



# ANGELA CHAPMAN

Northshore School District No. 417  
Director District No. 5

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**QUESTION #1**

**As PTA leaders we believe that our children's education is a team effort. Describe ways in which you have contributed to this effort, and communicated with district staff, the administration, organizations, government officials, and other stakeholders to share ideas and solve problems for our students and community.  
Bonus question: which PTAs do you belong to?**

**RESPONSE #1**

Thank you, PTA, for your long-standing support of students and teachers! Shout out to the CLE (Cottage Lake Elementary) PTA who has done an incredible job, especially the past 2 years serving students, teachers, and families. I have served on the CLE PTA grants committee and contributed by attending meetings and PTA sponsored events. When my family moved here 5 years ago, I immediately sought out ways to contribute to our community. I have served as an Ambassador for the Northshore Schools Foundation which works in tandem with the PTA to direct financial support to all our schools. I've also attended NSD (Northshore School District) board meetings, made public comments and encouraged my kids to do the same by sharing solutions to our current problems facing students and families. Likewise, I have attended many conversations with Superintendent Reid and Conversations with the Board to seek and understand the challenges and opportunities facing our students and how the community can help in these efforts.

**QUESTION #2**

**One of Washington State PTA's top legislative issues is: "Supports and Funding for Students with Disabilities and Their Families". Do you think this needs more attention and if so, what would you do to advocate for supports and funding for Special Education?**

**RESPONSE #2**

Thank you, PTA, for advocating for NSD students with disabilities. Every student with disabilities should receive ample and equitable funding sufficient to meet their individual learning needs. Like many school districts, NSD receives state and federal funding to provide educational services to students with disabilities. State funding provides the biggest portion of this funding. The latest OSPI report card indicates that 21% of NSD students are students with disabilities (kids with disabilities are 12.8% + those on Section 504 at 8.3%).

As a parent with a child in special education there seems to be limited transparency in how special education funding in our district is spent at the school level. This lack of clarity limits the ability to understand how the current system is functioning and how the resources are being used to best support students with disabilities. I personally have spent time, money, and resources to better support the needs of my special education student because the current way in which services were delivered were inadequate and unavailable. A step towards better serving all students with disabilities is to better understand what in the current system is working well and what could benefit from additional attention on the local and federal level. In other words, how the money is spent, as well as funding adequacy, has contributed to the outcomes we see within the special education program (low reading and math, low graduation rates, disproportionately high discipline rates, and high dropout rates). To improve outcomes for students with disabilities, we need to better understand how we are serving them to begin with. I will advocate on behalf of students with diverse learning needs to increase equity for all. I will listen and offer solutions.

**QUESTION #3**

**Northshore School District has a Strategic Plan with Four Building Blocks. "Building Block 1: Equitable Access to Personalized and Culturally Responsive Teaching and Learning. Teaching and learning is the central function of our school system. We will advocate for standards, practices and programs that engage every student in challenging work, regardless of their current level of performance. And, because 'one size does not fit all,' we will differentiate and scaffold instruction and supports to meet the unique strengths, backgrounds, readiness, and learning styles of each student." What does Building Block 1 mean to you and how would you approach it as a school board director?**

**RESPONSE #3**

**Building Block 1 means to me that our district is committed to meeting students where they are and removing barriers for students with diverse learning needs to enable all students to thrive. As a school board member, I would approach this by supporting policies that promote positive outcomes in these areas for all students. I am committed to being a leader that enables all students to thrive, and my election platform underpins this I believe, which includes: to REMOVE barriers for students with diverse learning needs and to increase equity for all.**

**QUESTION #4**

**Two of Washington State PTA's top legislative issues are: "Increase Access to Nursing, Mental Health, and Social Emotional Learning Staff" and "Prevent and Reduce Gun Violence and Suicide". This coincides with the concerns of many Northshore families as well. The district has mental health supports at every school including staff and curriculum. For example, every elementary school of at least 500 students has a full-time mental health counselor and smaller schools have a half-time counselor. What is the district doing well? What should it be doing to better to support students' mental health and safety?**

