



Board Special Meeting

Work Session: Superintendent Search

Tuesday, January 30, 2018, 4:30 - 6:30pm

Board Office Conference Room, John Stanford Center

2445 – 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order

4:30pm

Work Session: Superintendent Search

4:30pm

Meeting with Superintendent Search Consultants regarding:

- Feedback from Town Hall and Focus Groups
- Hiring Process
- Salary
- Job Advertisement

Adjourn

6:30pm*



January 30, 2018 Board Work Session

Materials from Superintendent Search Consultants

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For questions and more information about this document, please contact the following:

School Board Office
206-252-0040
boardoffice@seattleschools.org

These materials were provided for the Board's review at their January 30, 2018 work session regarding the superintendent search. The materials contain a summary of community survey feedback, a draft flyer for the position, salary benchmarking data, and the search process timeline.

Seattle Public Schools

Thirty Characteristics Report Explanation **January 30, 2018**

The attached report is a result of the survey conducted in the District that asked Board members, employees and other constituents to select ten most desirable characteristics from the thirty listed in the survey instrument.

On the first page, you will note that all the groups are identified across the top of the sheet with an abbreviated definition of the thirty items listed vertically on the right side of the sheet. In each of the cells of the report there is a "raw" score of how many people actually chose the item and a "rank" which is depicted by a number from one to 30, except in the case of ties. For example, observing item number two (2) which refers to "has leadership skills to respond to challenges of ethnic and cultural diversity" in the first two columns (Educators), two hundred ninety (290) people chose the item and it ranked 1st. Another example toward the middle of the page for number fourteen (14) in the second two columns (School-Based Administrators), four (4) people chose the "non-traditional or 'hybrid'" item, thus it ranked 30th.

On the second page, only the ranks are listed for comparison. This is done in order to control for the size of the group and to avail the Board the opportunity to easily see what was important to each group. The data is reported in this manner so that no group overpowers another by sheer size. Each of the thirty items are totaled according to rank from left to right and those totals indicated in the column labeled "Total." These totals are then ranked and reported in the column labeled "Combined Ranking." Note that the lower the total, the higher the ranking.

In analyzing the results, the consultants look for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board.

At the encouragement of the consultants, many survey respondents provided additional comments to the Board which are presented as a part of this report.

SEATTLE PUBLIC SCHOOLS

QUALITIES DESIRED IN THE NEW SUPERINTENDENT

INSTRUCTIONS: Please read each of the following 30 qualities and mark 10 characteristics you believe are most important to your organization in the selection of a candidate. You do not need to prioritize your selection; simply place a check mark next to the characteristics which you feel are most important. **Please select only 10.**

Survey Participant Name _____ Group _____
(Optional) (Required)

QUALITIES DESIRED

- 1. Is willing to listen to input, but is a decision maker.
- 2. Possesses the leadership skills, knowledge and sensitivity required to respond to the opportunities and challenges presented by an ethnically and culturally diverse student population and community.
- 3. Is able to work with legislators on key topics and can lead an organization throughout the legislative process.
- 4. Possesses an earned Ed.D. or Ph.D. degree.
- 5. Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.
- 6. Is a strong communicator; speaking, listening and writing.
- 7. Demonstrates commitment to community visibility and is actively engaged in a broad range of community groups and organizations.
- 8. Has the ability to recruit exceptional personnel for the district and schools as well as to retain qualified individuals within.
- 9. Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.
- 10. Has experience working with employee representative groups/unions.
- 11. Is able to delegate authority appropriately while maintaining accountability.
- 12. Has experience with effective management and planning practices that will benefit the long-term financial health of the district.
- 13. Possesses excellent people skills and can present a positive image of the district.
- 14. Is a non-traditional or "hybrid candidate" with a business/private sector background in addition to an educational career.

(Continued on back)

Please return to consultant immediately following the meeting or fax/e-mail all THREE SIDES directly to Ray & Associates at 319-393-4931; qlr@rayassoc.com AS SOON AS POSSIBLE.

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Survey Participant _____

- 15. Is strongly committed to a "student first" philosophy in all decisions.
- 16. Is capable of developing both short and long-range district goals.
- 17. Can develop and communicate a vision of quality education for the future to the board, staff and community.
- 18. Has experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community.
- 19. Is committed to the importance of both the academic and activity programs.
- 20. Promotes positive student behavior conducive to a healthy learning environment.
- 21. Provides leadership in the planning, implementation, and assessment of relevant professional development for all staff members.
- 22. Is able to identify and select building and central office administrators who are capable of advancing the district vision.
- 23. Has work experience in a similar district.
- 24. Is comfortable leading innovation and reform efforts.
- 25. Is able to lead a large organization dedicated to goals of continuous improvement.
- 26. Has the ability to develop and maintain a mutually beneficial relationship between the business community and the school district.
- 27. Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- 28. Makes recommendations and decisions that are data-driven.
- 29. Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.
- 30. Promotes a positive and professional environment that includes mutual trust and respect among faculty, staff, administrators and Board.



We will provide our clients with the highest quality services to assist them in hiring leaders who will meet district specific needs and positively impact the education of all students.

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Seattle Public Schools Superintendent Search Constituent/Staff/Board Survey Results

DATE: January 30, 2018

*Prepared and Presented
By*


Ray and Associates, Inc.

Cedar Rapids, IA

Seattle Public Schools

Raw Scores Sheet

Qualities Desired in a New Superintendent	Educators (390)		School-Based Administrator (49)		Staff (135 + 1 Tagalog)		Central Office Leadership (39)		SPS Parent/Guardian (1,253 + 2 Vietnamese, 1 Chinese, 2		Student in SPS (42)		Community Member (75)		Community Partner Associated w/SPS (63)		Other (44)		Board of Directors (5)		Abbreviated Definition of Quality and Characteristics
	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	
1	151	9	16	13	68	5	11	17	475	10	14	13	23	12	28	7	17	7	1	16	1. Willing to listen to input, but is a decision maker
2	290	1	37	1	82	2	24	2	708	1	22	3	50	1	52	1	21	4	4	3	2. Has leadership skills to respond to challenges of ethnic and cultural diversity
3	135	11	6	26	43	13	10	18	475	10	5	26	19	18	14	18	17	7	1	16	3. Able to work with legislators and lead organization through legislative process
4	55	28	5	27	16	30	6	24	191	27	7	24	7	30	6	28	7	26	0	23	4. Ed.D. or Ph.D.
5	240	3	30	3	70	4	22	4	687	4	26	2	48	2	39	3	28	2	5	1	5. Inspires trust, self-confidence, and models high standards
6	188	5	27	5	72	3	23	3	615	6	21	4	35	6	25	8	21	4	3	4	6. Strong communicator; speaking, listening and writing
7	100	16	11	17	27	25	13	10	249	23	10	20	32	7	35	5	7	26	5	1	7. Commitment to visibility with high interest in a broad range of community groups
8	158	8	21	7	47	8	13	10	705	2	21	4	37	4	23	10	18	6	3	4	8. Has experience recruiting and maintaining exceptional staff for the district and school
9	86	20	7	24	34	20	4	28	427	12	15	11	20	17	20	11	14	11	1	16	9. Ability to build consensus and commitment among individuals & groups
10	135	11	10	21	38	14	10	18	253	22	9	21	16	22	15	17	16	9	1	16	10. Has experience dealing with employee representative groups/unions
11	94	18	11	17	47	8	10	18	343	17	14	13	23	12	14	18	14	11	2	9	11. Ability to delegate authority while maintaining accountability
12	133	13	17	12	51	7	13	10	482	9	20	7	30	9	25	8	11	16	2	9	12. Previous experience that will benefit the long-term financial health of district
13	89	19	14	15	45	10	13	10	190	28	12	16	19	18	11	21	13	14	2	9	13. Possesses excellent people skills and presents positive district image
14	22	30	4	30	23	28	5	26	118	29	3	29	11	26	9	25	11	16	2	9	14. Non-traditional or "hybrid" with background in business and/or education
15	215	4	34	2	60	6	22	4	703	3	21	4	46	3	46	2	24	3	0	23	15. Strongly committed to "student first" philosophy in all decisions
16	74	26	11	17	35	17	13	10	358	15	8	23	11	26	8	26	12	15	2	9	16. Ability to develop both short and long range goals
17	79	23	11	17	34	20	17	8	325	21	9	21	25	10	20	11	6	29	2	9	17. Ability to develop and communicate a vision of quality education
18	143	10	10	21	36	16	9	22	338	18	12	16	16	22	18	15	9	23	1	16	18. Experience in selection and implementation of educational priorities
19	78	24	5	27	30	22	2	29	331	19	17	10	14	24	20	11	10	22	0	23	19. Commitment to both academic and activity programs
20	120	14	7	24	24	27	2	29	327	20	14	13	18	21	8	26	11	16	0	23	20. Promote positive student behavior
21	78	24	12	16	30	22	6	24	236	24	11	18	13	25	16	16	8	24	0	23	21. Leadership in providing relevant professional development for staff
22	60	27	15	14	38	14	15	9	194	26	5	26	22	14	10	24	14	11	2	9	22. Ability to identify/select administrators capable of advancing district vision
23	97	17	9	23	25	26	10	18	216	25	3	29	9	28	6	28	7	26	0	23	23. Work experience in similar district.
24	106	15	19	9	35	17	12	16	397	14	7	24	19	18	20	11	11	16	1	16	24. Is comfortable leading innovation and reform efforts
25	84	21	20	8	44	12	13	10	357	16	18	9	21	15	12	20	8	24	3	4	25. Able to lead a large organization dedicated to goals of continuous improvement
26	34	29	5	27	21	29	5	26	100	30	4	28	9	28	6	28	6	29	0	23	26. Has ability to develop relationships between the business community and the district
27	162	7	23	6	45	10	22	4	488	8	19	8	36	5	38	4	15	10	3	4	27. Possesses ability to enhance student performance, identify and close/narrow gaps
28	84	21	19	9	35	17	19	7	408	13	11	18	24	11	11	21	11	16	1	16	28. Recommendations and decisions are data-driven
29	168	6	19	9	30	22	7	23	560	7	15	11	21	15	11	21	11	16	0	23	29. Knowledge of emerging research in the area of curriculum/instructional design
30	246	2	29	4	92	1	26	1	656	5	29	1	31	8	32	6	32	1	3	4	30. Promotes a positive and professional environment for district employees and Board.

Seattle Public Schools Consultant Ranking/Recommendation Sheet

Qualities Desired in a New Superintendent	Educators	School Based Administrators	Staff	Central Office Leadership	SPS Parents or Guardians	Students in SPS	Community Member	Community Partner w/SPS	Other	Board of Directors	Total	Combined Ranking	Consultant Recommendation	Abbreviated Definition of Quality and Characteristics
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Raw	Rank		
1	9	13	5	17	10	13	12	7	7	16	109	9	Combine w/ #13	1. Willing to listen to input, but is a decision maker
2	1	1	2	2	1	3	1	1	4	3	19	1	Recommend	2. Has leadership skills to respond to opportunities & challenges of ethnic & cultural diversity
3	11	26	13	18	10	26	18	18	7	16	163	17	Consider	3. Able to work with legislators and lead organization through legislative process
4	28	27	30	24	27	24	30	28	26	23	267	29		4. Ed.D. or Ph.D.
5	3	3	4	4	4	2	2	3	2	1	28	2	Recommend	5. Inspires trust, self-confidence, and models high standards
6	5	5	3	3	6	4	6	8	4	4	48	4	Recommend	6. Strong communicator; speaking, listening and writing
7	16	17	25	10	23	20	7	5	26	1	150	13	Recommend	7. Commitment to visibility with high interest in a broad range of community groups
8	8	7	8	10	2	4	4	10	6	4	63	6	Recommend	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	20	24	20	28	12	11	17	11	11	16	170	19		9. Ability to build consensus and commitment among individuals & groups
10	11	21	14	18	22	21	22	17	9	16	171	20		10. Has experience dealing with employee representative groups/unions
11	18	17	8	18	17	13	12	18	11	9	141	11	Recommend	11. Ability to delegate authority while maintaining accountability
12	13	12	7	10	9	7	9	8	16	9	100	8	Recommend	12. Previous experience that will benefit the long-term financial health of district
13	19	15	10	10	28	16	18	21	14	9	160	16	Combine w/ #1	13. Possesses excellent people skills and presents positive district image
14	30	30	28	26	29	29	26	25	16	9	248	28		14. Non-traditional or "hybrid" with background in business and/or education
15	4	2	6	4	3	4	3	2	3	23	54	5		15. Strongly committed to "student first" philosophy in all decisions
16	26	17	17	10	15	23	26	26	15	9	184	23		16. Ability to develop both short and long range goals
17	23	17	20	8	21	21	10	11	29	9	169	18		17. Ability to develop and communicate a vision of quality education
18	10	21	16	22	18	16	22	15	23	16	179	22		18. Experience in selection and implementation of educational priorities
19	24	27	22	29	19	10	24	11	22	23	211	24		19. Commitment to both academic and activity programs
20	14	24	27	29	20	13	21	26	16	23	213	25		20. Promote positive student behavior
21	24	16	22	24	24	18	25	16	24	23	216	26		21. Leadership in providing relevant professional development for staff
22	27	14	14	9	26	26	14	24	11	9	174	21		22. Ability to identify/select administrators capable of advancing district vision
23	17	23	26	18	25	29	28	28	26	23	243	27		23. Work experience in similar district.
24	15	9	17	16	14	24	18	11	16	16	156	15	Consider	24. Is comfortable leading innovation and reform efforts
25	21	8	12	10	16	9	15	20	24	4	139	10	Recommend	25. Able to lead a large organization dedicated to goals of continuous improvement
26	29	27	29	26	30	28	28	28	29	23	277	30		26. Has ability to develop relationships between the business community and the district
27	7	6	10	4	8	8	5	4	10	4	66	7	Recommend	27. Possesses ability to enhance student performance, identify and close/narrow gaps
28	21	9	17	7	13	18	11	21	16	16	149	12		28. Recommendations and decisions are data-driven
29	6	9	22	23	7	11	15	21	16	23	153	14		29. Knowledge of emerging research in the area of curriculum/instructional design
30	2	4	1	1	5	1	8	6	1	4	33	3	Recommend	30. Promotes a positive and professional environment for district employees and Board.

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* Quality not just a numerical number; weight is consistent, however.

SEATTLE PUBLIC SCHOOLS

Seeks A Superintendent Who...

