



SANDY R. HAYES

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Director District No. 4

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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

I have been active in both our PTAs and the Northshore Schools Foundation for over a decade. I have volunteered at an elementary school, middle school and high school since 2005 to gain understanding of what our students are experiencing. During my time with PTA, I have created a Career Day at my children's middle school that has since become a district-wide event. I helped with our PTAs to provide a virtual Career Day this year for all of our middle school students. I have also started a Launch Day for our high school students to learn some basic life skills and am working with the Foundation to spread that to all high school students. I have served as the legislative representative on multiple PTAs as well as the Northshore School Board for many years and have established strong relationships with the nine state legislators that represent Northshore as well as the Congresswoman and two US Senators. I also work with our city councils in partnership around access to fields and parks as well as location of sidewalks and crosswalks. I currently am a member of the Woodmoor, Northsore Middle, Inglemoor and Innovation Lab PTAs.

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

YES! I will continue my work with our members of Congress to push for full funding of the IDEA. I also will continue my efforts at the state level to make sure that districts aren't relying on their levies to pay for special education, as it is part of basic education. I am working with districts around the state to encourage more inclusionary practices and for better understanding of school board members of what it means to have students on IEPs and 504 plans.

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

To me, Building Block 1 means that a student's background, race, income level or behavior shouldn't determine what level of academic rigor the student has access to. All students should be seen as potentially attending college and needing to be ready to be life-long learners. We need to encourage students to challenge themselves in a way where they feel it is safe to take risks and where they are engaged. I will continue to monitor our enrollment in our more rigorous classes and work to make sure that the students enroll match our demographics. I will also continue to advocate for a greater variety of rigorous course work at all of our schools.

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

The district has made a great start to have the staff there. Now we need to focus on why mental health is such a concern for our students. Three of the biggest areas are sleep deprivation, bullying and anxiety. We will be starting our high schools significantly later this fall (finally!) and are continuing to work on healthy start times for all of our students. We have more work to do around bullying by making sure that all students feel that they belong and they are treated with respect and dignity by their teachers and peers. We are just beginning the conversation around anxiety. The amount of pressure our students feel to perform in all areas is intense and so many of them are performing at amazing levels but we need to talk about how much is necessary. Maybe we can take some learnings from the last year of a slower lifestyle and talk about what we want to take with us going forward.

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

I am not sure that I completely agree with funding being basically fixed but it is definitely better. There are still some inequities among school districts and special education is nowhere near fully funded. That being said, any work we can do around increasing caring adults connecting with our students is a necessity. Particularly around providing engaging classes that spark joy and inspiration for students as they ponder who and what they want to be in the future. We have reached a level of devices where we have pretty much one for every student. Now, we can move to a refresh cycle and not need to purchase quite so many in a year. Also, I have been working with state and federal leaders to remove the connectivity burden off of school districts and put it back with providers.

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

A school board members provides the parameters for the superintendent and by extension, the school district. We create the goals and limitations of what the superintendent can and cannot do. It is the superintendent's job to then follow those guidelines and report to the school board the progress made. Each year, we receive a report from the superintendent on the progress of the 14 different areas and then the board determines if enough progress has been made. We can also make additions or adjustments to those policies as events determine. Another way to look at it is that the board is at the 30,000 ft. level, the superintendent is at the 10,000 ft. level and staff are on the ground. Districts, and by extension students, are more successful when everyone is able to do their job. I have served on the board both under policy governance and under traditional governance. I have been pleasantly surprised to learn that under policy governance, we are able to focus more on learning and because of the yearly reports, have a deeper understanding of what is happening in the district. We actually have more of an impact on students in policy governance.

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 state provides very little in funding for building or maintenance of buildings. We are dependent on our community for those funds. We have been very fortunate in Northshore in the support we have received from our taxpayers and have worked very hard to be responsible with those dollars. Our new construction, renovations and maintenance have mostly been on or under budget. We have been very successful in the last several years in finally being able to collect impact fees and have used those fees to alleviate crowding issues. We have also become innovative in our work in creating more energy efficient buildings, saving dollars in the future and buying warehouses and converting them into schools. We will need to continue to work with our cities and counties to rethink what schools have to look like and to be at the table as growth is discussed.



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