-line; we are implementing a whistle-blower program; we are nearing completion of contracting with Seattle Ethics and Elections to provide outside support for Ethics investigations and guidance to the Board (this action step was led by the Executive Committee).

The ultimate outcome of this work will be a stronger Seattle Public Schools that will increase public confidence by demonstrating improved governance and stewardship of the public's assets and tax dollars. It will also be foundational to improving the systems to support academic instruction in our schools.

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.

I am serving a four-year term on the Seattle School Board as the elected Director representing District II (2007-current term expires 2011):

- Currently in second year as Chair of the Audit & Finance Committee
- Served one year on Executive Committee as the At-Large member
- Served one year as Chair of the Operations Committee
- Served on the Curriculum & Instruction Policy committee
- Co-led (with Michael DeBell) the Governance Reform project for the Seattle School Board (in response to the State Auditor's Accountability Audit finding). Our mandate is to make structural improvements to the governance of Seattle Public Schools.

I am a member of the Washington State School Directors' Association (WSSDA) annual conference planning team. The conference is targeted at providing training and networking for all Washington State elected school directors. I previously led an effort to gain approval from the WSSDA Board of Directors to establish the Urban/Suburban District Issues Committee within WSSDA.

I am the elected PCO for precinct 46-1313 (2009- current) and a member of the 46th District Democrats (2007-current).

I have two daughters, both of whom have attended Seattle Public Schools since kindergarten. They currently attend Roosevelt High School and have attended Daniel Bagley Elementary and Eckstein Middle Schools. The older one graduates this year while the younger one will transfer to Nathan Hale High School.

Business Operations and Finance Leader, The Boeing Company (1987- currently employed). I am currently the senior manager for Shared Services Group Business Operations. My role is to lead a team of managers and employees responsible for providing structure and integration to Boeing's Shared Service organization. Responsibilities include strategy development, performance goal setting and reporting, and creation of a robust accountability structure. Previously I led a corporate initiative chartered with changing culture and influencing behavior regarding internal spending. I have also had numerous Finance leadership roles across Boeing Commercial Airplane including key roles on the 787, 767 and 747 Programs as well as in Commercial Aviation Services. I have led and managed employees from many functional disciplines outside of Finance, and have managed both union represented and non-represented employees. I have worked on development as well as production programs for both commercial and military products.

President, Seattle Council PTSA (2005-2007) - Leader of 12,000-member organization supporting the 46,000 students in Seattle Public Schools. The organization's mission is to be a strong, effective voice to promote the health, education and welfare of all children. (<http://www.seattlecouncilptsa.org/>)

Service Delivery Team Member, Washington State PTA Region Six (2005-07) – Provided training, information and mentoring to PTA leaders throughout Region Six (Seattle, Shoreline, Northshore).

Board Member, Alliance for Education (2005-2007) – Active Board member of a group of business and civic leaders committed to Seattle Public Schools. The organization's goals include:
·Every Child a Great Reader ·A Great Teacher in Every Classroom ·A Great School for Every Student
(<http://www.alliance4ed.org/>)

Board Member, Schools First (2005-2007) – Helped lead the successful levy and capital bond measures in February 2007. The initiatives provide nearly a quarter of the Seattle Public Schools operating budget and provide capital improvements in schools across Seattle. Both measures provide a direct benefit to our Seattle Public Schools children. (<http://www.schools-first.com/>)

Honorary Co-Chair, Schools First Levy Campaign (February, 2007) – Co-chaired the Schools First school levy campaign along with several other community leaders. (<http://www.schools-first.com/>)

Member of Superintendent's Community Advisory Committee for Investing in Educational Excellence aka 'CACIEE' (2005-06) - One of 14 community leaders selected by Supt Manhas to develop a set of recommendations to improve academic outcomes for students while ensuring the fiscal viability of the Seattle

Public Schools. The committee's recommendations can be requested through Seattle Public Schools.

Board Member, Pacifica Children's Choir (2005-07) – Volunteer Board Member for non-profit children's choir focused on music education. (<http://pacificachoirs.org/>)

Volunteer, Seattle Children's Theater (2004-05) – Community volunteer, along with daughters, Bailey and Taylor.

Vice-President, Seattle Council PTSA (2004-2005) - Provided leadership and assistance to the Seattle Council PTSA President and guidance and mentoring to PTA Leaders within the Seattle Public Schools.

Area Director, Seattle Council PTSA (2002-2004) - Provided guidance and mentoring to 15 local PTA Presidents at elementary school level within the Seattle Public Schools.

PTA President (2 yrs), Treasurer (1 yr), Secretary (1 yr), Daniel Bagley Elementary School, Seattle School District (1999-2003).

Co-Founder of Site Council, Daniel Bagley Elementary School (1999-2000). Community organization that provides governance to school business and academic decisions.