Recommend:

- ❖ Possesses excellent people skills, presents a positive image of the district and will listen to input and make a decision when necessary. (combine 1 and 13)
- ❖ Possesses the leadership skills required to respond to the opportunities and challenges presented by an ethnically and culturally diverse community. (2)
- ❖ Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance. (5)
- ❖ Is a strong communicator; speaking, listening and writing. (6)
- ❖ Demonstrates commitment to community visibility with high interest in a broad range of community groups and organizations. (7)
- ❖ Has experience recruiting and maintaining exceptional staff for the district and schools. (8)
- ❖ Is able to delegate authority appropriately while maintaining accountability. (11)
- ❖ Has previous experience that will benefit the long-term financial health of the district (12)
- ❖ Is able to lead a large organization dedicated to goals of continuous improvement. (25)
- ❖ Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement. (27)
- ❖ Promotes a positive and professional environment for district employees and Board. (30)

Consider:

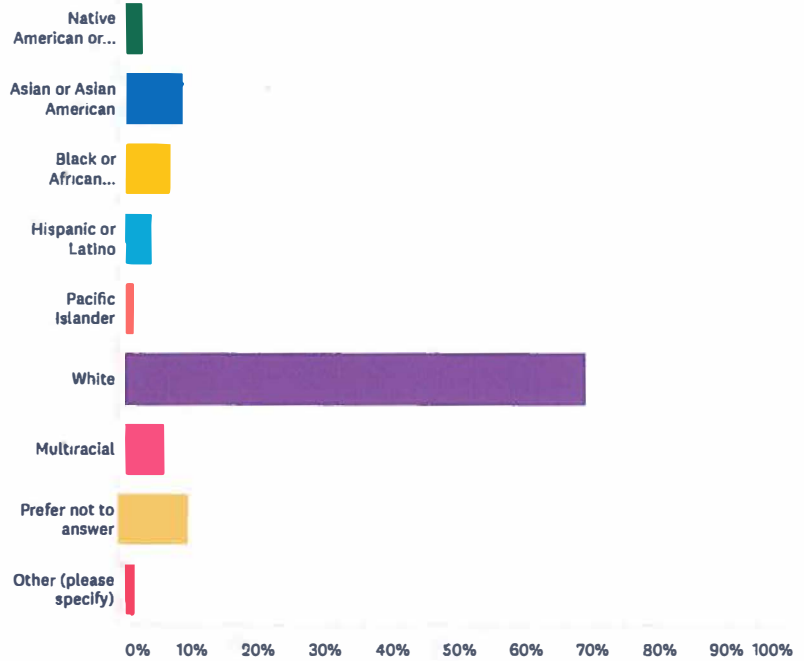
- ❖ Is able to work with legislators on key topics and can lead an organization throughout the legislative process. (3)
- ❖ Is comfortable leading innovation and reform efforts. (24)

Q2

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Please describe your race/ethnicity (Please select all the apply)

Answered: 2,090 Skipped: -1



ANSWER CHOICES	RESPONSES	
Native American or Alaskan Native	2.58%	54
Asian or Asian American	8.56%	179
Black or African American	6.65%	139
Hispanic or Latino	3.92%	82
Pacific Islander	1.24%	26
White	68.90%	1,440
Multiracial	5.93%	124
Prefer not to answer	10.77%	225
Other (please specify)	1.48%	31
Total Respondents: 2,090		

Seattle Public Schools

Additional Comments

Community/Staff/Board Survey

DATE: January 30, 2018

*Prepared and Presented
By*


Ray and Associates, Inc.

Cedar Rapids, IA

Seattle Public Schools 30 Qualities Survey

#	WHAT WOULD YOU LIKE PROSPECTIVE CANDIDATES TO KNOW ABOUT YOUR DISTRICT AND COMMUNITY?	DATE
1	Equity needs to be on the forefront of the candidates agenda. Equity for African American children, disabled children and children who have experienced trauma. Resources need to be allocated to Title I schools and poverty stricken communities that provides EXCELLENT and innovative opportunities for our UNDER-SERVED children in ALL AREAS including arts, science, math, humanities, literacy, and all areas of development and learning.	1/24/2018 2:05 PM
2	Must be committed to ongoing, personal, professional and systematic work to address racial inequality. Our work focused on African American males. There is significant work - leading practice work happening. This change risks dismantling it if we don't have a proper transition plan. Must be unafraid to lead and teach the Board to diffuse and redirect the missionary zeal for equity power of the vocal privileged, connected and mostly white parents in the district.	1/24/2018 2:03 PM
3	Strong support for public education through the city and among residents. Complex political forces including parent engagement that is unbalanced - middle/upper income parents have more influence and therefore opportunity gap persists. Vibrant and innovative organizations, business and universities that are open to collaboration. Challenges of unexamined issues of racism and classism - inhibit potential for full success of the district. HCC demographics of race are highly weighted toward white students and families. HCC is driving district policy to the detriment of the 90% not in HCC. Strong teaching force committed to high quality education. SPS is positioned to address the opportunity gap but strong leadership with good listening and communication skills is vital to make this move.	1/24/2018 1:53 PM
4	Education background not necessary. Stanford was the best Superintendent SPS had who had a military background. Must be a strong leader. Someone who puts ALL students first not just white students!	1/24/2018 1:43 PM
5	I would like Superintendent to have lived in the community they will be serving. Someone who can listen attentively to a cross-section of the most at-risk students and champion their interests.	1/24/2018 1:40 PM
6	Be a fund raiser so money is never an issue. Be a system thinker. Be bold and courageous. Willing to discuss publicly how racism impacts learning of children of color. Be someone who has the ability to say NO and stay lane of development.	1/24/2018 1:38 PM
7	We have an incredibly diverse district. Despite the wealth in Seattle, there is a lot of income inequality and equity is a HUGE issue. We have wonderfully committed families who are willing and ready to support our schools and we have the best teaching staff.	1/24/2018 1:25 PM
8	Our current goals and the desire to have system wide consistency throughout schools.	1/24/2018 12:26 PM
9	Support teachers they are the key to students, they truly represent the best interests of students. De-segregate SPS- its a rich and diverse city its a shame schools are segregated the way they are.	1/20/2018 3:18 PM
10	Think about reaching out to Dr. Gary Cohn in Everett.	1/20/2018 1:49 PM
11	I feel that Superintendent Nyland has been doing an excellent job and I would advocate keeping him on to continue in his role.	1/19/2018 6:40 PM
12	Seattle Public Schools is a large district with many associations, community groups, coalitions, without a common agenda supporting the development of the whole child. With many stakeholders and competing agendas, it will be important for the next superintendent to create an ecosystem (strategy) that supports---and is focused on---student-success, parent-engagement, teacher-effectiveness, and community-support. A greater collaboration between the district and the City of Seattle (mayor and council) would greatly benefit the school board and the superintendent---and ultimately the students and families who benefit from our public school. With an upcoming families and education levy, voters are looking for a reason to support Seattle Public Schools.	1/19/2018 5:13 PM

Seattle Public Schools 30 Qualities Survey

- 13 Transparency. Transparency. Transparency. Every decision that has affected my daughter in SPS was made with the pretense of parental input, when in reality we all know the decision was made long before it ever became known to the public and became open to debate. The split of the APP cohort back in 2007/2008 was mishandled from the get go, and I still am angry about it. We were given the impression that we had a voice, when in reality we did not. The South APP cohort was unceremoniously shoved into Thurgood Marshall, and we were promised that there would be a transition team. There wasn't, and it was an ugly first year. Angry, resentful TM students and parents (rightly so) and upended frightened and unwelcome APP students combined for a really disastrous and ill advised move. And it was all done by SPS knowing full well they were planning to end the APP program in a few years. We as parents suspected as much, but as usual we were kept in the dark. Another issue that needs addressing is tenure. I understand the desire of teachers to have some job security, SPS needs to run more like a business. If a teacher receives multiple, sustained complaints year after year, there needs to be recourse. One of my daughter's teachers actually bragged in class that he had tenure, and there was nothing anyone could do to remove him from his position. He was verbally abusive, and made questionable teaching decisions. Only when I said I was going to file a restraining order against this teacher did I get the attention of the principal. Teachers like this need to be reprimanded and put on notice, and get fired if they are not held to a HIGHER standard because they are teaching minors, not given a pass because they have tenure. Make this change happen, and the quality of teaching will only rise because of it. 1/19/2018 1:27 PM
- 14 The board needs to learn its role. 1/19/2018 12:01 PM
- 15 Please hire a superintendent who is committed to supporting all students. Please hire a superintendent that tirelessly supports teachers and their independence and creativity. Please hire a superintendent whose adherence to data-driven decisions rests most squarely on the abundant data that shows that success happens for students when class sizes are low, when teachers are paid well, when schools encourage and support diversity, and when the arts are a real and consistent part of every student's day. 1/19/2018 9:59 AM
- 16 We have felt the punitive response, over and over by the district office, making our community of our students, parents, teachers and leaders feel identified as the bad example to others. Sanctions have been placed on numerous situations and my kids have missed participating in all kinds of activities where teachers are prevented from sharing the special skill set...whether it is outdoor education, science, music. I want a leader who inspires all, a district where students can do and achieve. I don't want my kids to feel like they have been punished over and over again. Can't schools be given more autonomy in terms of leading and innovating? I would also like to see more leadership for accessing school funding..through both state legislation and business partnerships. I want to have people in my neighborhood experience and celebrate what my school is doing. Is this always on the parents to do? When might the district, the Board, the leadership participate and recognize the great contributions of our school and the teachers - at special events, programs? 1/19/2018 8:46 AM
- 17 Be more deaf friendly, accessible and knows how to work with Deaf and HH communities and families. 1/18/2018 11:52 PM
- 18 It would be nice if we could find a leader that would be able to get people to reach beyond their silos to support each other across the district. We saw with Soup for Teachers that there is a willingness to do it, but it would help if someone (with charisma) were coordinating the efforts. 1/18/2018 10:36 PM
- 19 It would be great if all decisions were viewed through an equity lens and the next person would ensure that kids have a pathway to technology jobs happening in our city. 1/18/2018 7:49 PM
- 20 I would like to promote the re-hiring of Dr. Nyland! He has shown tremendous integrity and ability in his role, and has been a huge asset to this community. 1/18/2018 7:32 PM
- 21 The next superintendent has to be willing to tell wealthy white parents that they need to suck it up and enroll their kids in their neighborhood schools. They have to listen to principals and teachers and give them the funding they need to succeed. They have to be willing to stop the inequitable practice of PTSA's filling in funding gaps by making cuts to John Stanford and demanding appropriate funding from the state. They need some spine to tell charter school "reformers" and their enablers in the Seattle Time editorial board to take their scam elsewhere. They need to believe in public schools for everyone. Period. 1/18/2018 6:59 PM

Seattle Public Schools 30 Qualities Survey

- 22 Our district has many exceptional teachers and staff who get bogged down with district initiatives and directives that don't always support the work we are doing. We are a very large and diverse district that tends to swing from 'everyone needs to do the same thing' to 'each school is unique and can do there own thing'. The district doesn't seem to be able to find a middle ground that will work for all schools and therefore students. In my opinion, a good candidate would be a strong leader and have experience working with a large, diverse district. This leader would know how to work with the board, community, union, parents, principals, teachers/staff, and students in a positive, collaborative way much like what teachers are expected to do in their classrooms. A good candidate would have enough experience or knowledge of education to be able to make sound educational decisions. This is especially important as he/she works with the school board and community who may not have educational backgrounds but make important school district decisions about educating our children. We need someone who can make sure decisions are made by people who are well informed and knowledgeable. 1/18/2018 6:29 PM
- 23 Seattle has voted for(passed) most school-funding levies over the past four decades. The community loves libraries and parks. The community does not understand why schools have such a difficult time responding to student needs and ensuring above 90% student graduating rates. In other words, there needs to be a pr campaign to explain why private companies need to offer volunteers from their corporations to help middle-school and high-school students achieve school success. Parents and teachers are not enough it appears. There are too many factors at play (English language challenges, developmental challenges, socio-economic disparities) for a school administration to address. Each major corporation, Amazon, Google, Microsoft, Boeing, Weyerhaeuser needs to adopt five or six schools, roll-up their sleeves and participate in the health of a city's student population. Parents and teachers cannot do this alone. 1/18/2018 6:06 PM
- 24 Seattle is a wonderful city that is vibrant, inclusive, progressive and likes to read. It is a multi cultured port city and the county is named for Dr. Martin Luther King. Our children are receiving a quality public school education. Thank you for applying for this post. 1/18/2018 5:48 PM
- 25 I would like the candidate to have an interest in the specific needs of our community, our school. For example the needs of the north aren't the same than the needs of the south, the diversity and demographics and programs available aren't the same. He needs to understand these differences to be able to work in all areas of the district. It's important that the candidate is interested in working on equity issues that will help eliminate the achievement gap. thanks angelica 1/18/2018 5:44 PM
- 26 Equity must continue to be at the forefront of our goals and vision. It is only fair for our students, and our students come first. Our Superintendent, Board and district leaders should model that in all they do. 1/18/2018 5:26 PM
- 27 We are tired and cynical from so many superintedent changes, please be committed tomdaying a while 1/18/2018 5:17 PM
- 28 There are some very outspoken areas who advocate for what they want and are often heard more than those areas that have just as strong of concerns but for various reasons are not organizing petitions, email campaigns, and then feel that they have no power in how their communities are impacted by changes. There are silos where departments are doing related work concurrently, but with no ongoing integration in how they will come together at the end; for example high school boundaries and highly capable pathways. The district doesn't take enough time explaining the why and how decisions are made. 1/18/2018 4:47 PM
- 29 The ideal candidate would need to understand and be experienced in working with various layers and intersections of cultural, racial, political, economic and linguistic diversity within the district and community. This diversity can be/is a strength and must be viewed as such and must be addressed and reflected in district systems, staff, leadership, programs, services, decision-making and budget allocations. 1/18/2018 12:20 PM
- 30 Dist5rict 5 is a diverse population, and students and parents see a perceived lack of support for arts in our schools. although Seattle is known for high tech, the human condition and self development of our students needs to be addressed through creativity, self-expression and understanding the influence of art in a culture. We are looking for more funding for music and other performing arts for our high school students who are not inclined to see athletics as the only way to develop teamwork and leadership. The current bias against artistic individuals is unacceptable going forward and we ask that resources be used to bolster these programs and allow students to develop themselves through education in these arease 1/18/2018 11:51 AM

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| 31 | <p>Seattle is a school district with dedicated staff in schools, who need support from the district administration in securing the necessary funding and resources to continue their work. The district also struggles with issues of segregation and equity, which are exacerbated by outdated policies, such as opt-in testing for advanced learning services; semi-rigid, separated, test-based learning tracks; option school geo-zoning; using the Boston ranking system for school choice; and inconsistent distribution of enrichment learning (academies, HCC services, language immersion, etc.) among schools.</p> | 1/18/2018 2:52 AM |
| 32 | <p>Understanding and appreciation of early learning. This survey is tokenizing of community input. Where is the real engagement from the school board on this process? Putting out a survey and hosting a townhall is a token effort, and a way to check the box and say you did community engagement. As a parent of students of color in the district it is tragic this is how you are choosing to engage with us in closing the achievement gap. I expect better. If you want to engage with parents why are you hiding behind a survey and a townhall. As a Southend parent I don't feel like I'll be heard at the townhall so why bother attending. Trust between the board and the community is low, why not use this process to rebuild trust and set up the next leader for better success.</p> | 1/17/2018 10:30 PM |
| 33 | <p>Current SPS is a mess Total lack of accountability Misrepresent truths Discriminate Tolerate bullying Unhappy teachers</p> | 1/17/2018 6:24 PM |
| 34 | <p>Large population of multilingual families, immigrants and refugees. The district is special by having BOC programs at all levels, elementary and secondary. There are a lot of strong CBOs willing to collaborate with the district</p> | 1/17/2018 6:19 PM |
| 35 | <p>Seattle Public Schools is a diverse but very segregated district. One of the new superintendent's greatest challenges will be desegregating the district and bringing rich, white, north-end families on board with the process so that they don't flee to rich, white private schools. However, if this proves impossible, I hope that the new superintendent chooses to move forward with desegregation anyway.</p> | 1/17/2018 4:43 PM |
| 36 | <p>The prospective candidates should know Seattle is rich in diversity and it is celebrated in our schools and communities. We value education for all students and expect college - job readiness for every graduate of Seattle Public Schools. We expect supports to be available to eliminate the educational gap starting with district staff who understand gap closing strategies and will demonstrate the bravery to implement those methodologies district wide. Working with SEA to gain its support to require that necessary training for all staff would be a beneficial endeavor. Overall, we as a community would like to be confident that all children in Seattle Public Schools will be provided a quality public education. Public schools are now in competition with not only private but charter schools as well. If we are going to maintain our funding levels we must address the reasons parents choose other settings and work to regain their trust. These are my thoughts.</p> | 1/17/2018 4:19 PM |
| 37 | <p>Community engagement via survey is a horrible practice. Choosing 10 attributes from a list of attributes that someone else determined is important for a superintendent is one way of continuing the status quo. Most of these are race-neutral. Relegating race to a few specific bullets will not close the achievement gap. I have little faith or trust that any responses I give will be used in the best interest of my children or their education therefore, I opt not to select from the above list of responses.</p> | 1/17/2018 3:34 PM |
| 38 | <p>Our community and district is facing a huge opportunity and achievement gap across races and ethnicities that is not being addressed adequately. A lot of lip service gets paid to closing gaps, to promoting programs that will fix problems, etc. And it's just not happening. Our district is growing every day, we don't have the resources to provide enough structure for the number of students we currently have, or to meet the individual and myriad challenges those students face. We need a superintendent who, in addition to local duties, will be a strong voice in our state legislature to help us provide for students across the state as well as our district, because we are all connected and we rely on the state for so much funding. We need a superintendent who won't ignore racial divides by pretending to be color blind, because those divides exist and we need to confront them head on to fix them. We need a superintendent who recognizes the importance and value of every student, especially the long neglected Black American community, our East African communities, and our Indigenous and immigrant communities, ideally through promoting programs and classes within the schools and at every grade level that teach a broad range of histories and social sciences, not just Euro-American.</p> | 1/17/2018 12:19 PM |

