

2017 SURVEY QUESTIONS FOR SCHOOL BOARD CANDIDATES

1. Briefly explain your reasons for seeking election (or re-election) to this office. What **organizations**, community or political, do you participate in, i.e. scouts, sports, etc.? Have you had a child in public education or another education system?
2. Are you a **member of a church** or other religious assembly? If so, how active a member are you, and in what ways?
3. Regarding **teacher unions** (local, WEA, NEA) ⁱ:
 - a) State law allows districts and unions to negotiate for compulsory union fees (much of which is not used for representation on wages and workplace conditions) as a condition of employment in the collective bargaining agreement. Do you support compulsory union fees or do you think they should be voluntary?
 - b) Teachers are not informed of their rights to withhold dues used for purposes other than representation, such as politics. Should teachers be informed of their right to pay only the amount of compulsory union dues that fund representation on wages and working conditions?
 - c) Do you think teachers should have the choice to join a nonunion association if they think it better meets with their education philosophy and beliefs, without being forced to also pay union fees?
 - d) Will you ask for or accept an endorsement from a teacher union (i.e. local association or Washington Education Association)?
4. How would you respond as a board member if the district faced a **teacher strike**?
5. The **Board of Directors** serves as a vital link between the community and our public schools. Do you believe Directors represent the parents and citizens or the goals and interests of the Superintendent/Principal/State Board of Education? How would you encourage input from the community at school board meetings prior to deciding policy?
6. The **School Board** is elected by the public and the **Superintendent** is hired by the School Board. What is your understanding of the role and responsibility that each of these positions should take when setting policies and procedures for the district?ⁱⁱ
7. In what ways has the **role of the Federal Government** in local and state education (i.e. No Child Left Behind, Race to the Top, Common Core Standards, national teacher certification program) been beneficial or a hindrance to improving education?ⁱⁱⁱ
 - a. The Federal government can hire the best experts to provide the newest and best theoretical approaches to education and to academic standards that local boards must implement.

- b. The Federal government can provide academic standards to local school boards for consideration in establishing curriculum and performance standards.
 - c. The Federal government can provide well established and validated education research results that can be used to help inform local decisions but not to mandate local decisions.
 - d. The Federal government is the least able to understand local education issues because it is the furthest removed and the most politically burdened and national standards can be detrimental to student achievement.
8. Given that we have a tradition of separation between church and state, should students be prohibited from drawing on their **faith, personal religious experience**, and admired religious leaders in public school assignments?^{iv}
9. What role do you see for **student testing** as a means of determining graduation status? What kinds of tests do you support – standardized/norm-referenced or criterion referenced tests, i.e. Smarter Balanced Assessments that are aligned with the Common Core Standards?^v
10. Should the government require **personal data-collection (i.e. history, disciplinary history, family income range, health status, religious affiliation)** in order to track student progress?^{vi}
11. While state law allows our Washington State Superintendent great latitude in setting policies, many **decisions are made at the local level**. Which statement, if any, is closest to your position on each of the following issues?
- 1) **Sex education:**^{vii}
 - a. Schools should use the state model (comprehensive reproductive information, including all forms of contraception and the teaching of sexual orientation).
 - b. Use the state model, but allow students to opt-out.
 - c. Provide no formal program while lobbying the legislature for abstinence-based sex education.
 - d. Offer the state model, with an opt-in option.
 - 2) Issues relating to **gender identity:**^{viii}
 - A. **education**
 - a. A legislative mandate to advance positive portrayals of homosexuals and transgenders in school books and curriculum from kindergarten through high school should be advanced for my district and/or Washington State. OR...
 - b. Schools should promote respectful behavior towards everyone, regardless of their sexual identity, while holding age-appropriate

discussions regarding the health risks involved in extra-marital relationships. OR...

c. Your own opinion - please explain.^{ix}

B. What is your opinion regarding **accommodations** for students with transgender dysphoria and the use of cross-gender facilities, sports teams, etc.^x

- a. Legislative mandate allowing self-perceived gender to be the gender of the student and full access granted to everything for that perceived gender (sports, bathroom, awards, etc.) is allowed immediately
- b. Accommodation of perceived gender (if different than biological gender) when certified by medical professionals
- c. Accommodation of perceived gender (if different than biological gender) only if certified by medical professionals but will not apply to traditionally segregated activities (sports, bathroom facilities, showers, etc.). Separate bathroom facilities will be provided.
- d. Accommodation of perceived gender (if different than biological gender) only after full medical transition and legal changes made to official birth certificate or equivalent government identification. No accommodation during “transition” phase, i.e. continuing conformance to biological gender until full change made.

3) Parental Notification/Consent^{xi}

- a. School officials should notify parents when assemblies, speakers, films, etc. will be offered so the parent/guardian(s) can ensure their student is allowed to opt out.
- b. School officials decide on assemblies, speakers, films, etc. for the year and notifies parents ahead of time.
- c. Parents and school officials work together to select extracurricular assemblies, speakers, films to ensure a balanced viewpoint is presented on any subject and parents have the opportunity to opt-in.
- d. Public schools should have the final authority when making curriculum decisions for the best interest of students, so parental notification is optional.

