



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:

- Candidate Questionnaire**
Sent by: Email US Mail Fax Not Sending
- Resume (education, employment, and professional activities)**
Sent by: Email US Mail Fax Not Sending
- Campaign Materials**
Sent by: Email US Mail Fax Not Sending
- Constituent Newsletters and other publications**
Sent by: Email US Mail Fax Not Sending
- Photograph**
Sent by: Email US Mail Fax 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
Sharon	D	Peaslee

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

School Director, District 1

3. Are you the incumbent? Yes x No

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

1 year

5. How long have you resided in King County?

6+ years

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

7. If partisan, please indicate party:

CAMPAIGN CONTACTS

Campaign Name: Sharon Peaslee For School Board

Address: _____

City/State/Zip: _____

Campaign Phone: _____

Campaign Fax: _____

Campaign E-mail: _____

Campaign Website: Sharonpeasleeforschoolboard.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)

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

Office Title	Year of Run

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 to help transform the secretive, top-down district culture to one that works transparently and collaboratively with school communities. Schools belong to the communities they serve. Communities must be consulted and involved when the district makes changes that impact their schools and children. The SB must exercise greater oversight of the Superintendent, assuring that he/she is working in a transparent manner to support the learning needs of all students. There must be greater disclosure and oversight of district spending and financial management.

If elected, I will push for these and more improvements to our district:

- **Provide clear, current and complete disclosure to the public on district issues and finances.**
- **Solicit concerns and ideas from school communities in addressing problems within their schools.**
- **Work openly with the communities to solve problems.**
- **Provide teachers with clear and explicit materials they can use to teach all students, including ELL and those who have failed in the past.**
- **Implement highly effective remediation for students who are behind and those just beginning to fail. Explore and implement proven methods, accommodating individual learning needs.**
- **Increase flexibility and support creative approaches to teaching. One-size-fits-all curriculum alignment must be scrapped in favor of supporting diverse pathways to success.**
- **Increase flexibility in school assignment plan so that all students may choose schools that inspire them and support them in pursuing their goals.**
- **Support innovation within all schools so that communities can help build learning centers that students want to attend.**

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

My most important traits are integrity, transparency, tenacity and a strong commitment to meeting the needs of all students.

Integrity shapes my world view. I wrap my brain around problems and circumstances until I fully understand the dynamics. I listen to those who know more than me and assimilate perspectives from many angles, formulating as clear an understanding as possible. I'm always open to new information, willing to expand my understanding, and ready to admit that I still have more to learn.

Transparency. I'm compelled by a need to open things up to the light of day. I believe that open, honest, and complete exchange moves us forward in the most efficient and effective manner. It also minimizes conflict and increases the likelihood that more people will engage in a process and own the outcome. This is the best way to solve problems and improve any situation.

Tenacity. I don't stop until I reach the goal. I will stay on a problem until it is solved, no matter how demanding, complex or unpleasant the process is.

All of my activism has arisen from my commitment to meeting the needs of all students. It began with the needs of my two adopted special needs children, and rapidly expanded as I worked with other parents and school communities in Lake Washington, Bellevue, at the state level, and now Seattle. We must acknowledge the range of ability, motivation, ambition and objectives of students and support all of them in reaching their individual goals.

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.

Improving WA math standards and curricula: I worked with parents and legislators to push for the improved math standards that were adopted in 2008. This was a highly collaborative grassroots and statewide effort that involved parents, teachers and legislators for several years.

We met frequently, supported the crafting of the new standards, reviewing, critiquing and editing them, proposing improvements, soliciting community input and support, pushing against those who wanted weaker standards. The outcome was new A rated state math standards.

My involvement continued as OSPI was considering which curricula to recommend. We provided ongoing input into that process, opposing the recommendation of texts that failed to support the improved standards, and pushing for texts that were clear, explicit and effective in teaching all students. This extensive community input influenced the OSPI recommendation of Holt and upholding the "mathematically unsound" review of Discovering.

In Lake Washington and Bellevue School Districts I organized the community to push for adopting better math curricula. Although improvements in LWSD were delayed, we were highly effective in BSD and won the adoption of Holt over Discovering.

I was involved with Where's the Math during this process and served on the Executive Committee for the past 2 years.

Adopting and raising 2 children as a single parent: This has given me first hand understanding of what it takes to meet the learning needs of all children. I adopted mine at ages 5 and 6. They spent their early childhoods in dire poverty, were severely neglected and

had no prior education. Both have special needs and were English language learners, since I adopted them from Russia. I have had to fight to get their learning needs met in every school. I have learned all about the deficiencies, inequities, and oversights in our system. I have found or devised solutions, some of which have been very expensive and would not be within reach for many low income parents.

This process has given me a very clear perspective on what we need to do in our district and schools to support the success of all children. Ask me and I'll go on for hours.

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.
- **Writing and managing the petition to Rehire Martin Floe as principal of Ingraham HS (2011)**
 - **Serving on Executive Committee of Where's the Math for 2 years (2009-2011)**
 - **Working on the statewide process to improve WA math standards and recommend curricula that support them (2006-2010)**
 - **Working with administrators and parents in Bellevue School District to bring greater flexibility to home schooling policies (2009-2010)**
 - **Organizing school communities in Bellevue to push for adoption of Holt over Discovering (2008-2010)**
 - **Organizing parents in Lake Washington School District to demand improvements to math curricula (2006-2008)**
 - **Co-founding and administering Fast Track Math with 3 other parents in Lake Washington School District to address deficiencies in math curricula. FTM is a non-profit organization that teaches after school math classes in Redmond, Sammamish and Kirkland. (2006-present)**
 - **Producing fund raising videos and editing videos of waiting children for WACAP (World Association for Children and Parents) as a volunteer producer (2005-2008)**
 - **Serving on the committee to design the town center of Sammamish (2005-06)**

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

According to the SPS website duties of the School Board are, "hiring and evaluating the Superintendent; establishing policies for governing the school district; adopting a balanced budget each year; having legal and fiduciary authority for the school district; adopting instructional materials; and, serving as community representatives to the district and on behalf of the district."

All are important. And all can be more effectively accomplished if SB directors assure open collaboration between administration and the school communities. He/she must be sure school communities are fully informed of all issues and processes that impact their schools and children. Community members must be invited to engage in these processes, and SB members need to put in place effective means of engagement.

Schools belong to our communities. The SB and administration work for our communities. Our communities must be transparently engaged in the administration, closing and sale of schools. They must be asked what they want for their schools and children in the way of curricula and programs. They must be asked to participate in problem solving, in a collaborative mode.

It is not acceptable to take actions that have dire impacts on schools and students without the fully informed consent and involvement of the communities. It is not acceptable to engage in token outreach where information is going in one direction only, from the top down. Nor is it acceptable to engage in token outreach where input is solicited and then ignored.

The SB must scrutinize decisions, policies, expenditures to be certain that all resources are devoted to supporting student learning and school development. They must assert the will of

the communities they serve and be sure that administration is also supporting the interests of the community and all students. Special interests that divert resources and distort the obligations of the district must be caught and eliminated. This is a very important role of SB members. They must take their oversight obligations very seriously.

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 31st 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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