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| 39 | <p>District is in transition - coping with a large influx of new residents. Schools opening - new boundaries, etc. Need a person who is able to address the growth by working with businesses and local government to support educational needs of current and incoming students. Need someone who can "sell" the value of educated population being good for all - not just parents. The better this is sold as an intrinsic value to our city and all it's citizens - the easier it will be to get funding for educational needs (theoretically). Was introduced to someone from East Coast in similar position - she had many great ideas and seemed familiar with the challenges we face (her husband lives in Seattle - so she visits monthly). She may be a good resource for your search - and love her title: Heather Tow-Yick, Chief Transformation Officer - Providence Public Schools.
heatherty@gmail.com</p> | 1/17/2018 11:50 AM |
| 40 | <p>I would like ongoing, open and transparent communications - not the typical lip service of holding community input meetings 2-7 days before major SPS decisions that affect students' lives over years. We are a diverse community but would do well to focus on the core objective of teaching broad tenets based on balanced viewpoints, not purely give liberal voices a platform of speaking to personal and selectively biased "group speak" and thus inculcating our children with singular viewpoints. I need to be confident that my HCC student is respected for her capabilities and not made to feel somehow given a spot with a silver spoon - and that she is able to make her own judgments based on multiple viewpoints of evidence.</p> | 1/17/2018 11:24 AM |
| 41 | <p>That we are a parent driven district that needs collaborations of parents and community to help our children be successful</p> | 1/17/2018 6:22 AM |
| 42 | <p>I would like the prospective candidates to know that the community is invested. Students of color and students with a disability and/or Deaf should not be left behind to "fix" the school first. POC and deaf/disabled people are equal to their abled bodied/white counterparts. I want the new prospective candidate to have an understanding what LRE means and that mainstreaming is NOT always the answer for every IEP student. Case in point, a deaf hard of hearing classroom is a class for kids who are NOT are behind, it is a class that is equal to their hearing peers but they have 100 percent access to information due to language. We also need staff that are appropriately trained to work with special ed/504 students. A school psychologist who does not know ASL/ or other languages (zero ability to interact with the student directly) and/OR do not have background in specific area (ie: blind services, autism, deaf) should NOT evaluate the student because those "professionals" make inappropriate finding and recommendations. I also want the candidates to have understanding of what language acquisition and development means for students whose home languages is other than English (including students who use American Sign Language.) Those students need support to keep the home language and learning to use different languages. We need to stop the monolingual approach and provide proper support, respect, and strength in developing multiple languages.</p> | 1/17/2018 1:54 AM |
| 43 | <p>I am completely shocked that nowhere on this list is commitment to anti-racist practices. "Possesses ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement (#27) is not enough. It doesn't even mention race. Seattle is a district that is high performing in terms of its white students and the gaps for students of color in a whole host of indicators is unacceptable. While this is an issue that can only be tackled by the entire community and cannot solely be borne by the Public School system, we need to take the lead. It's the only place in our society where all of us create authentic community although our schools are more segregated now than they were before Brown vs. Board of Ed.</p> | 1/16/2018 11:58 PM |
| 44 | <p>A surprising percentage of Seattle's children attend private school. It would be nice to compete for those families. In general, we need a superintendent who will create priorities and an environment in which ALL children can thrive. This will include children of all socioeconomic levels, all races, religions, all IQ levels, all neighborhoods, etc. We need a superintendent who can focus on special education AND general education AND advanced learners AND highly capable students AND homeless students AND improve growth and outcomes for all students AND weed out institutional racism AND improve CTE AND... well, you see, we need one superintendent who can focus on many different students with all kinds of different needs all at the same time.</p> | 1/16/2018 10:15 PM |
| 45 | <p>We need additional funding for basic items, additional tutors as well as more opportunities for advanced learners.</p> | 1/16/2018 9:09 PM |
| 46 | <p>That we are committed to EOG. That it is important to be courageous and help move toward a vision we can share together. It would be nice to have someone like John Stanford back in the building.</p> | 1/16/2018 7:59 PM |

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| 47 | <p>The Seattle Public School district faces real challenges in equally and equitably serving diverse populations of students. We need someone who reflects the progressive values of our community and who can maintain a high bar of excellence for all students, regardless of economic background. The growing number of homeless students presents an opportunity to think differently about how we educate the whole child, and how we work with families to ensure community supports and resources are in place to promote housing, food, and health security,</p> | 1/16/2018 7:54 PM |
| 48 | <p>I would like to see a superintendent who has SIGNIFICANT and meaningful classroom experience as a teacher. I don't think "career administrators" who have NEVER spent time in the classroom are suitable to this position. I would also like to see a candidate who has demonstrated experience and concern for a diverse population of students, including low income, minority and special needs populations.</p> | 1/16/2018 2:01 PM |
| 49 | <p>There is a gap in quality of education in north end vs south end Seattle schools. We need to provide education and resources for the students who need it most. Schools should have equal access to technology, counseling, SpEd and community resources no matter what zip code the children's school is in.</p> | 1/16/2018 1:37 PM |
| 50 | <p>It is too large with a wide variation in needs and resources.</p> | 1/16/2018 1:20 PM |
| 51 | <p>Some staff forgot that I existed. It was funny, until it wasn't.</p> | 1/16/2018 1:15 PM |
| 52 | <p>one time a kid tried to shoot up our school, another time during eastern hemisphere class in 6th grade a kid tried to hang themself in the back of the class. teachers are good though</p> | 1/16/2018 1:10 PM |
| 53 | <p>This is a diverse community and district in which families, staff and educators act as team players. We value the ability to balance academic excellence with social, emotional and artistic programs with the knowledge that social, emotional and artistic programs are an important tool for academic success.</p> | 1/16/2018 10:53 AM |
| 54 | <p>There is a significant distinction between north and south Seattle schools. There are multiple factors involved but the most striking is our city's institutionalized racism. I believe fixing this is one of the most significant ways to combat our achievement gap.</p> | 1/16/2018 10:28 AM |
| 55 | <p>A superintendent needs to realize all improvements in our district originate in the classroom with the teacher and students. That means class size and personal help does matter. In the 23 years I have been a teacher much of the spending in downtown rarely affects my classroom and the ability to change the level of service to my students. In my opinion payroll, benefits, ELL, and sped are the core of what we need downtown. All the other support personal from downtown haven't helped my students. This district is top heavy and the board needs to look at how that money is being spent. The new superintendent needs to take a long hard look at how downtown budget actually helps our students. Tax payers money needs to be spent in the classroom.</p> | 1/16/2018 9:36 AM |
| 56 | <p>Of these 30 points, several are redundant. None of them address diversity, of any kind. Is the school board committed to diversity? These 30 are status quo points. More than half of these points address qualifications that made me go "duh" – it's a leadership position! What is most crucial in the district? Why are the superintendents always leaving Seattle? Overall Seattle has great public schools. That doesn't mean Seattle schools can't get better, absolutely they can. How will Seattle get ahead? How will kids perform to their best ability in the face of so many challenges – safety (guns, traffic, etc.), poverty, homelessness, racism, bigotry... Where is the holistic approach? If some kids are not performing to their best ability, it is not the kids who are failing, it is we who are failing them. When we moved to south Seattle, I admit I had preconceived notions about what to expect at the schools. I was wrong. The schools have been great for my kids; they are excelling. There is no substitute for visiting schools. Reading data and scores only give a small picture of what is really going on. We need a leader who will embrace the entire district, and who understands that there are many ways of doing things. We need a superintendent who will address families in times of crisis. A good leader listens to input, but in the end fearlessly makes the decision and executes. A leader needs the support of the district to carry out policy and decisions, setting personal agendas aside. Thanks.</p> | 1/16/2018 8:40 AM |
| 57 | <p>I would like the next superintendent to value parents as community partners and recognize family engagement as a key factor in academic success. Too often adequate and appropriate family engagement is an afterthought. Key areas to build up access to family engagement are in having a robust staff for language interpretation available to translate school materials and provide services at community meetings, finding ways to provide transportation to community events, and providing meals so that families don't have to make impracticable sacrifices to be engaged in District business. We need to create spaces that accommodate children at such meetings.</p> | 1/16/2018 1:16 AM |

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- 58 Our top priority is providing equitable resources to our school communities and students in order to eliminate our city's (and nation's) opportunity gap/education debt. 1/15/2018 11:23 PM
- 59 Our schools are segregated and the educational opportunities are unequal. PTA fundraising currently creates a system in which schools in wealthy neighborhoods have become a hybrid between private and public school – parents in these neighborhoods essentially get the benefits of private school without the added cost. This needs to be changed via both grassroots efforts and changes in incentives/policies within SPS. 1/15/2018 9:58 PM
- 60 In Chinese community, there are lots of non-English speaking immigrant parents who are with very low English proficiency and challenges of adjustments on cultural differences. Seattle Public Schools (SPS) have to deliver services and engage in communication with them in culturally relevant and responsive ways to empower family engagement in education to support students and schools. Qualitative Language Access and Education Equity are very important for Chinese family engagement. Besides, regular communication between SPS and Chinese community to understand mutual needs and barriers is crucial too. SPS should have trainings for school administrative staff to strengthen outreaching strategies and communication with Chinese community. SPS should set up collaborative partnerships with community-based organizations to do this job. 1/15/2018 9:57 PM
- 61 1) Eliminate the silos within Seattle Public Schools administration that inhibit any ability innovate. In addition, it has created an environment of mistrust and competition. 2) Move as a district away from the underlying philosophy of compliance and order to one that puts students first and seeks out innovative ideas. 3) Is willing to encourage innovative implementation of new ideas in schools knowing that not every idea will be successful, but that this is the road to genuine change and growth. 4) Put equity first. As the Seattle Times has chronicled, not much has changed in either words or actions in regards to ending the inequities in regards to race within Seattle Public Schools. We need a Superintendent that doesn't just produce "happy news" about test scores, but understands that words alone won't make much of a difference without a full commitment to making positive changes. One example is that research is clear that reading at grade level at the end of the 3rd grade is critical to success in school. Why don't we make a stealth effort (back up with the necessary funds) to ensure that every SPS child reads at or above the beginning 4th grade reading level when they leave 3rd grade 1/15/2018 7:24 PM
- 62 We are highly educated people if you involve the community you will get money and volunteers. If you tell us to cut the cord and let you educate our children. We don't feel like we are part of the process and are less likely to open our wallets. It takes a village to raise a child. Let us be part of that. 1/15/2018 5:33 PM
- 63 **MAKING SERIOUS PROGRESS ON ELIMINATING THE ACHIEVEMENT GAP IS THE HIGHEST PRIORITY.** This district has yet to meet its obligation to educate all children. Black and brown children are still getting the full education experience opportunities that white children are getting. It is an issue that get talked about, but no real sustained progress gets made. It appears that this school board allows a plan to be developed, but before it can be fully implemented, there is a change at the Superintendent position. Being able to come in with a plan that has worked in other situations may be very important, so they will have the confidence to allow it to be fully implemented, would be very beneficial to anyone taking this position. The African American Male Initiative is extremely important in addressing this issue. It needs to be assertively supported both by the superintendent and with the financial resources needed to eliminate the gap. This is a problem that the district has been aware of for more than fifty years and has not ever fully addressed. Based on the diversity of our communities and the world we live in, we cannot continue to allow such valuable resources as our African American males to be neglected and not properly educated. In order for Seattle to be a successful world class city, all of its citizens must be well educated, regardless of color or station in life. The community is ready to support a superintendent that will eliminate the achievement gap. 1/15/2018 2:40 PM

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- 64 Time Is Up for eliminating the Disproportionality Gap That the District is still suspending students for non violent offenses. That the District does not support Charter Schools That there are recommendations made and approved that would eliminate the Disproportionality Gap and that these recommendations were made by the Disproportionality Task Force in the eighties, approved by the School Board and never implemented in the Schools That Desegregation efforts were successful That boundaries need to be realigned to correct segregated schools That staff recommendations are not always the best. That the promise to restore/resurrect Indian Heritage High School was never kept That priority should be given to Ethnic Studies implementation and human and financial resources should be given to this implementation. That some Principals are not responsive to "minority" community concerns. That data must continue to be collected for each ethnic group That the District Profile is insufficient and only accessible on line for stakeholders and that the District Profile needs to be resumed in its original state. That the Disproportionality Task Force's Recommendations be implemented and monitored immediately. That there are many "racist" policies which exist and that must be changed in the District and in the Schools. That the Board can direct the Superintendent to act. 1/15/2018 2:06 PM
- 65 Public schools are essential community institutions that lift our children. The best public schools have parents, families and community involvement volunteering, working with teachers and advocating for kids. Schools need teachers who stay at their schools, know the community and teach with experience. Schools are about people! Supporting kids with supported teachers. When districts focus on data, kids are forgotten in pursuit of all-mighty numbers. Look at Highline and Kent Districts pushing kids out of schools, detached from excellent teachers, and plugged into laptops to wither. And those kids are then not part of districts "data." These districts pay for laptops at the expense of experienced teachers. Seattle has been the beneficiary of Highlines best teachers under Enfields tenure. Kudos to the Seattle District for not using this misleading fancy math to improve numbers. I know. My nontraditional learning IEP son was pushed aside by Highline Superintendent Enfield after an entire year sending emails and advocating for him to get the help he needed to succeed in high school. Basic stuff like giving him an Algebra book, calling me when he leaves the campus, and providing a more appropriate school. The Seattle School District pulled him into their fold, lifted him with excellent teachers in high school, and he graduated on time!! Kids need teachers and schools that are people focussed, not laptops and data focussed. 1/15/2018 12:27 PM
- 66 I would like a candidate to know the following: - SPS is not a "failing" school district with a "dysfunction" School Board. - that parents understand that serving students means ALL students. Academic supports for those who need them, advanced learning for those who need it, special education services for those who need it and college/career help and mentoring for high school students. - Seattle does not embrace charter schools. The vote in Seattle was very much weighed against allowing them. SPS - thru several School Boards - has said no to charter schools. - SPS does not support Teach for America either as a source for teachers. - The by-word for any new superintendent should be transparency. Parents, elected officials, business leaders and, most of all, taxpayers deserve to know, early and often, what plans and initiatives are coming, why and the costs. - PTA in SPS is putting in more grant money than nearly any other source. And yet, parents do not get the seat at the table that you'd think that kind of spending would give any one group. - We are vibrant, noisy, city full of people who care deeply about public education. Never forget that. 1/15/2018 1:44 AM
- 67 We need more focus on physical time (recess etc) and less on homework. I'd like a superintendent that understands the research on this and doesn't focus overly much on test scores 1/14/2018 10:59 PM
- 68 Our district has a dual-language program that is incredible, but substantially under-supported. We need clear, strong support to strengthen and expand this program to address the opportunity gap our kids experience. 1/14/2018 4:33 PM
- 69 As a parent in SPS, I'm saddened that we are not renewing Dr. Nyland's contract. He is a dedicated, smart, competent, forward-thinking, intellectually curious superintendent. He is a known quantity. Unless he's leaving because he wants to leave (we parents haven't heard this) then there is no reason to look any farther than Dr. Nyland's office to find our next superintendent. 1/13/2018 10:49 PM
- 70 The district does a good job overall, there are many dedicated teachers and staff. It is a diverse district with many challenges. The growth issue inside the district and administrative turn over has produced a lot of uncertainty and frustration for parents and students. It would be nice to see a good stable administration for at least 5 years. 1/13/2018 7:18 PM
- 71 Don't look for the shiny candidate from far away. Find someone with grit and determination who knows and understands the community's do can build consensus among disparate constituencies. 1/13/2018 5:13 PM