**RESPONSE #4**

Thank you, PTA, for advocating for mental health, social emotional and nursing staff. While Northshore has made progress in providing increased mental health services there is still significant progress to adequately respond to the mental health crisis in our schools. NSD has a big task ahead to address the loss, trauma, and pain that has occurred over the last year especially because of the prolonged time students were online and not in person physical school buildings. Implementing a universal screening system for students upon their return to school so the district can understand the social, emotional, and mental health needs of its students is critical. Screenings such as The Healthy Youth Survey and the SBIRT (Screening, Brief Intervention, and Referral to Treatment) are an excellent starting point to assess and respond to the mental health challenges facing students. Additional mental health training such as Mental Health First Aid should be made available for students, teachers, and families to address the basic mental health status of students returning to schools. Practical improvements could be made on the district website that outline in detail the help available to students in High School, Middle School and Elementary School, including who those individuals and/or providers are for mental health services and how services can be accessed when a student is struggling. As a Board member, I will focus on how we RESPOND and act to address the mental health crisis; as well as urgently developing results-oriented plans to RECOVER student academic, social and emotional wellbeing. We have a lot of work to do here.

**QUESTION #5**

**Funding is basically fixed and so new spending in one area means making cuts somewhere else.**

**Some of the things that Northshore has chosen to spend their money on are: the 7-period day for high school, and staffing for nurses & counselors beyond what the state provides. Where do you think we need to spend more of our resources and where would you cut spending to make it work budget-wise?**

**RESPONSE #5**

While it's true that it has become more challenging to obtain state and federal resources to support education, funding for the 2021-2022 school year should be focused on recovering students' academic, social, and mental wellbeing and allocating all resources to this effort. The district owes students and their families this at the very least for keeping them out of school for longer than necessary. I work in philanthropy for a mental health organization. When we have had funding cuts or a revenue shortfall, we've modified our budget, we don't just ask the government for more. We find other ways to create partnerships so services can continue to be delivered and we think creatively for ways to increase revenue and reduce spending that isn't critical to serving kids and families. Our district has an incredible opportunity to connect with other partners, cities, foundations, individuals and more to help adjust our budget and prioritize our students' academic, social, and mental wellbeing, so they can recover and thrive. I am the only candidate with this experience and can accelerate what we need to do for our students. This is a crisis, and we need to act accordingly - with plans that work and with speed. I am eager to lean in and serve our community in this manner.



**QUESTION #6**

**What is a school board member's role and responsibility under the law and under Policy Governance? How does that role differ from the role of the superintendent or the administration?**

**RESPONSE #6**

Apologies, I am not sure what is at the heart of this question as I don't see much more to share beyond what has been well articulated on the NSD website. If there is something more folks are eager to understand from me, please let me know.

From our District website:

Our five school board members role and responsibility is to work together to oversee the school district by strengthening the community through excellence in education. As a board, their primary responsibilities are:

- Setting the board's annual strategic agenda and work plan for the year;
  - Determining the board's professional development needs;
  - Determining the board's operating rules and roles;
  - Hiring and evaluating the superintendent;
- Approving the budget, as well establishing the limits of the superintendent's authority to budget, administer finances and compensation, establish programs, and otherwise lead and manage the organization;
- Establishing the results required, the intended recipients of the results and the acceptable worth and priority for those results (including approving curriculum);
- Examining monitoring data and determining whether the superintendent has used a reasonable interpretation of board-stated policy criteria.

Policy Governance process includes the following:

- The School Board Sets Goals
- The Board and Superintendent Create Reasonable Interpretations of Goal Policies and Superintendent Parameter Policies
  - The superintendent manages the district according to the direction set by the Goal Policies and the Superintendent Parameters Policies
  - The superintendent provides annual detailed reports on each Goal Policy and Superintendent Parameter Policy.

In essence, policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide the educational needs of students.

The Board's role is to establish the policy and it is the superintendent's job to administer it.

**QUESTION #7**

**Within our school district, there is a lot of residential building. Overcrowding is a major issue in many of our schools as well as portables and buildings that are old and need maintenance. What are the steps you would suggest the district take to alleviate these issues?**

**RESPONSE #7**

The issue of overcrowding in schools isn't a new one. My family moved from Seattle to this area for this very reason. NSD could address this by proactively creating a plan for even slight overcrowding, so we aren't faced to address this issue when overcrowding is already out of hand. This process of addressing overcrowding must be an ongoing effort. Maintenance and flexibility will be necessary as new housing developments can force shifts in school capacities. Having a dedicated task forces of stakeholders to stay on top of such changes is one possible way to stay ahead of the growth and overcrowding challenges in our district.





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