



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 type="checkbox"/> Email | <input type="checkbox"/> US Mail | <input type="checkbox"/> Fax | <input checked="" 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
John	E.	Dunn

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

Director Seattle Public Schools, Region #3

3. Are you the incumbent? Yes X No

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

47 years

5. How long have you resided in King County?

47 years

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

7. If partisan, please indicate party:

CAMPAIGN CONTACTS

Campaign Website: Johndunnforschoolboard.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 Education Association	elective	2000-2004	President
Seattle Education Association	elective	1998-2000	Vice President

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.)

School board directors by the very definition of the job in the law is to represent their constituents when making policy for the public schools. A director must be willing to listen to all of the constituents of the school district and to finally decide what is best for the children served by the district. Not all of the director's decisions will be popular with all of the people, but before making a decision the director must have solicited the best information on the topic from all available sources.

The most recent actions of the current school board tell me that there needs to be new voices on the board. The current board has repeated some of the same mismanagement that led to two crises in the past: The levy failure that led to laying off one third of the school staff in 1975; and the Olschefski crisis when \$53 million was misspent. This board has mismanaged the sale of school property losing millions of dollars in the process, and has wasted \$1.2 million of our tax dollars supporting programs that have had no material benefit to the children of Seattle. They have been beholden to a superintendent who is a product of the corporate culture of the Broad Foundation. The board's president is quoted as saying "the school board is more focused on policy than day-to-day implementation." My question is: "Why? Because you gave the Superintendent a free hand and didn't ask questions?"

A superintendent is an employee of the school board. It is the duty of the superintendent to follow the policies set by the school board, and to see to it that the board has the best information possible for the board to consider when making important decisions that directly affect the children served by the district. By the admission of the current board leadership this has not been the case with the current board.

The school board director and the school board as a body should gather information for making decisions that impact students and/or employees by doing the following:

- I. Find the best research on the subject. Find out how the research shows the policy in question will affect the children served by the district.
- II. Get public testimony from the communities affected by the decision to determine how the policy in question affects them.
- III. Study what has happened in other districts when faced with a similar decision.
- IV. Finally, determine what the net effect the policy in question will have on the district and the city as a whole.

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

I have forty-five years of experience in education. I have experience at all levels. High School, Junior High School, Middle School, Special Education for the Emotionally Disturbed, and for the Deaf and Hard of Hearing. I have worked with administrators in the central office as a union leader. With my years as a teacher in the classroom and my experience as a union leader I believe that I understand the issues faced by the Seattle Public Schools, and I believe I have the leadership ability to help solve them. My experience will be a great advantage to the District if I am elected to the board. I understand what goes on daily in a classroom, and that experience will help me make child-centered decisions for the District.

I am known as a problem solver. I have the ability to listen to all sides of an issue and to work with the people involved to come to a solution. Sometimes the solutions do not please everybody, but that does not mean that they were not heard. I try to make sure all positions are considered before negotiating a decision. I had a lot of practice doing this as a union leader, in working with disputes between members, as well as disputes between members and administrators.

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.

The first that comes to mind is when I was Vice President of the SEA. One of the first tasks I was given was to negotiate how student performance would be used in teacher evaluations. This took up the whole summer immediately after being elected. The fact that this was on the table was very unpopular with the union membership and it was the reason why I was elected to replace the incumbent. The final contract language that we negotiated, which is still in the contract, does in fact require that every teacher in the district, regardless of what they are teaching, must show student data that shows that the teacher was able to reach her/his yearly goals. This data is supposed to be used in preparing the teacher's yearly evaluation.

The second that I will mention is when the SEA was negotiating with the district in 2004 during my last year as president. The outcome of that negotiation was a contract that developed the Flight School concept. The program with the help of a generous grant from the National Education Association was designed to address the achievement gap in low performing schools. The aim of the Flight School program was to help families, students and teachers in school feeder patterns from grades K through 12 that showed the greatest need. Some schools did begin to show improvement with the additional help that was provided by the program. If the program had been continued as it was first envisioned, I think it could have had a profound affect in addressing the achievement gap.

The final accomplishment that I will mention is my work with the Deaf and Hard of Hearing at Saint Patrick's church. The archdiocese had terminated the program from the archdiocesan level. My involvement began when a family came to me asking for interpreting services because the church where these services were available was located too far from the family, and incidentally too far from the center of the Deaf Community. I took the request to the parish council at Saint Patrick's and explained the dilemma saying that this ministry would not pay for itself. That is why the archdiocese had eliminated the central support for the Deaf in the first place. The parish council accepted the challenge, and I have been the coordinator of interpreters in that parish for 28 years and the parish has a lively growing Deaf Community.

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.

1964 – 1998: Teacher for the Seattle Public Schools at Hale High School, Sharples Junior High School, and Eckstein Middle School.

1998 – 2004: Officer of the Seattle Education Association. Representing members, negotiating contracts,

working on the Joint Insurance Committee of the District, leading meetings, and as spokesperson to the press for the union.

1983 – Present: Coordinator of Interpreters for the Deaf, Saint Patrick’s Parish

2010: Covered the office work, and advocacy work for an officer of the SEA who was dying of cancer.

2006 – 2011: Seattle Public Schools substitute interpreter and teacher for the Deaf and Hard of Hearing Program.

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

The school board has the legal responsibility to manage the affairs both financial and administrative of the school district. The board sets policy and ensures that the policy is followed by the superintendent and her/his administration.

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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