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| 72 | Seattle parents all seem to be politically progressive and claim to want racial equity, justice, fairness, etc. However, when resources are scant—and these days, resources in public schools feel scant unless the parent community supplements the coffers—parents vociferously advocate for their own kids. There is a contingency that wants all kids to achieve their fullest potential. We need a bold operator with vision and commitment to help everyone succeed and prove to the community that we don't need charter schools to innovate and achieve great things. Seattle is growing into a great city and we need the school district to prepare our kids for great things. | 1/13/2018 3:29 PM |
| 73 | Have completed a full and successful psychoanalysis. If not, needs to have achieved to become an emotionally mature individual without it. Needs to have a depth understanding of self and others. Ability to deal constructively with reality. A relative freedom from symptoms that are produced by tensions and anxieties The capacity to find more satisfaction in giving that receiving The capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness The capacity to sublimate, to direct one's instinctive hostile energy into creative and constructive outlets. The capacity to love. ----- Please avoid hiring someone who is shamelessly working on her computer at board meetings when students are presenting. RIP | 1/13/2018 1:21 AM |
| 74 | Our state legislators have allowed our public schools to be underfunded for years. There are inequities throughout the district that must be addressed. | 1/12/2018 10:26 PM |
| 75 | The Superintendent should have the business, corporate and finance experience to ensure that every education dollar provides maximum benefit to students. For example, understand (or find out) why only half the employees of the Seattle Public School District are teachers, and the importance of improving this ratio (e.g. reducing administrative overhead) and directing the dollars saved to benefit students. | 1/12/2018 9:12 PM |
| 76 | Please find a candidate who puts families first. We are tired of being second class citizens. We want someone who cares to hear what parents want for their children, not teacher's unions. And we need someone with actual business management skill to cut through all the red tape. | 1/12/2018 5:41 PM |
| 77 | 1. To promote equal access to education, it is imperative to implement a program that sends low-income students home with a tablet or other computer device with Internet access for use during the school year. 2. The yellow school buses need to be held accountable for getting bused children to school on time. Buses often run anywhere from 20-90 minutes late. Occasionally they don't show up at all. If a student's bus is running over a half hour late, there should be alternative transportation option for students who do not have an adult to get a ride to school with. 3. All low-income students need access to free Orca bus passes, not just high school students. Having a free bus pass allows low-income students access to their community, and after-school classes and activities. 4. My 12-year-old student would prefer to eliminate the mid-winter break and get out of school earlier in the summer. | 1/12/2018 4:23 PM |
| 78 | The city's demographics are rapidly changing, and increasingly, the voices and interests of low-income people of color are diminished. Additionally, despite new(ish) buildings and decent standardized test scores, curriculum and instruction has not changed much. More specifically, innovations in teaching and learning, the use of technology, and connections to current world opportunities are lacking in many classrooms. | 1/12/2018 2:53 PM |
| 79 | Please make SPS more stable financially and emotionally. I do not worry about if we have enough budget or not every single year. How can we give a stable educational opportunity to kids? Please find a good leader for that. Thank you, | 1/12/2018 1:14 PM |
| 80 | SPS has continued to grow administratively but not grow with regard to direct impact on children. I.E. during Unlce Larry's (Dr. Nyland's) tenure he has added a chief of curriculum and instruction, a chief of schools and a chief of student support services, but has not fund a counselor for every school. This approach is backward and backwards. He has also added MTSS requirements for schools but has not funded any additional staff to implement MTSS practices. This adds work to an already overburdened school-based staff. | 1/12/2018 12:31 PM |
| 81 | First, thank you for giving us the opportunity of been opining. Our District has to keep equity goals, developing the greater education and same support to the whole diversity of students, staff and parents working every single day. Each community have to be impacted for a group where we are walking to make innumerable families prospered, where the big goal is to be focused on our youth and young adults to have a high level of education and learn more skills to face the future single competition and opportunities to open new doors. Again, thank you very much, Jonny Fernandez-Trujillo fernanfernan337@gmail.com 206.852.0221 | 1/11/2018 10:04 PM |

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82	The SPS community is a strong one but needs ways to engage all of our diverse families. Our district lacks sufficient, quality infrastructure to educate our kids in. Our superintendent needs to be able to draw all of SPS from employees to students and parents together to demand the state fulfill it's paramount duty to fully fund education.	1/11/2018 10:03 PM
83	Many of the school buildings and grounds are in need of significant upgrades to keep our students and faculty safe, including earthquake retro-fitting and ensuring plumbing systems provide potable water.	1/11/2018 8:54 PM
84	We need a leader who is committed to making decisions that do not prioritize white privilege. We need someone who shows in their actions that they are committed to racial equity even when it means reallocating resources away from affluent white families. We need a leader who is able to innovate and inspire.	1/11/2018 8:00 PM
85	Capacity is a problem. Having the ability, vision, and desire to build or renovate more schools to address current and future seats with vision, courage and force is extremely import. Class size matters and effects everyone. Seattle is densifying and demographics are shifting quickly.	1/11/2018 7:46 PM
86	We are a diverse and growing district with highly involved parents; with great leadership, we could be one of the best Districts in the country. It will be critical to listen carefully to all your stakeholder groups (students, parents, teachers, Board and admin) and make decisions that are 'student first' and then to communicate clearly the rationale for your decisions. People will support you if they feel heard and understood through an authentic engagement process (not just holding meetings where the input can seem to disappear into thin air), and if they understand clearly that you are considering and balancing all needs, while prioritizing students and the goals set by the Board.	1/11/2018 6:27 PM
87	I'd like them to know that teachers are hard-working professionals who want to be treated fairly.	1/11/2018 5:36 PM
88	Dear candidates In this world, in these times... we need More Math Please More Science Please some better discipline & focus in Programme for International Student Assessment (PISA)2016 USA in Math = # ... 40 in Trends in International Mathematics and Science Study (TIMSS) USA in Math = ... NOT in the top 10 Cut-Out Religiously meddled or Driven Curriculum Thank you.	1/11/2018 5:10 PM
89	A candidate who is fully grounded in race and equity and truly understands what it is like to work in a large diverse district and close the opportunity gap. A person who is committed to family engagement and using family input to make decisions.	1/11/2018 5:04 PM
90	My district is very decentralized, with very different regions with very different needs. The Southeast region seems to have the biggest needs because it is the district with the most students having free/reduced lunch, has the most number of students that are homeless and in transition, has the most number of students of color or ELL students. My community here at Emerson Elementary school has two wonderful administrators that have taken the helm, with a sense of urgency and nurture and is ensuring that we close the achievement gap and ensure that all students come to school and that all students have access to reading and learning, especially students of color.	1/11/2018 4:41 PM
91	Seattle has changed dramatically unlike 20 years ago when I first started to live in. We all want a new superintendent to be truly care of our children in Seattle. And hopefully the new superintendent will try to consider of the budget in fully best way towards children in entire Seattle. Thanks	1/11/2018 3:53 PM
92	In South Seattle the teachers and staff are working with special challenges, juggling the needs of very very very diverse communities. Many of the well-to-do residents choose to send their kids to private schools. I believe we need a little extra attention from the district down here in Rainier Beach that the schools of Queen Anne or Ballard or Wallingford do not need. Some day we won't need extra help but here and now we do.	1/11/2018 3:47 PM
93	Seattle School District is large and diverse and has a need to have teachers, administrators, and a board that reflects those in it.	1/11/2018 3:29 PM
94	Very diverse community where it's important that all students have the opportunity to thrive. Need someone that supports teacher's pay equity and can balance the administrative goals with the needs of students and educators.	1/11/2018 3:29 PM
95	Stress and mental health are linked. Learning to manage stress starts in childhood and should be a priority skill as it affects a broad swath of life. Many children here have two working parents and busy lifestyles. Calm and positive learning environments, as well as self-aware peers and educators, need priority in american education systems.	1/11/2018 2:52 PM
96	Not all students are the same. Sometimes, some kids need to do things differently than the others.	1/11/2018 2:46 PM

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97	Despite some resistance by people who benefit the most from the current system, most of us really do want to close the opportunity gap and are willing to sacrifice certain conveniences to do so.	1/11/2018 2:12 PM
98	It is very important to me to examine and resolve the performance differences in the community of SPS students. An equity model should be used to remove the 'penalties' for being poor and / or living in an affordable neighborhood. Parents who are committed to education should be involved and ask to propose programs that benefit the community of students at a ground level while those in the SPS higher level work to promote budgeting and allocations for the greater community. This should include working with private companies and organization which can help support programs and partnerships within the school system.	1/11/2018 1:44 PM
99	The city is gentrifying and has one of the largest achievement gaps in the nation. Decisions are very localized at the school level. The district is incredibly diverse, and more attention needs to be given to students who are underperforming.	1/11/2018 12:22 PM
100	Seattle Public Schools has been historically two separate school districts within one school district, there needs to be a more conscious effort towards bridging the gaps between the north and south parts of the school district.	1/11/2018 12:05 PM
101	We need a superintendent who is on board and willing to stick it out. I was so disappointed with Jose Banda leaving us for a better paycheck....and taking his signing bonus with him. Dr Nyland has demonstrated his commitment to Seattle and I think he should stay. I also really dislike these 30 qualities/ pick 10 above... they all sound very similar and were mind-numbing to read...eye roll	1/11/2018 11:32 AM
102	SPS is viewed by the parents as getting better, but still broken. We see the broken link is the central office is disconnected from the main goal which is the commitment of the students acheiving their academic and social emotional goals. Our teachers are committed to this goal. There are no counselors at some elementary schools, schools that are not in affluent areas struggle to gather funds for field trips and end of year camp experiences and supplies for special projects. The teachers I have spoken with say the superintendent and school board members rarely visit the school to talk with those on the frontlines: our teachers. The link between admin & the frontlines is broken.	1/11/2018 11:31 AM
103	Seattle is a well educated, progressive, and wealthy city. If we can't make public education work here, then it is dead. So, let's make it work.	1/11/2018 11:08 AM
104	Our district is huge (perhaps too big). There are so many different needs and our communities are still segregated along many different lines -- socio-economic, racial, HCC, etc. We need to be all in for each other rather than allowing some students to rise and others fail. We also do need to pay attention to the parents -- many of us work full-time and we rely on our schools to be there for our kids when we cannot be, both emotionally and academically, and to relay that information to us about their progress in a timely fashion. I also want to add that the new superintendent needs to have a very clear vision about how to use technology both to get SPS's messages out in a clear and efficient way as well as the role of tech in the classroom. Regarding the former, I find it boggling that our school has its own site and facebook page, SPS has its own site and facebook page, then there is the Source and then there is Schoology, and then my kids have their own Clever website and Amplify website (which I do not have access to unless my children show me). I find all the technology well intended but very bulky and distracting from the goal of learning. For Seattle especially, we need a leader who understands both the power and pitfalls of technology-- when is it critical to use and when should we use other media for communication?	1/11/2018 12:24 AM
105	There is a major disparity between students from families of color and low income or otherwise diverse families across the district, in terms of access to opportunity and information. The next Superintendent should be a leader in narrowing these gaps and promoting success and equality in academic and achievement outcomes across demographics and across the District. The level of information that parents receive and their engagement with their child's education and school is not equal across the District. Families with single and/or FT working parents are at a significant disadvantage in being informed about student achievements and school progress. Not all parents have a stay at home spouse who can manage their child's education!	1/11/2018 12:21 AM
106	There is a huge divide in the schools in the North end and schools in the South end. And by South end, I don't mean Garfield. I go to Franklin High Schools and most of our classes are freezing because there's no heat. The lunches provided are the same portions as elementary lunches and are not sufficient. Certain sports aren't receiving enough funding to be adequate. The constant changes in the schedule are hard to keep up with. Overall, there are inequities between schools that have to be recognized.	1/10/2018 11:25 PM

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| 107 | Every student deserves to be challenged, including the best students. Don't water down standards for high achievers. Stop the misguided focus on narrowing achievement gaps and instead focus on raising the bar for everyone. | 1/10/2018 10:34 PM |
| 108 | I hope the current superintendent will be chosen again to continue leading SPS. He brought great leadership and continuity to th job during difficult times for the education system. | 1/10/2018 10:32 PM |
| 109 | It has a vital mission, but had long been run in a thoroughly dysfunctional, officious, and highly bureaucratic way. Poor performers address are harbored, intact, at every level. Their weight stands on the way of any meaningful improvement. Major change is required to enable those with talent and commitment to provide what students need. | 1/10/2018 10:01 PM |
| 110 | Our family participates in the ALE, Cascade Parent Partnership. It is a community that is inclusive of all manner of economic, religious, ethnic, and gender stories. It is a positive, productive hybrid of homeschooling and public school class structure. There is a great demand for this educational experience, and we are hopeful to see such institutions continue to grow. | 1/10/2018 8:29 PM |
| 111 | Large, diverse, w high performance and resource gap between wealthy neighborhoods and poorer neighborhoods. There's been too much focus on the HCC group and not enough on making general education program stronger and more equitable with AP Opptys for all and this needs to change! Local foundations and philanthropy can help especially with building maintenance but SPS needs to be open to this and cut the barriers. | 1/10/2018 7:37 PM |
| 112 | It is curious that a survey asking for "QUALITIES DESIRED IN THE NEW SUPERINTENDENT" still asks for the user to input race/ethnicity. This feels intrusive and offensive. Are we not all from the same human race? How does this demographic data even contribute anything to the issue at hand? As a parent of multi-ethnic children, one of my greatest concerns is with the complete lack of cultural diversity in SPS staff. Lets fix that. You may find that conversations and solutions for achievement gaps (which seem to be centered around "race") may flow more easily with more diversity. It seems that presently, staff can only tip toe around "race" and other sensitive issues through vague euphemisms. I want a new superintendent that can take on difficult topics head on and speak in clear language, and create an environment for staff to do the same. We need to have more conversations about problems such as "race" and minority achievement gaps, drugs, preparing children for secondary education or training, and generally helping children adapt or cope with changing economy and technology. | 1/10/2018 6:24 PM |
| 113 | As an employee of a community-based organization that partners with the Seattle World School, I think it is very important that the new superintendent create space for the voices of immigrant and refugee students, families, and their advocates. I hope that they keep English Language Learners in mind when making important decisions, and work with communities to ensure that every decision is made with input from students, families, and SPS staff, and is a culturally competent and respectful decision. | 1/10/2018 6:22 PM |
| 114 | As a parent of a child in a dual language immersion program, I would like to see a candidate who believes that language education is important. I also think Dr Nyland has been a really good superintendent during difficult times for the district. Thanks. | 1/10/2018 6:15 PM |