Team Member and Parent Leader, Montessori Program implementation at Daniel Bagley Elementary (1999-2003). Successfully implemented a Montessori program in our public school, reversing enrollment from 150 students to over 330 in 6 years.

Boeing Volunteer, Washington State Special Olympics (1994-2004) – Led a team that cooked and served breakfast to athletes at Ft. Lewis games.

Bagley Elementary PTA member (1998-2007)
Eckstein Middle School PTA member (2004-2010)
Roosevelt High School PTA member (2007- current)

Seattle Special Education PTSA member (2006-2010) – Worked with families of students receiving special education services in Seattle Public Schools to create a PTSA. Today this PTSA serves families across Seattle and advocates for children receiving special education services.

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

The School Board Director is elected to act on behalf of their constituency by exercising good judgment, by exercising fiduciary responsibility for public resources, and by ensuring academic success for every student. The most important duties include:

Charting the course for where the school district will be in the future. For a school district to be successful, it must have a strategic plan that lays out the vision and the roadmap to achieving it. This must be developed in partnership with the key stakeholder groups-- educators, parents, unions, the business community, and other public agencies—so as to ensure that they work in alignment with the strategic plan during its implementation. As part of the strategic plan, values that are core to the vision should also be identified and clearly stated. During implementation, the Board must work with District staff to develop the tactics and plans that support achievement of specific goals. A clear plan for holding the Superintendent accountable for progress must also be visible to the community.

Establishing the governance structure of the institution. A Board must ensure that its governance structure is clearly codified in Board policy and supported with an operating rhythm that drives compliance and accountability. This includes clear expectations of behavior through an Ethics policy and clear delegation of authority to the Superintendent. Hiring the Superintendent is another important responsibility, as is developing a respectful relationship with the Superintendent and his/her team. Relationships built on trust, open communication, healthy conflict, transparency, and ability to debate the issues are paramount. Also vital is the understanding that accountability for performance, actions and results is an important part of the relationship. Without this, a truly effective partnership cannot be formed. Also key to the governance structure is developing the strategic plan and establishing policies that remove roadblocks and support the values defined by the Board. Approval of a budget that is fiscally responsible and is in alignment with the vision and strategic intent is likewise central to establishing the governance structure. Other duties include approving curriculum selections,

ratifying labor union contracts, and making decisions about offering property tax levies to the voters.

Establishing an accountability structure and an accountability culture within the School District. A clear set of performance criteria and measures must be established up front with the Superintendent and reviewed on a regular basis. In addition, a clear set of performance measures should be established for every goal/objective in order for the Board to assess if progress is being made against those goals. The measures should be reviewed regularly, and District leadership should be allowed to ask for help from a policy or budget perspective where help is needed. Everyone inside the District should expect to have their performance evaluated, and the measures should be used diagnostically, not punitively. Dialogue should focus on how additional resources, training, policy changes, etc., might correct the situation. Performance to the plan should be transparent to the public, and conversations should be respectful of all parties involved.

The School Board Directors must take an active role in advocating for the School District. The role of the Board is to create the framework and parameters through Board policies and procedures within which the hired Superintendent must operate. From there, Directors must demonstrate voice. Directors should be a voice outward to the community - to local, state, and federal government representatives on matters such as adequate funding, special needs or underserved populations, and with education oriented organizations. Directors must guide other elected and government officials to ensure they understand the impacts of proposed changes or decisions, guiding them with recommendations for revisions as appropriate. Directors must also be a voice inward to staff regarding the values and aspirations of the community and hold staff accountable for being responsive to such input.

After four years on the Board, I think the responsibilities that are the most important include:

- Establishing a vision and plan that provides equitable access to a high quality education for every student, one where administrators, principals, teachers and community see their values reflected and can support.
- Ensuring that the financial plan/budget of the district supports the vision and plan, and maximizes support to the classrooms.
- Hiring a Superintendent who can lead the implementation of the plan and achieve the intended results.
- Creating partnership with principals and teachers.
- Ensuring that a robust governance system is in place that includes monitoring compliance to Board policies and testing financial controls.

Finished!

If at all possible, send your response to the Municipal League electronically as an email attachment, or insert it into an e-mail message (cec@munileague.org). Mail and fax numbers are listed below. If the League has not contacted you to schedule an interview, please call the League office at your earliest convenience.

Don't forget to send the following to the Municipal League: a resume, a photo, campaign literature, and, if you are an incumbent, constituent newsletters and other materials. Please use the check-off list on the cover sheet of this packet to indicate which items you have sent.

A League volunteer Candidate Investigator is waiting to receive your questionnaire to begin his or her work. Please complete and return the questionnaire to the League office at your earliest convenience.

Please have your materials to us no later than June 10, 2011. May 28th is preferred!

Email the completed questionnaire and other materials to:

THANK YOU FOR YOUR COOPERATION AND GOOD LUCK IN YOUR CAMPAIGN!

THE MUNICIPAL LEAGUE OF KING COUNTY

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