4) School-based, or school-linked, health clinics

- a. Health clinics in elementary through high schools, or linked with schools for referrals, are a good idea because they can perform examinations, provide immunizations and medications, dispense birth control devices and abortion referrals, and provide mental health screening and treatment more effectively without parental involvement. OR...

- b. School nurses should monitor diabetic needs, life threatening allergies, and contagious diseases; dispense medication with parent's/doctor's permission, provide Band-Aids, and deal with emergencies. Beyond that a student's health issues are not the job of the school district, and should be left to the discretion of parents/guardians.

12. The cost of implementing the class size reduction Initiative 1351 (estimated at \$4.7 billion over 10 years) and funding McCleary has become a factor in the state government's financial outlook for our **state budget**. Which ideas do you favor for school finance reform?^{xii}

- Prioritize spending with student needs over teacher benefits
- Replace defined benefit pensions with employee owned 401K programs
- School finance formulas should include a balance between property and sales tax burdens
- The State should fund a finite set of subjects/programs rather than "evolving" course studies
- Academics should be prioritized and everything else re-baselined each year and eliminated if not productive.
- Mandated programs or requirements not producing good results should be legally challenged and eliminated.
- Other?

13. What **alternative educational options** for students, if any, do you support using public funds?^{xiii}

- Home schooling
- On-line Internet schools
- Charter schools
- Private religious schools
- Private schools
- Public schools with alternative programs
- Other?

^{xii}<http://www.eagleforum.org/column/2008/july08/08-07-30.html>;
^{xiii}http://www.commonwealthfoundation.org/doclib/20110502_HowLaborUnionsPDF.pdf;
http://www.myfreedomfoundation.com/blogs/liberty-live/grading-the-teacher-union-contracts?utm_source=Freedom%20Foundation%20Email%20Updates&utm_campaign=9efbea1500-FatC_04_10_15&utm_medium=email&utm_term=0_62682fbbfc-9efbea1500-231853889&goal=0_62682fbbfc-9efbea1500-231853889; <http://www.seattletimes.com/opinion/teachers-should-have-the-right-to-opt-out-of-union-fees/>
<https://www.facebook.com/lwptsa28/posts/889917831051865>;
<http://www.washingtonpolicy.org/blog/post/wpc-comments-sb-6116-strikes-public-schools>;
<http://www.freedomfoundation.com/blogs/liberty-live/how-much-are-wea-dues-2016-17>;
<http://www.cashmerevalleyrecord.com/columnists/modern-unions-revised>

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- ii <https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Washington%20School%20Discipline%20Laws%20and%20Regulations.pdf>;
<http://archive.myfreedomfoundation.com/blog/liberty-live/detail/run-for-school-board-change-the-future.html>
- iii <http://blog.ctnews.com/kantrowitz/2011/05/09/why-one-national-curriculum-is-bad-for-america/>;
http://www.educationnews.org/ednews_today/108436.html
- iv http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- v <http://www.curewashington.org/archives/1715>; <http://stopcommoncorenh.org/sccnh/category/testing/sbac/>
- vi <https://www.thenewamerican.com/culture/education/item/15213-data-mining-students-through-common-core>; <http://www.theamericanconservative.com/2014/03/10/common-core-and-data-mining-fact-and-fiction-part-ii/>; <https://truthinamericaneducation.com/privacy-issues-state-longitudinal-data-systems/common-core-data-collection/>
- vii http://blogs.edweek.org/edweek/finding_common_ground/2015/06/should_sex_education_be_taught_in_schools.html; <http://media.citizenlink.com/pdfs/2009-11-09-ab-edu-faq.pdf>
- viii <http://www.educationnews.org/index.php?news=101979>
- ix <http://downloads.frc.org/EF/EF06K26.pdf>
- x <http://townhall.com/columnists/johnhawkins/2014/09/30/transgenderism-is-a-mental-illness-not-a-civil-rights-issue-n1898464/page/full>; http://en.wikipedia.org/wiki/Gender_identity_disorder;
<http://www.frc.org/transgenderidentity>
- xi <http://www.essortment.com/parents-rights-school-50178.html>
- xii [http://ballotpedia.org/Washington_Class_Size_Reduction_Measure,_Initiative_1351_\(2014\)](http://ballotpedia.org/Washington_Class_Size_Reduction_Measure,_Initiative_1351_(2014));
<http://www.washingtonpolicy.org/blog/post/citizens-guide-initiative-1351-reduce-class-sizes-0>;
<https://edpolicy.stanford.edu/publications/pubs/1281>
- xiii <http://www.myfreedomfoundation.com/uploads/pdf/OnlineLearning101.pdf>;
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