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- 115 Dear Prospective Candidate, This is a highly diverse district. At my school alone, we have over 38% African American students, 45% Asian Americans, and 10 % Hispanic Americans with a smattering of other ethnic populations represented. About 80% of our students are enrolled in ELL services. It is more important than ever to have a leader who supports diversity and celebrates our differences in inclusive ways. Because we have lived in a powderkeg of politics this year, having someone who stands up for women and minorities, the impoverished and underrepresented is essential. By this I don't mean token support. I mean speaking out and stopping bullying and all the "isms" through the establishment of policies such as the one which allowed my school to create multi-gender bathrooms for adults. A leader is not someone who does what is easiest or the most popular. It is someone who does what is right. Oftentimes it feels like decisions coming from the top down are made based more on money than on student and teacher welfare. Please don't forget that we are people, not numbers. While data is important, so are many other growth factors such as social interconnectedness, the development of critical thinking skills and service learning. Please know about and understand ALL the ways we are growing America's future leaders. Please don't try to save money by cutting arts, music or drama. For some students, those are the only reasons they come to school. Please allow students to have fun while learning. Reducing everything down to numbers can drain the joy out of teaching. Allow teachers to have some autonomy over what and how we teach. If we are just reading off a script, then we become drones. If we want to close the opportunity gap, as the district claims its top priority to be, then we need resources. As I mentioned before, I work at a Title I south end school. My school has over 69% of students on free and reduced cost lunch. It often feels like our school is overlooked. I don't believe I ever saw Larry Nyland at our school in the 4 years I have worked here. (Maybe he visited but I was unaware.) If he did come, it would have been nice to know about that and speak with him if even for only five minutes. In other words, please be present. Make time to get to know your schools and district in person. Finally, as I am an ELL teacher, I want to ask you to continue to help our ELL students who are in the process of learning English. Don't cut positions which matter, like mine. The "sink or swim" model simply didn't work and led to more students dropping out of school. We need support staff and bilingual IAs to buoy these students until they reach grade level or higher. (Other important people in the school besides teachers are the special ed department, school counselor, school psychologist, nurse, OT/PT, speech pathologist, librarian and other specialists, etc. These people help keep our school running, and most of them are only part time. Having a full-time nurse or librarian would be great, but alas, we have not had that luxury in years.) Lastly, because we are a Title I school, we operate on a shoestring budget. There are days we run out of printer paper, pencils, etc. Teachers are spending a lot of money out of pocket to pay for essentials. It's time to fight to get the legislature to fully fund education. I realize this is a struggle, but that's what I expect from a leader. It's someone willing to go to bat for our children and educators. In closing, whoever is chosen, please pay attention to the pressing demands on teachers and their stress levels. When you change the curriculum every year, we are expected to learn an entirely new system and teach it flawlessly in year one. This year, our school rolled out a new literacy program (Fountes & Pinnel), a new reading and writing curriculum (CCC Learning) and a new record-keeping program called Homeroom. A few years ago they gave us a new math curriculum (Math in Focus) and next year they are planning to give us a new science curriculum. Not to mention, we are often asked to train ourselves online over the summer. The increasing demands for new curriculum, data collection, and daily stress from students who have experienced trauma can be overwhelming. So, this may a lot to digest, but I truly urge you to think about these issues when making decisions that affect the district. Thank you! I look forward to meeting you and a big thank you for the hard work I'm sure you will do. Sincerely, Rachel Sanyal Van Asselt Elementary School
- 116 That there should be more "dual immersion" programs, like the one at Concord Elementary. 1/10/2018 5:45 PM
- 117 I would like the Superintendent to know that there is a place in our society for all kids when they grow up. The education we are giving them today will adequately meet or surpass what the job market requires. 1/10/2018 3:42 PM
- 118 Seattle Public has an almost apartheid-like situation with vastly different experiences and outcomes for students based on neighborhood, race, and income. The top priority for our district is ensuring educational equity for marginalized and oppressed communities. There is a 20-point gap between non-poor whites and non-poor students of color, and a 40-point gap between non-poor whites and poor students of color. This is unacceptable. Our district has a legacy of site-based control, and you will not be able to move the needle through top-down decisions. Teachers are very dissatisfied with recent curriculum acquisitions, and no further acquisitions should be made without an extensive vetting process that includes a diverse array of educators. . 1/10/2018 3:36 PM

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- 119 That education is not a race. These are children in need of role models who have that special something that keeps kids safe in the classroom and ready to learn. Too often it's about pushing and pushing curriculum before it's time rather than celebrating the children and who they are, their ideas and their differences. It is there that they connect with one another. Being seen. We need to get rid of the entitlement already of boys being in the front b/c the teachers need them close and relegating the girls to the back b/c they can listen and be in control of their bodies. 1/10/2018 3:34 PM
- 120 My daughter has been part of SPS for the past 10 years and has experienced great success and delight with her teachers. The one component that I remain opposed to is the excessive testing. I don't believe that this "tool" best captures student capabilities, nor is it an accurate reflection of the teachers' skills. It feels very much motivated by monetary gain, by those that produce, sell, and evaluate the tests: the Education Industrial Complex. Could that money be better spent on more modern and innovative approaches that are not just reactive, but anticipate the rapidly changing landscape of the job market? I'd also really like to see vocational options expanded. The approach to educating our kids and preparing them to be productive and active citizens seems outdated. We don't necessarily need someone with a background in educational administration - just a visionary who is decent, charismatic, walks the talk, is passionate about engaging the student body and broader community. We've had a disappointing run for the past few years and our kids deserve so much better. 1/10/2018 3:13 PM
- 121 The Seattle School District has suffered for many years from a lack of stability in our leadership, a lack of accountability from our school board, and a lack of compassion for the needs of our students, teachers, and families. The widespread opinion is that Seattle is a third-class school system largely due to a Superintendent and School Board that cannot stop making ill-informed decisions that no one ultimately takes responsibility for. All eyes are on this new position to stop the bleeding and finally deliver on the promise of a school system that Seattle families and educators can be proud of. Good luck.. 1/10/2018 3:13 PM
- 122 I would like to see more support for alternative/option schools. Open to dropping high stakes standardized testing. 1/10/2018 2:38 PM
- 123 We have a large population of ELL and SIFE students in need of legal, practical, linguistic, and academic supports to be successful. Success looks different in different students and we have a real need for effective and accessible vocational programs. Family support programs should be expanded to meet the growing unhoused population in our schools and unaccompanied minor population. Discussions of Opportunity/Achievement Gaps should include ELL students as a population that traditionally struggles. 1/10/2018 1:54 PM
- 124 Our district is highly divided – with race and class privilege showing up in student demographics and available resources in Central and North Seattle schools and experiences of oppression and under-resourcing showing up in South Seattle students and schools. Our new superintendent needs to understand how power and oppression shape students' lives and education along lines of race, class, gender, nationality and dis/ability. The superintendent needs to have a demonstrated commitment to anti-oppressive work and strong skills in doing this work. The superintendent needs to be able to take a wide view of the forces shaping education and chart a clear course for SPS that is acutely aware of student life experiences and needs and can hold and address these with compassion, honesty and care. 1/10/2018 1:39 PM
- 125 The district and its image are struggling. There is huge competition with the independent schools, with even some public school administrators and teachers choosing independent over public for their own children. This should not be the case in one of the most highly educated cities in the nation. 1/10/2018 1:37 PM

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- 126 1. Seattle School District serves a diverse, multicultural and socioeconomic population with an underserved students, and on the other hand a parent population with the knowledge and leverage to take more than their share of limited funds to get what they believe their students are entitled to. The current upper administration seems to respond to that group, as opposed to working to provide the best services for all students. 2. Historically the School Board is often motivated by their supporter base, rather than what is best for the students and district as a whole and can be a difficult, divisive group. 3. There is a high level of institutional racism and other bias in the highest levels of the district. 4.. The regular, non administrative staff, teachers, IA, support staff are here to provide support for student success and wellbeing, but often are handicapped by upper management decisions. Staff are not listened to when we voice concerns to upper administration, some who seem to be more interested in preserving their status than working to make changes that would improve morale and efficiency. For example after multiple managers is a short time, and cutting staff to make their budget due to their omissions and lack of understanding of the department - shouldn't someone be looking at the director and deputy superintendent of that area to see where the actual problem in the department is and who is exacerbating the problem in service delivery and morale? 1/10/2018 1:30 PM
- 127 The district is too top heavy and the people who are supposed to evaluate Principals don't. All districts will have to come up with new salary schedules for the new monies coming from the legislature and it should be for teaching staff and aides, NOT management. The district continues to maintain apartheid in all of their comprehensive HS by tracking students in math and that black and white issues are the only ones that matter...if a family or student is of any other race they don't matter. 1/10/2018 1:08 PM
- 128 There is GREAT potential here. This candidate can truly excel where the district and community are thirsty and hungry for leadership, planning and implementation. It's an exciting time: so much lies ahead. 1/10/2018 1:03 PM
- 129 Seattle exists within the tension of being a small, inward-looking, stuck-in-its-ways, Seattle nice city and a world city connected to countries around the world through trade and immigration. I want a candidate to know that they have to live within this tension. MORE IMPORTANTLY, I want the school board to think about its own role in the Superintendent's success. I want them to know that Seattle is known as a Superintendent career-ender. I think a large part of that is because the board does not know or do its job. To my knowledge, there is no systematic board training that covers all of the advocacy, roles and responsibilities, education law, and other critical topics. There is no systematic way for directors to know what they can and can't do, and so I see (as the spouse of a SPS administrator) that the line is often crossed in ways that undermine SPS success. I work at the nonprofit state association. There is a huge body of knowledge that points to the importance of a well-trained board to support and effective CEO. I would implore you to put this kind of training in place BEFORE you hire someone. 1/10/2018 12:59 PM
- 130 We need someone who will focus the money of the district where it belongs- in the schools. There is a HUGE amount of financial waste at the district level that needs to be eliminated. We have voters who consistently give us more and more money, and yet we have one of the worst opportunity gaps in the nation. We are FAILING our students who are black, latino, in special education or English language learners. This must be our priority. Instead of mandating new limitations on referrals to schools with no support, we need to invest time and money into the schools, teachers and students. 1/10/2018 12:55 PM

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| 131 | <p>This is an opportunity for real leadership to have a positive impact. Our district has been anemic for more than 10 years, yes, in part because of the state funding issue, but more so because of poor leadership by Seattle Schools staff and board. Within our district boundaries is a premier institution of higher education, the University of Washington, with internationally renowned research and academic experts in fields that would benefit the district immensely: elementary and secondary education, urban and community planning and statistical modeling. It is mind-boggling why Seattle Schools does not have a stronger partnership with these colleges within the University to inform and impact planning for and implementation of academic instruction for the highest achievement across our diverse district, as well as of school capacity and building management. Throughout the country, Boston public schools, Fairfax County public schools and other similarly sized districts have been successful in ways that Seattle could benefit from. Leverage knowledge and experience and best practices from these and other districts to improve our own, rather than relying on tunnel vision and aversion to "outside" ideas to prevail. Ask any involved parent in the district and they will tell you that Seattle Schools staff must be held more accountable for their decisions, and walk the talk about transparency in district operations. For years, parent/community input has been requested and then ignored (with a few exceptions), evidenced by omissions, denials and obfuscation district staff employs as standard operating procedures to get board approval for staff's recommendations. A new superintendent must be willing to make tough decisions and not let staff run the show. You are our hope for a better future. We're counting on you to lead us. Thank you.</p> | 1/10/2018 12:52 PM |
| 132 | <p>There is a long history of separation and inequity in this district which needs to be addressed. This is not a challenge that can be checked off of a to-do list. This is an ongoing tension that will likely be on the priority list for many years to come.</p> | 1/10/2018 12:52 PM |
| 133 | <p>Seattle is one of the most diverse and inequitable districts in the country. Our achievement and opportunity gap between white students and students of color is one of the most stark in the nation, and when you visit south end and north end schools, it is often quite obvious that there are decades of history that made that gap possible. We need a superintendent who can directly address those issues of historic and ongoing injustice. We need a superintendent ready to listen and learn from parents of color, and prepared to endure, mitigate and prevent backlash from highly advantaged parents who want the school district to continue to hoard opportunity for white and economically advantaged children. When we enact equity reforms, we lift up the entire district, but white and wealthy parents often don't see that reality. We need a superintendent who does. None of the 30 qualities listed included a commitment to equity and social justice in the schools and through the schools. This is the most important quality for a superintendent otherwise, we will have just another leader who makes the same kinds of decisions that serve to stifle and exclude children of color from reaching their potential. We need a superintendent who prioritizes hiring a highly qualified teaching staff that reflects the diversity of the student body. We need more bilingual and bicultural teachers. We need a superintendent who can listen to the educational and community leaders already doing the equity work. Get on the ground and listen! You need to go to SABSE meetings, you need to go to SESEC meetings, you need to meet with Hechosedada staff, you need to meet with Neighborhood House, and you need to visit Centro De La Raza.</p> | 1/10/2018 12:47 PM |
| 134 | <p>There are a lot of good things happening at SPS. However, the level of teaching and learning is still far below what it should be. There are many students who are not reaching standard and many mediocre teachers. Advanced Learning is a disaster and should be completely re-organized. It is absurd that we have thousands of families trying to abandon their neighborhood classrooms for gold star status. It is also impossible that we have that many advanced learners in our population. The lack of advanced instruction in our neighborhood classrooms means that our core instruction needs to be strengthened and improved across the whole city.</p> | 1/10/2018 12:38 PM |
| 135 | <p>Our leader needs to recognize the critical dangers of charter schools from financial and pedagogical perspectives. I would like her/him to question the role that high stakes standardized tests escalate to play in this day and age, and thoughtfully listen to educators who oppose such testing (the money spent on them by our district is shameful, too). I also hope a leader would be aware that computer-based delivery models of curriculum are to be approached with the greatest of caution. It is creating a state where the rich will have human teachers and the poor will have electronic delivery platforms of instruction, earning 'badges' and having faux 'personalized' experiences. Please, our children need the love and attention of humans in order to thrive.</p> | 1/10/2018 12:22 PM |
| 136 | <p>X Has the ability to withstand pressures from hyper vocal small community groups who put political pressures to get their way, X Has the ability to withstand pressures from School Board Director's who are succumbing to their own egos and fear of standing up to very loud, self serving community groups who DO NOT represent the actual parents of children attending schools. X Has the ability to stand up to Leslie Harris and Scott Pinkham and their cronies.</p> | 1/10/2018 12:15 PM |

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| 137 | <p>Excellent public education begins with leadership. From the state to the teachers in the classroom. Accountability balanced with resources, higher pay, and support for teachers is key. Teachers make all the difference to these kids.</p> | 1/10/2018 11:55 AM |
| 138 | <p>I would tell them that the district is challenging to manage as it is because currently there are too many mediocre directors, managers, principals and others in high level positions who don't have appropriate professional backgrounds and duplicate goals or don't have goals. For the district to become a high-performing organization, it needs new leadership from top to bottom and the new Superintendent needs to put in place high standards from hiring staff to administering funds to teaching, learning and student achievement.</p> | 1/10/2018 11:49 AM |
| 139 | <p>I think this candidate really needs to be willing to make hard decisions and effect change. Being able to respond to opportunities and challenges presented by an ethnically and racially diverse community makes this difficult but our next superintendent needs to be able to make tough choices....even if they are not popular.</p> | 1/10/2018 11:48 AM |
| 140 | <p>Seattle neighborhoods differ widely economically, culturally, and ethnically and our schools reflect that difference. We also have a very large, actually too large, and very spread out school district. Because of that, we need highly qualified leadership and personnel in every single school. We need administrators who are in touch with that leadership to insure practices are in place so that students are educated equitably, teaching practices coincide with actual research and data, and parents are given a strong role in the education of their children.</p> | 1/10/2018 11:39 AM |
| 141 | <p>Seattle is incredibly diverse, particularly South Seattle. It is also incredibly segregated. Because of the way that PTSA funding works, schools in more affluent regions of the district have significantly higher resources on hand (more nurse FTE, more parapro FTE, etc). This is incredibly unfair and contributes further to disparities in education. I would like to see an increase in FTE for both nurses and parapro across the district, with a focus on underserved schools. I think this is a crucial part of contributing to educational equity within our district. Our district vastly underfunds staff salaries, and we are constantly losing excellent teachers and other professionals as a result. Many have left the district because they are unable to afford housing and living experiences within the district. We have many open positions for parapro that have gone unfilled because the pay is not equitable to the work. This has resulted in some students who require a parapro in order to attend school/utilize special education services staying home for months at a time. I believe this is in direct violation of FAPE (the right to a free, appropriate public education) in the state of Washington. Any person who takes on the role of superintendent must be committed to increasing equity within our district, vigilantly holding Washington state's legislature accountable for failing to fund education in the state of Washington.</p> | 1/10/2018 11:35 AM |
| 142 | <p>It is important to know that the potential candidate will inherit a fractious and angry constituency for whom the district level leaders represent a snide and opaque set of bureaucrats for whom no failure, no given insult, nor great incompetence short of a felony conviction will dislodge them from power. Leadership is at least a decade out of step with best practice and consistently makes the worst and most deleterious decisions when given one terrible option and several strong options. The Superintendent will have to clear out all of the upper management because they have consistently refused to meet community or employee needs. There is no 'service leadership' here only angry and ineffective dictates.</p> | 1/10/2018 11:27 AM |
| 143 | <p>Not all students can thrive in traditional education settings. Keeping alternative options available that are inquiry driven with attention to the whole student is very important.</p> | 1/10/2018 11:25 AM |
| 144 | <p>Seattle recently has experienced rapid population growth which is having a dramatic impact on housing costs across the city. Not only has this increase has placed additional financial stress on families and educators as many struggle stay within the school district, it has also increased the number of homeless students attending our schools. Additionally, Seattle schools are still contending with the legacy of racial segregation from neighborhood covenants that date back to the 60s. Aligning performance standards across the district while providing meaningful career pathways (either through vocational training or higher education) for all students remains a great challenge.</p> | 1/10/2018 11:23 AM |

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145	<p>We are not a business, nor are we widgets, data, failures, etc. We are a diverse, committed, professional, and caring community that is committed to providing an excellent well rounded education to all of our public school district's students and their families. We do so with pride. We need a person that is equally as committed, who sees and values the district's diversity in all it's forms (people of color, different religions, different socio-economic status, different genders, etc); who can see injustices and inequalities and can work towards rectifying them without 'blowing schools up', or turning them into charters, or closing them ala Chicago; who values the depth of knowledge in the teaching force, recognizes them for the professionals they are, and includes their input in any major decisions regarding best practices in the area of curriculum/instructional design and practice; who is not a union buster or a neo-liberal reformer but recognizes the importance of the various unions and will work closely with them to benefit our district and community.</p>	1/10/2018 11:20 AM
146	<p>We need a leader who cares about the quality of our teachers with whom our students interact with daily. Teachers need to be qualified to teach the subjects they are teaching, but also need to be fluent in speaking the English language. I have a student failing math because he cannot understand his teacher. Unacceptable.</p>	1/10/2018 11:18 AM
147	<p>The SPS district has many different kinds of schools - language immersion, arts-focused, highly capable, etc. Please take the time to learn these differences. Along with that please learn about and embrace the differences in communities and neighborhoods where these schools are.</p>	1/10/2018 11:14 AM
148	<p>There are always budget issues. Special Education, although improving, is still riddled with turnover at the District and school level. Seattle is a well educated, very wealthy city that should have incredible public education, but falls way short, particularly on the South end. Our Superintendent must be able to rally the city to fight for more state funding, to fight for the needs of all students, particularly the most vulnerable, and to demand high standards and innovative best practices for our teachers, and to encourage and welcome parent involvement at all levels. He/She should support and fund professional development whenever possible.</p>	1/10/2018 11:12 AM
149	<p>Seattle has serious gaps between the haves and the have-nots in our community. We need someone who will make a serious commitment to closing those gaps. While our elementary and high schools are relatively strong, our middle schools are in jeopardy. I know many parents who would love to keep their children in public school but pull them out and send them to private school once they hit middle school.</p>	1/10/2018 11:10 AM
150	<p>1) That we would like to have a superintendent that is not just an administrator but an activist and a visionary who can fight to ensure that all students receive a quality education, not just the ones who attend schools with strong PTA fundraising programs. That includes organizing teachers, parents and staff to press the WA State legislature to fully fund public education in our state. 2) That we would like to have a superintendent that supports teachers more and better, for example, prioritizing getting teachers help in the classroom so they can provide individual help to struggling students, and to students that need extra challenges/stimulation. Every classroom that has 20 or more students ought to have a teacher's aid. 3) That we want the new superintendent relieve principals of their heavy administrative duties so they can spend more time walking the halls, talking with staff and children, and helping to resolve issues/problems, promoting community. When a principal spends most of his/her time filling out paperwork required by the district, evaluating teachers, or writing fundraising proposals to get the funds needed for their school, he/she cannot build community effectively in the school and everyone loses out, especially the kids. Maybe that means that every school must have a vice-principal that can lighten the administrative load. 4) That we want a superintendent that believes in, and will support, the neighborhood school strategy while also promoting/preserving diversity. 5) That we want a superintendent who believes that after-school programs should enrich a child's play and education, not just warehouse kids whose parents work, and, where needed, can offer tutoring/homework help for kids who are struggling in school. 6) In essence, we want a superintendent that does not accept the status quo, and is willing and able to design and implement the bold changes needed so that all students in the district receive a quality education.</p>	1/10/2018 11:04 AM
151	<p>Children learn and improve the most when they are continuously being challenged to learn and improve. Each student deserves a chance to reach their individual potential by learning with a group of other students that are similar in their abilities. It is the job of school administrators to ensure that students are not subjected to boredom and suffering that comes as a result of academic stagnation from teachers being forced to teach to the "lowest common denominator." Students must continue to be allowed to achieve and advance at their own optimal pace, without being hindered by the slower pace of their lower achieving peers.</p>	1/10/2018 11:02 AM

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152	Please keep the teachers happy because when they go on strike some parents can't afford day care. We like the no homework policy at Greenwood. More choices for affordable after school care. More choices for after school activities that don't involve transportation for working single parents, especially for music lessons.	1/10/2018 10:59 AM
153	Seattle is incredibly diverse, particularly South Seattle. It is also incredibly segregated. Because of the way that PTSA funding works, schools in more affluent regions of the district have significantly higher resources on hand (more nurse FTE, more parapro FTE, etc). This is incredibly unfair and contributes further to disparities in education. I would like to see an increase in FTE for both nurses and parapro across the district, with a focus on underserved schools. I think this is a crucial part of contributing to educational equity within our district. Our district vastly underfunds staff salaries, and we are constantly losing excellent teachers and other professionals as a result. Many have left the district because they are unable to afford housing and living experiences within the district. We have many open positions for parapro that have gone unfilled because the pay is not equitable to the work. This has resulted in some students who require a parapro in order to attend school/utilize special education services staying home for months at a time. I believe this is in direct violation of FAPE (the right to a free, appropriate public education) in the state of Washington. Any person who takes on the role of superintendent must be committed to increasing equity within our district, and vigilantly holding Washington state's legislature accountable for failing to fund education in the state of Washington.	1/10/2018 10:59 AM
154	Obviously, these are all great qualities. However, I'd like to work for a superintendent who loves being in schools and actually shows up now and then, to meet our students and get a real feel for the diversity of our district. As the coordinator for an IB program I'd like to see more investment in innovative and proven programs that prepare students for learning beyond high school.	1/10/2018 10:45 AM
155	I hope our new superintendent has knowledge and skills in the area of Special Education. It is disappointing that this is not even listed as an option on what we are looking for as far as a superintendent.	1/10/2018 10:43 AM
156	We need someone who can work with diverse populations, is experienced as a superintendent, can work with a budget, not putting the district in debt, and is willing to take a cut in pay! The district employees are completely overpaid, undermining the real workers....the TEACHERS!!	1/10/2018 10:42 AM
157	I am a teacher within Seattle Public Schools and I want a candidate who able to listen to teacher needs and respond accordingly.	1/10/2018 10:37 AM
158	It would be nice to figure out a way to even out the wealth of our schools. Is there a formula that we could develop, based on data, to give poorer schools with weak PTSAs more funds? Call it "The Equity Project" or something. Sell it on Seattle's progressive values that redlining in the past and institutional racism have had negative impacts and this is a way to begin to right that wrong history.	1/10/2018 10:32 AM
159	Where are questions about experience with EQUITY? This is the work we are committed to. We are finally on the right path and breaking down structural barriers in this district and now we are on search - Boo. Please ensure that this candidate has REAL experience creating change around equity and closing the opportunity gap. Please look at an internal candidate who won't need to spend 3 years understanding the system to break down these barriers and do what is right, equitable and best for all of Seattle.	1/10/2018 10:28 AM
160	Items of importance to me are -- Relationship with special education services and ensuring SPED teams are properly supported in the schools with an appropriate work space. Focus on equity and closing the performance gaps Attention to disproportional attendance rates, disciplinary actions, special education labels and graduation rates. Bringing more awareness to schools that are especially divided in terms of racial and SES diversity As a new employee I sometimes feel overwhelmed by how large the district is-- so anything to build more interconnectedness, efficiency, and consistency would be helpful.	1/10/2018 10:28 AM
161	Non represented employees are constantly being put in positions they are not qualified to deal with. Hourly employees are put in a position where they are responsible for child safety without proper training, being shuffled around so benefits are withheld (I work 3.5 hours at one job, and an hour at another, both are in the same school with the same students, both have the same employs code, but it's not considered 4.5 hours total) and when we make a mistake based on lack of training were punished. None of that is fair and it's costing the district good employees and opening up the district to lawsuits. Non represented employees should be a higher focus for the district.	1/10/2018 10:20 AM
162	Is willing to create equity and excellence for all Seattle Public School students in spite of strong pressure from special interest groups.	1/10/2018 10:17 AM

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163	<p>That it is not a "mess" as its reputation states. That our kids aren't dumb future gang members on one side and snotty HC kids on the other. That the teacher input matters and it's time for real professional growth and development, not just checking the box on those days. That we are dedicated to tailoring programs that highlight our kids' skills, interests, and needs but aren't so afraid of the "tracking" label that we scrap specialized programs such as the HC program and make them retake courses they've already mastered like they do at Nathan Hale High School. That we actively seek ways to gain feedback and listen to our parent community, including and especially those who work two jobs and can't attend community meetings or respond to emails 24/7 like some people can because we are more than just the loudest of the community, we represent the silent too. That we allocate funding appropriately, eliminate the inefficiency of the district office and streamline it to be more effective. That before we adopt curriculum or methods of practice we adopt the necessary supplemental resources necessary for teachers and support staff to implement it to the fullest capacity. That the face of our district should represent the diversity and complexity of it. We need a fighter who is willing to get dirty but strong enough to do so with an even temperament. That no one at the top level, especially the Superintendent, would dream of requesting or accepting a raise until the issues the district has with debt and struggling performance in the lower income schools have been resolved.</p>	1/10/2018 10:17 AM
164	<p>There are unaddressed inequalities in facilities within schools in the district. An independent audit should be made to review schools and determine what the inequalities are and how to address them.</p>	1/10/2018 10:05 AM
165	<p>It would be advantageous to SPS if the next superintendent appreciates and values the choice schools place in our district. Some children need a non traditional environment in which to seek a successful education. Many of our choice programs have created many of our district's best practices over time. Keeping and investing in these programs will help ensure that SPS remains on the cutting edge of discovering and delivering successful education practice in the future and should be encouraged and maintained for the future. Finding a superintendent who values all the ways children learn will benefit the students and families of Seattle.</p>	1/10/2018 9:57 AM
166	<p>I see our public schools as the most effective, authentic area to create social good. As a result, our district has the burden and honor to educate the entire community, not just the students, in our role as citizens. I think Superintendent Nyland's statement after the presidential election was a great example of this and I hope to see a continued commitment to that kind of positive vision.</p>	1/10/2018 9:56 AM
167	<p>We would like a long term superintendent!</p>	1/10/2018 9:55 AM
168	<p>Instead of answering this question, I'd like to advocate for the search committee to look for a woman of color for the job. We need change and I'm not really interested in seeing another white man in a position of power. Times Up.</p>	1/10/2018 9:46 AM
169	<p>We need a superintendent who will work with stakeholders to rigorously address our achievement gap issues.</p>	1/10/2018 9:44 AM
170	<p>There is no consistency across the district.</p>	1/10/2018 9:38 AM
171	<p>I would like to the perspective candidate to understand we are one of the most diverse school district in the nation. I believe this needs to be represented in our superintendent. My bias is I would like our district to find a highly qualified woman of color to represent us.</p>	1/10/2018 9:31 AM
172	<p>This community of highly qualified parents of the tech and technology industry expect a higher standard of education that the previous Superintendent was capable of providing.</p>	1/10/2018 9:29 AM
173	<p>The District continues its decades long struggle to close the opportunity and achievement gaps for our students of color and low income students. Incremental progress fails all of our students. Please find a candidate who understands the structural inequities and institutional racism hard wired into our public school system. We need someone who can provide leadership in this area and bravely and decisively take action. We need the school board to support a superintendent who can deliver on his or her deep commitment to equity.</p>	1/10/2018 9:21 AM
174	<p>Our district is really two districts divided by downtown Seattle, and any new superintendent candidate needs to understand this and the fact that the south end, though it has smaller schools, has a much higher incidence of unaddressed student needs than the north end of the district. We need to ensure that our students are taken care of equitably, not equally.</p>	1/10/2018 9:19 AM

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- 175 We need to reduce turnover and stay committed to short and long term goals that address all student performance. Transparency goes a long way with parental community. What you're doing and why. Need strong central office leadership that can improve school instructional leadership and give them the support they need to support teachers and students. Innovation and optimizing what can be done with business support in the area too. People care about education but need strong leaders to bring us together and collaborate to solve our problems. 1/10/2018 9:06 AM
- 176 Everyone has a right to educational opportunity based upon ability, perseverance, and the willingness to achieve academic goals. This would also include personal responsibility on the part of students as well as parents. What we do not need are excuses and divisive politics that tend to exclude some segments of the population based upon race. Everyone should be treated equally, and there should be no special interest groups based upon perceived gender identity or racial majority. It should stop by teaching pupils that whites are evil and are to place for the county's ills. We need someone with common sense, not a "social justice warrior" bent upon creating more so-called "victims." Education is an important tool for our children and should not be used to make political hay but rather to enlighten and prepare them for the rough road of life that lies ahead. 1/10/2018 9:05 AM
- 177 I have been teaching and leading the in district for 10 years as well as growing up and attending Seattle Public Schools myself. The past few years with Dr. Nyland have been some of the most consistent, focused, and productive years. I appreciate the consistency that he has brought to Seattle. The focused goals have remained the same over his years and allowed leaders and schools to actually begin to make positive changes. Seattle is a large organization, and we are starting to align the work across the district. I really hope that any new leadership can get behind the vision that Dr. Nyland has laid out and help us continue on the path to where we are ensuring opportunities for greatness for each of our students. 1/10/2018 8:58 AM
- 178 It was difficult to choose only 10. I also very much wanted to select # 2, 6, 20, and 29. 1/10/2018 8:56 AM
- 179 we need more money in the Maintenance to maintain a safe and healthy place for students to learn. 1/10/2018 8:18 AM
- 180 Our community is well supported but just 4 miles away another school has some of the highest rates of children & families in need. How can all schools get the funding they need so all children are supported? We all want the best for our children but the reality is not all are able to give time & money to ensure support. How can we close the gap and still provide emergent inspiring curriculum, enrichment choices, and advocacy for the underserved? 1/10/2018 1:49 AM
- 181 Our district is complex and has the opportunity to be shaped into what all of our students need to get the education they all deserve with the right leadership, innovation and investment. It will take a thoughtful, deliberate and bold champion to lead this district through the necessary transformation to get there, but our city and our kids deserve that. As a city of so much wealth and innovation, we surely can lead the country on this if we can engage all the necessary constituents to craft the vision, work through the necessary shifts in culture, mindset and staffing to execute the vision and refactor where necessary as we learn more through data about how we are serving all of our students needs and where we need to refine the our approach. Innovate, refactor and continue to iterate on fulfilling the promise of an equitable and excellent education for all of our kids. Addressing the opportunity gap and the segregation in this district will ruffle some feathers along the way, but now is the time for this change. We can no longer maintain status quo, we need a champion for this change in our new district leader. 1/10/2018 1:33 AM
- 182 Our district is extremely diverse and so trying to implement a one-size-fits-all approach to learning is bound to fail. Not everyone needs to go to college and so we need to consider other fields of study that will give students choices and prepare them for doing work that is in demand. Vocational training is a must in today's world. Focus on students and their individual needs, and not on data. We must reevaluate and define what "success" is, and then create programs for students that will meet their strengths and interests for careers. Is success getting a high test score, or is it helping children/youth develop the skills they need to live well and be happy. Rewrite #28 above to read: "Makes recommendations and decisions that are student-driven. Students are not data. I've witnessed data being misused or misinterpreted, and used to manipulate what administrators want rather than what students need. Education is about children and youth, not about administrators and curriculum companies. Parents want a variety of schools offerings, and not a single system that inadequately serves everyone. Charters? Or alternative schools? Parents want relaxed academic expectations for early childhood years (Pre-K to age 7/8 years), and more focus on overall development (i.e., social, emotional, physical, etc.). Then begin increasing academic teaching by 2nd or 3rd grade. It pays off in the long run. Parents want more time for lunches & recesses for their children. 1/10/2018 1:16 AM

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| 183 | Seattle has experienced tremendous growth in the past five years that has surpassed any planning for our public education. We have many infrastructure challenges that come along with this growth such as soaring housing costs, transportation challenges, and overcrowded classrooms that can all lead to additional inequities in our school resources. In addition, state legislature has let our children down by not keeping their commitments to funding education. Despite the challenges, people living here are passionate about doing what they think is right and standing up for their beliefs. We need leadership who can think about the big picture and work with local government to influence them to make holistic, long term decisions that include not only schooling, but other important considerations as well. | 1/10/2018 12:43 AM |
| 184 | The other quality not listed that I think is important is a commitment to alternative forms of discipline, such as restorative justice and incentive-based systems. Our district has a discipline system that is rotten at its core! It is ineffective, unjust, unequally impactful, and not supported by data. Seattle, with our highly diverse school population, is an excellent lab for ending the school-to-prison pipeline and giving disabled students better outcomes. | 1/10/2018 12:37 AM |
| 185 | They should be familiar with the challenges of funding that exist in the state. In some parts of the city, it is the PTA which makes up the shortcomings in funding; but due to SES differences, PTA resources are not equally distributed across schools. There is a serious problem of super short lunch periods (15 Mins only!) that forbid healthy eating habits, and likely contribute to the growing epidemic of chronic diseases. Testing problems: lack of consistency in what are required skills at each grade level, especially math and other standardized tests. The standardizations used keep changing (sounds like a joke? It's not!). School boundaries keep changing. Some times the way they are drawn (with interesting, long, pointy corners lead one to believe that some influential party in the district is making changes to benefit their child)—gerrymandering? This is unacceptable! | 1/10/2018 12:34 AM |
| 186 | That there are children of may different backgrounds at different learning levels, | 1/10/2018 12:30 AM |
| 187 | My children attend one of the SPS option elementary schools. We are extraordinarily blessed to have such a choice available within our public school system. That said, it's impossible to not notice how white and affluent the school community is, and how starkly segregated the district is in general. Perhaps one of the ways to begin to tackle those discrepancies would be to simultaneously raise awareness of the option schools within immigrant and minority communities, and to put in place some sort of district funding structure where more affluent schools share their wealth with schools whose communities simply don't have the dollars to give. | 1/10/2018 12:17 AM |
| 188 | That it's not just about the active, loud groups. It's important to know what the right thing to do is and set the direction for people. | 1/10/2018 12:10 AM |
| 189 | We need a superintendent who: recognizes that closing the achievement gap doesn't mean lowering the ceiling for high achievers. understands that centralized HC services are necessary in order to have the critical mass needed to run classes. proactively uses data to inform plans for the district *in advance* of problems; does not wait until we face a problem to react. is a good communicator, who is able to create positive dialog around contentious topics. Someone who doesn't keep encouraging the shouting matches we've grown accustomed to over the past decade by capitulating to the angriest person in the room (also, *everyone* is angry). understands that Running Start shouldn't be considered a tool for managing capacity (all students deserve to go to high school) and it shouldn't be the only HC service available to a high school student. will start on day one by eliminating excess at JSCEE, cutting all the unnecessary bureaucracy and putting that money into improving schools, teachers and principals. holds principals to an educational and curriculum standard, and doesn't let them run wild with the programming at a neighborhood assignment schools. This is a problem when you have HC students placed at a school with a principal who is philosophically opposed to HC education. If a principal has ideas that stray from the determined model, they should be working at an option school. | 1/10/2018 12:03 AM |
| 190 | We are a city that has grown rapidly, but not evenly. We're known for our economic success and innovation, but somehow our public schools are not keeping pace, or that's how many perceive SPS, and hence opt out (if they have the means), which then breeds a lot of ignorance and indifference around our public schools. How can we constructively and appropriately connect our innovative and entrepreneurial spirit to our district? As a district, we've not managed lately to corral our philanthropists or the business sector to partner with SPS to carry a vision exciting or practical enough to bring inspired commitment. That said, of course there's abundant great work and leadership in many of our schools that should be more celebrated. With a new mayor and a new Superintendent, I'm hopeful we can work on this agenda, with equity issues yielding tangible outcomes at the forefront, like many of the districts around us. We need more creativity, energy and innovation that translates to -and is assessed by - outcomes for kids. | 1/9/2018 11:55 PM |

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191	A candidate who can make the needs of DHH and Special Education Students a priority and work with the DHH staff to make our schools accessible to our students.	1/9/2018 11:51 PM
192	I think the district needs a charismatic leader who can inspire staff and students alike. This person must have excellent management skills to oversee this district while providing clear goals. I think we need to worry less about the "achievement gap" and begin to focus on providing every student with the resources they need to reach their full potential.	1/9/2018 11:42 PM
193	We are a large and growing district- not a small town. This person needs to advocate vocally for full funding of the schools, and/or an income tax to pay for schools. Our district is WOEFULLY disfunctional and ignores parents and teachers- this person needs to be able to clean house and fix our broken system. We need an ass-kicker, not a bureaucrat	1/9/2018 11:41 PM
194	Strongly disagree with 14. 27 has been a long time coming. Resolving gaps require an understanding of the differences between equality and equity. 28 doesn't make a difference unless the correct data is used the correct context. The correct context is student centered and culturally competent. Given the recent state CTE audit, a new superintendent should be queried extensively on the work of Anthony Carnevale, and whether she/he has read and understood Shop Class as Soul Craft by Matthew Crawford, Ph.D	1/9/2018 11:35 PM
195	Seattle is a global city in a global state. Our current district leadership talks about students graduating Seattle ready, but it's time to talk about preparing students not just for Seattle, but for global citizenship. Seattle lags behind other districts around the country in educating for global competence. Seattle has ten international schools (10% of the district's schools). These ten schools are preparing students for global citizenship through dual language immersion program and schoolwide international programs. It is time for our entire district to adopt a global vision. We must honor the diversity in our schools and the necessity of preparing our students to communicate across cultures, to collaborate with people with different perspectives, to be biliterate, and to take action on critical community and global issues. We need a superintendent with a truly global vision.	1/9/2018 11:31 PM
196	Many well-to-do families in Seattle feel the need to send their children to private schools because of long-term, persistent and intentional neglect of their views and needs and the school facilities in more affluent parts of the city (see Ballard, Magnolia and Queen Anne as particularly egregious examples). This situation has gotten worse in recent years as the city has become more affluent. If the next Superintendent and the School Board do not find ways to fix this historic divide we will soon have a public school system like San Francisco has now, or that New York, Boston and Philadelphia had in the 1960s and 1970s where the public schools are almost entirely populated with poor, minority children, while the white middle and upper class families send their children to private schools. Seattle is becoming more and more affluent, and with the addition of charter schools, well-to-do families will have more options that are not public schools. This will end very badly if a large portion of the families with school age children are disinvested from the public school system, as these are the same people who pay the most in property taxes, fund PTAs and take on leadership roles that establish outstanding schools with well supported teachers.	1/9/2018 11:30 PM
197	It is expected that the new leader is a FIRM STAND on creating environments that are inclusive to all race, gender, sexual identification, gender identification, socioeconomic status and learning disabilities and special education needs is non-negotiable. We need advocates who are willing to invest money and other resources towards broadening the qualifying requirements for special education support; programs for special education and protecting existing programs funding. If we are going to create a movement to protect and support all children in the district from inequity in any of the above mentioned areas then we must be fiscally successful in the efforts to fund all schools with a more robust minimum support plan. Vice Principals, art, science, music programs, physical education and special education are all programs that today are PARENT FUNDED and as a result - families with resources will continue to invest in the school they attend at the detriment to other communities with limited resources. Trail blaze, have integrity, listen, be decisive, move the district forward and involve us. Jill Spratt parent 510-220-7619	1/9/2018 11:18 PM
198	Can we please find someone committed to Seattle and not just someone that sees this as another notch in their belt and then moves on quickly to the next thing. Look regionally before looking nationally.	1/9/2018 11:15 PM
199	To me, the experience with Supt Nyland has been abysmal. He has demonstrated lassitude whenever the topic of special education has come up, like, it's someone else's problem not mine. We need leadership that is going to demand accountability for whether our students with disabilities make it to first class citizenship in the buildings, as opposed to the secondariness that is typical now with teachers refusing to consider disability in planning their curriculum.	1/9/2018 11:10 PM

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200	The prospective candidate should has somewhat experience in special education and promote inclusion and neuro-diversity.	1/9/2018 10:54 PM
201	As spouse to an SPS principal and parent to two SPS students, SPS is part of my daily life and conversation. LARRY NYLAND should be RETAINED as superintendent. He works hard, has the respect of staff and parents, knows the district, the city, and the state well and has leveraged that knowledge to effectively run the district in a time of tremendous change in the city while driving improved student outcomes on important metrics (e.g. Closing the achievement gap).	1/9/2018 10:53 PM
202	We are a diverse community which enriches childhood experiences. Spec education needs an equal voice. Don't leave out a unique population to serve those of higher intelligence. What students learn in school stay with them thru their higher education and adult life. Seattle is a city bursting with opportunity and culture. Art and physical education is sadly put on the Back burner yet has equal benefits to enrich students life. Allowing access to such is detrimental. Having compassion and teaching students kindness and compassion thur direct expamples. Be a presence where the name of superintendent is not feared but rather rejoiced. Visit the schools work hand in hand with staff and students to promote a healthy environment for all.	1/9/2018 10:51 PM
203	Our district is very large and diverse. Schools that are in more affluent neighborhoods raise significant funds to help their students and schools that are in less economically advantaged neighborhoods do not raise as much or any extra funds thus they struggle to meet the needs of the students with the funds currently provided through the district. This creates an inequality between schools that may be just 4 miles away from each other. Teachers and parents would like the Superintendent and her or his regional representatives to be more visible in the schools they work for.	1/9/2018 10:48 PM
204	This district is rich in resources – dedicated, innovative teachers and knowledgeable parents, who know the history of this town and the District. Frequently these resources are dismissed or disparaged by young or new District staffers, much to the detriment of all. I'd like a leader who discovers, celebrates and protects what's working for our kids and tries to replicate that throughout the District. There is often an attempt at leveling in the name of equity. But rather than lift all to the highest standard, there is often a settling to a lower, sustainable level. I miss having a leader who loves and understands all that Seattle is and could be. It often feels like innovative teachers and invested parents are fighting against the District rather than feeling supported by it.	1/9/2018 10:36 PM
205	The opportunity gaps among different schools are enormous in the district. It seems the schools are more segregated than the neighborhoods each schools are in. The difference of fund raising abilities of different PTAs are disturbingly huge, which makes the resources available to each student very different depending on which school she/he attends. I would love for the candidates to address those issues.	1/9/2018 10:36 PM
206	Our city and our district have a history of difficulty with decision making, which means things are discussed for years and years and then often poorly executed last minute decisions are the outcome because there seems to be fear and discomfort around actual decisions. Our district, like our city, is divided between north and south in unfortunate ways. The result is inequity across schools in many ways. The leadership at the district (superintendent) has also been troubled. The turnover has not allowed for sustained efforts in many areas because new priorities come in with new leadership. There have been superintendents who did not inspire trust among district staff. There have been superintendents who seemed to be afraid to be real leaders (make tough decisions). We need someone who can commit and help keep effective staff here. We have lost so many valuable employees both at the district and in our buildings because our district is so dysfunctional. We are notorious among graduate programs who hesitate to have students pursue positions in our district. There seems to be energy rising up in the city for disruption of the status quo. Innovation, progressive ideals and a willingness to encourage and lead change with a clear and inspiring (and meaningful) vision and then the follow through to see it happen are critically needed at this time for our district.	1/9/2018 10:23 PM
207	We are strongest when we work together to benefit all learners and their diverse backgrounds, from the "typical" learner to those who are just learning English for the first time to those with autism or sensory processing needs to those who never got to go to preschool and are sitting with other students for the first time to students of color who often feel marginalized in our school district. Seattle Schools has a long way to go to close the achievement gap, but I'm the proud parent of two students who are working hard to overcome the many obstacles they've faced and the many teachers and staff members who've helped them along the way.	1/9/2018 10:17 PM
208	This is a diverse district and that all schools should be held to the same level of standards. And that some schools/areas might need more resources then others it needs to be about the children and their future learning.	1/9/2018 10:16 PM

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209	S/he should be advised about the coming funding shortfall and the expectation of difficulty that will create.	1/9/2018 10:12 PM
210	The community is tired of short-sighted decisions that save money in the short-term, but end up costing more (in money and community goodwill) over the long-term. A "students first" approach means not always doing what is most cost-effective today, but investing in future goals.	1/9/2018 10:06 PM
211	They need to have a very strong racial equity and social justice framework, an adaptive leadership philosophy, and have expertise in K-12 education.	1/9/2018 10:02 PM
212	I recommend serious consideration be given to extending Superintendent Nyland's contract. SPS has had too much change, particularly in leadership over the years and not a great track record in selecting candidates. S. Nyland has demonstrated leadership and SPS needs stability as it faces unprecedented growth, teacher shortages and other issues.	1/9/2018 10:00 PM
213	great knowledge of the curriculum that is used in the school district in all academic areas to make good decisions about which ones work and which ones have to be changed to effectively teach the students.	1/9/2018 9:57 PM
214	The Seattle School District has a long track record of mediocrity that flows down from a string of mediocre superintendents. This is a district than, quite literally, can't decide what time to ring school bells. My daughter has attended the same K-8 school in the district since Kindergarten. the bell times have changed every single year she has been there. Every year, a different time. If the district cannot even manage to figure out what time to start and end the school day it is no wonder that the curriculum is an incomprehensible mess and there is no rhyme or reason to how the schools in the district are managed. The district is top-heavy in overpaid central office administrators who do nothing and never set foot in the schools. It's an entrenched bureaucratic nightmare. You need a new superintendent who is a reformer, a visionary, and is courageous enough to ruffle the feathers of every stakeholder in order to make the Seattle Schools among the best in the nation. Good Luck.	1/9/2018 9:54 PM
215	We need to improve academic standards for all students.	1/9/2018 9:54 PM
216	the constant rezoning needs to be addressed. Where will my children go to school next year? where will they go to middle school? which high school?	1/9/2018 9:38 PM
217	I am interested and willing to help on the special education program.	1/9/2018 9:32 PM
218	The candidates need to know that not all parents are supportive of a strong teachers union that puts teachers' jobs ahead of academic performance. I have had two children in SPS for years and not once have I been asked to evaluate the performance of the many teachers under whom my children studied. Some were good, some were good enough, some were truly poor. How is it possible that not once has my opinion been considered? Why is a poor teacher allowed to keep teaching children or to draw a salary equal to that of an excellent teacher with the same number of years teaching? The next superintendent needs to force the teachers union to take parent evaluation into consideration both for teacher advancement and teacher retention. To maintain the position of a mediocre teacher solely because of the years worked within SPS is a fallacy that must change.	1/9/2018 9:29 PM
219	We are special	1/9/2018 9:27 PM
220	Under Nyland he has advertised and encouraged staff to respond in a timely manner. Yet, when my IEP student has been a half hour late to school more than half the year, the transportation department, Superintendent's office, or board members have never responded to any of my numerous messages. Walk the talk. Stop blowing hot air with nothing to show.	1/9/2018 9:18 PM
221	Dr. Nyland is doing a great job. Why end his contract. Another large shift will be detrimental to the progress the district has made over the past few years.	1/9/2018 9:08 PM
222	The next superintendent must acknowledge the resource we have in our educators. It is imperative that the candidate support the teaching staff who are often pushed to their maximum capabilities managing the daily workload. It is a time to support our teachers, help them help the students by listening to what they suggest. It is not a time for top down reform that requires superfluous paperwork or new "accountability" measures that will drive our educators away. Be careful in your selection, thousands of children are depending upon sound judgment.	1/9/2018 9:07 PM

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223	Like the city of Seattle itself, SPS is a dynamic, rapidly changing community with a broad range of needs. We are financially embattled thanks to the intransigence of the Republican-led state legislature—and that poses unique, urgent challenges in terms of staffing, programming and student support. We need a superintendent who will go to the mat for the district, because there are likely tough years ahead for public schools.	1/9/2018 9:06 PM
224	At times the district feels too large, and out of touch. So, how to make the district feel like a small community that can make changes quickly and allow schools to make their own decisions. Someone who can take the minimum pay-allowing more money for other positions.	1/9/2018 9:06 PM
225	I feel Dr. Larry Nylund has done a fantastic job thus far with obstacles he's been faced during his tenure at Seattle School District. Why can he not continue with his role? I feel the Seattle School Board already has the best candidate in place. Allow him to continue his superb leadership that lends much needed stability to the Seattle School District.	1/9/2018 9:04 PM
226	Has a vision for the WHOLE CHILD. WHOLE SCHOOL WHOLE COMMUNITY- Values Wellness SOCIAL EMOTIONAL AND PHYSICAL	1/9/2018 9:02 PM
227	Consideration of people of color and women and LGBTQ for the role of superintendent is important, as is someone who understands all of the causes of the achievement gap.	1/9/2018 9:02 PM
228	From the position where I view the district, it appears to have diffuse decision making, rather than the ability to lead with a central vision that could more equitably serve all students across the district. There a significant divide between the North and South part of the district with students on both sides being harmed by the segregation that exists due to geographical school boundaries and "highly capable" types of program divisions. Affluent parents appear to have great sway with motives grounded more in "my kid" rather than "our kids". This is hurting all kids and also results in our regions students being poorly prepared for a world (or international local) economy.	1/9/2018 9:00 PM
229	We'd like the superintendent to advocate for INCREASED INCLUSION at SPS for Special Education kids. Please view the data, and see the schools where families (like us) have had to uproot our kids in order to remove them from a school community that devalued inclusion and sidelined them. SpecEd kids deserve MUCH better (which is obvious, right?). We need a leader that will act on this value. Thank you.	1/9/2018 8:59 PM
230	Honoring and celebrating the diversity of families. Looking for ways to get children of diverse ethnic groups into advanced classes. Making sure all our students get fed. Finding ways for working parents to get involved.	1/9/2018 8:58 PM
231	SPS is a very large organization trying to serve a heterogenous population of neighborhoods. The person needs have the skills to be able to manage a large organization with enthusiasm and creativity. There seems to be a lot of waste and inequity in the current system. We need a leader who can bring new ideas and energy to the district.	1/9/2018 8:58 PM
232	I would like a superintendent that can understand that children need frequent breaks, every 45 minutes they should have at least 10 min break with two longer breaks during the day: for lunch and long recess (each 30 minutes). Standardized testing should not be driving any decisions and schools, school principals and teachers should be given more independence about how they manage, teach and assess their own students.	1/9/2018 8:56 PM
233	Susan Enfield is my first choice.	1/9/2018 8:53 PM
234	I think there are wonderful and amazing people who work for the district and I have hope and pride in what we do. One major issue i see is that there is a disconnect between JSCEE and the school board and the community and teachers/educators at school sites. It would be wonderful to see what could happen if all of these pieces could work together with trust and open minds. The needs are great and the stakes are high...we can't keep going on where no one listens to each other or overrides each other. Division....as we can see in politics... does not create the desired positive outcome.	1/9/2018 8:52 PM
235	I would like to see a local person hired for this job, so they don't need a year to get to know Seattle and so they aren't always looking to go to the next big job.	1/9/2018 8:45 PM
236	New superintendent must close the opportunity gap. New superintendent must improve education for ALL students. New superintendent must work to improve equity for all students. This means making more funds, great staff, opportunities available to schools serving lower income neighborhoods. We need more dynamos like Mia Williams in the South End.	1/9/2018 8:38 PM

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| 237 | Still very much a feeling of North gets at expense of South in the district-and current school funding system makes it worse. ALL schools should have HCC/Spectrum offerings open to all students-raise the bar for all, and all will meet the bar. Must address achievement gap-and look at schools that have been closing it for years-FHS is a great example. Fund IB program at Beach and keep that as a viable school-it is important for the community as well as the students. We love SPS! | 1/9/2018 8:37 PM |
| 238 | Education of our students must not be one size fits all. Raising the bar on students who struggle due to forces outside of their control makes them feel dumb and increases drop-out rates. Lowering the bar for the gifted makes them bored and increases drop-out rates. The slow dissolution of the HCC cohort is detrimental to those students who have been able to succeed in academics but struggle socially. I would love to see a system emerge where language immersion schools included native- and home-speakers of that language for a few classes each day so they would be able to celebrate their own culture, not fall behind in learning objectives due to translation difficulties, as well as be valued by their community. | 1/9/2018 8:35 PM |
| 239 | Our district is diverse in many ways. Our passion for our children and our city crosses gender, race, ethnicity, and economic boundaries. We welcome a new superintendent, but as parents, we ask that you consider our viewpoints and incorporate them into your strategic planning. We know our children, schools, and teachers, and we want the best for our children - no matter who we are or what we do to live, thrive, and survive. Number 1 issue is capacity. The district does not seem skilled at forecasting growth or understanding current or future infrastructure demands. Schools were decommissioned or sold off, and now are sorely needed. 28+ per classroom at the elementary level is unacceptable and puts us in the range of a 3rd world country. With this tax base, we can do better. No excuses. Number 2 issues is transportation. Bus strikes. Bus routes that have children as young as 6 (!) on the bus for over 45 minutes. Children should be home with their families, engaging in after school activities, etc. Not sitting on a bus! Number 3 issue is curriculum and testing. Common core has created stressed out children and teachers who are fearful of their evaluations. Not joyful classroom experiences. Let's bring the JOY back into the classroom and JUST SAY NO to the FEDERAL GOVERNMENT and the TRUMP ADMINISTRATION. Make it stop. Number 4 issue is a District that does not listen. We fill out surveys. We attend school board meetings. We advocate. We are ignored. Please connect and engage with us. Remember, we are there because we care about our children! | 1/9/2018 8:33 PM |
| 240 | We are a school district spread across a wide area and a diverse student population from various backgrounds. Our teachers need more support and we have to find ways for educators and staff to be able to afford to live in the communities they serve. | 1/9/2018 8:32 PM |
| 241 | I'm disappointed not a single quality listed above has anything to do with the rampant inequity in our school system. You all think it's important to have at least 2 qualities related to business, but choose to include nothing about properly funding our system. I definitely do not want some business/private sector idiot leading the district. The new superintendent must center those students who are most adversely impacted by our system's massive inequity. | 1/9/2018 8:32 PM |
| 242 | Neighborhood schools like to stay together to continue to build community within their community. | 1/9/2018 8:31 PM |
| 243 | Strong decisions and initiatives tend to get bogged down and weakened by Seattle's focus on consensus. The superintendent needs to be the adult in the room and let people know what is and isn't realistic. | 1/9/2018 8:27 PM |
| 244 | We serve a very diverse student population and we need to make sure ALL students have the opportunity to achieve their personal goals. We need to create a district and an education system which is relevant and engaging to ALL students. Strong leadership is needed to make tough decisions and advocate for those who historically have not had a voice and been heard. | 1/9/2018 8:22 PM |
| 245 | That we are a diverse group of families who want the best for their children | 1/9/2018 8:18 PM |
| 246 | Nothing | 1/9/2018 8:17 PM |
| 247 | I recommend hiring Phil Brockman if he is available. He is a superintendent up north http://www.swsd.k12.wa.us/domain/5 He worked for SPS for many years and knows the culture of the district and its demographics. He should have been hired before Nyland--there never would have been a teacher strike. | 1/9/2018 8:17 PM |
| 248 | We are a socially progressive city and district, and we are against the privatization of and loss of funds for public schools through charters. We value our union, and Betsy DeVos does not represent our interests. | 1/9/2018 7:19 PM |

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249	That the district is heavily divided between the north and south ends. That monies need to be equally divided so each school receives the benefits of fundraising.	1/9/2018 7:12 PM
250	The district is too top heavy. More "boots on the ground" staffing should be emphasized. The district spends NOTHING on professional development for ESA staff and next to nothing on tests and materials for them. This has a negative impact on morale, retention of ESA staff, and ultimately the students with IEPs. The district needs a superintendent who recognizes the need for and value of sped staff and students.	1/9/2018 6:59 PM
251	What happens downtown feels very separate from what happens in school. I would love to see a Superintendent who puts more emphasis on what is happening in schools than on what is happening at JSCEE.	1/9/2018 6:53 PM
252	The SPS community is successful not only because of the educators and leaders in the buildings, but because of the wide range of diverse community partners that aid the school in the success of the whole child. Partnerships with the community is what makes each school thrive. This is an important element to the success of SPS into the future.	1/9/2018 6:52 PM
253	Any candidate who is coming from outside of Seattle needs to understand the rapid growth this city has and is going through right now. This is a city powered by the technology industry and students, especially middle and high school age, need the curriculum that will help them be successful in this city with an emphasis on vocational training as well as the college-bound. Incorporate the Humanities with technology. We need job training and internships that will get our students into jobs with living wages right out of high-school or after a 2 year vocational program. We should be training Seattle Public Students to be employees in this District--from custodian to teacher. Please don't hire a superintendent who will be commuting to another city or state every week-end. They have to live and breathe Seattle. It's a state of mind.	1/9/2018 6:45 PM
254	Diverse and believes in community. We need a voice for those who do not have a voice this district needs to be for everyone, not just those from privilege, this means racial equity is best led by a person of color who understands this best.	1/9/2018 6:41 PM
255	First they should listen to parents and teachers and second not tell lies to the local news stations when working on good faith with the teachers as well. This district is one of the best in Washington State but the busing policies need to be addressed as it is not safe for elementary kids to walk over a mile and a half home. We also need a candidate who is willing to break with big business and create a better lunch menu for breakfast and lunch. This district is diverse and administrators need to be put into place that are caring about the situations some families are in, especially our many homeless students.	1/9/2018 6:25 PM
256	That he/she will need to understand what "Eliminating the Gaps" means not only in the community and our students, but what that means in our workgroups and retention of team members. Our community is one that those people who speak the loudest are usually those who have the means/resources to do so and make a difference as opposed to those who do not. The candidate may have to find their voices if they are not loud due to repression. Recognize that gentrification has affected those people of color in the community of which they feel they do not have a say now that they may be the minority in a community that they were once the majority. Listen to them as well. This will be a tough task to take on, and will need a strong and patient person to become successful.	1/9/2018 6:24 PM
257	My children attended high schools during the transition from busing to community schools. I think it is positive to have students attend schools close to their homes, especially with the transportation challenges navigating Seattle. Queen Anne and Magnolia need their own high school. This would relieve pressure on all north end high schools. Finally, the superintendent needs to promote effective curricula. The math textbooks in Seattle schools are not working for many students, resulting in too many remedial classes in college. I would like a superintendent who brings best practices to Seattle schools, so students are prepared for either vocational or higher educational experiences.	1/9/2018 6:18 PM
258	We need to identify areas of commonality rather than playing political fiefdoms off one another; we need, but haven't learned how, to effectively distribute leadership among school and community leaders, teachers, and families; we need (but lack) celebration of both challenges and successes. Our community needs a visionary collaborator who can manage, more than a manager who gives lip service to vision (current leadership) or an ego-driven visionary (Goodloe-Johnson, at least one of the Banda search finalists)	1/9/2018 6:15 PM
259	Seattle has a deep passion and love of our school system and as such the community and the community needs must come first and foremost in all decision making.	1/9/2018 6:14 PM

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260	I think Stephen Nielsen is the perfect candidate and has the experience and history with our district.	1/9/2018 6:07 PM
261	I would also like the Superintendent to think of other aspects that are mutually beneficial to all staff an not just school personnel. To think of other ways to save money such as closing the entire district for the Christmas break. We had the building open for 3 days for about 10% of the work staff in the building. The savings we could have on lights and heating for that time would be nice. Also, possible considerations of alternative work schedules during the summer. During the economic crisis, I worked for a district that had furloughs. During that time, we had a mandatory 4 day work week during the summer. No staff reported to work on Fridays so we did not pay for food service, bus service nor janitorial service for summer school and programs for that additional day. The total savings was so significant that the district decided to keep the mandatory 4 day work week during the summer even after the furloughs were lifted, however you still had to work 40 hours. All staff that worked during the summer worked a 4/10 work week. The staff was happy to have that additional day off and the district saved money. It was a win win situation. In other words, I would like them to be creative!	1/9/2018 6:02 PM
262	The need for the classified employee and the teachers celebrate more on how better work with our students.	1/9/2018 6:00 PM
263	We need someone with a strong and broad education background to truly lead with a student-first approach. We need someone who respects teachers and sees them as the front lines of education; if we support teachers and their needs, we support our students.	1/9/2018 5:59 PM
264	What I love most about teaching in central Seattle is the diversity of our community. I teach students whose families come from all over the world. This diversity enriches the classroom experience. I believe that students learn as much from each other as they do from their textbooks. This is why we try to keep our curriculum and instruction as student-centered as possible. If students see themselves in the lesson, if the ideas come from them, they are more engaged, invested, and impacted by the learning. Teachers need training and resources that support the work of implementing student-centered, equity-focused curriculum. Families need resources and opportunities that reflect their languages, cultures, and priorities. Some of our current systems and programs are not reflective of the diverse community with which we work. We need a superintendent who is willing to revisit some of our old ways of doing things and be willing to reform them as necessary. I love this community, and I want to see it thrive. I want to know that my school, my district, my city, is doing everything it can to make sure that every student has the same opportunity for success.	1/9/2018 5:51 PM
265	That we are dysfunctional and that decisions are often driven by what political view of the population is rather than making the right decisions that directly effect the students. The list of priorities above reflects that. How about an understanding of finances and the ability to direct funds to where they are needed.	1/9/2018 5:49 PM
266	Our district needs a lot of work. We need a leader who isn't afraid to shake things up and go against the grain.	1/9/2018 5:47 PM
267	This is a district with a lot of needs. Having someone who can filter out the noise and stick to a vision would be really helpful.	1/9/2018 5:46 PM
268	Our students come from diverse families. We need innovative culturally-responsive approaches driving our efforts. Teacher diversity should be prioritized; it is beneficial to your student engagement.	1/9/2018 5:46 PM
269	This city needs someone who will come in and completely revamp the entire school district. It is broken and inequitable and the community is at a loss and/or unwilling to let go of dated concepts in order to create a more just and effective model. This is the most insidiously racist, individualist, unsupportive community you'll find. It will take a change agent to show them education is about more than individual achievement.	1/9/2018 5:45 PM
270	Teachers do not feel supported or connected by and to the district leadership. Having class sizes of 38+ students is a problem. Having zero district budget for consumable supplies is a problem. The teachers need to be better supported and these problems remedied by SPS. All middle schools need behavior deans and intervention room help.	1/9/2018 5:45 PM

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| 271 | <p>After working for the district for over 20 years, I have encountered evidence of flawed and sometimes dysfunctional systems throughout the levels of our organization. My hope is the leader of the future would be someone who has the ability to identify and develop strong, efficient and effective systems throughout the district. This will include recruiting leaders who have strong skills concerning system dynamics. I also believe we are on the cusp of a civilization that understands the historic systemic oppression of marginalized people. We need a leader and leaders that will have the courage and vision to repair and restore our institution.</p> | 1/9/2018 5:44 PM |
| 272 | <p>Building a K-14/16 system is a critical goal. A high school diploma is not enough to ensure that young people are successful. Strong articulation and partnership with higher education is essential to the task of educating Seattle's youth.</p> | 1/9/2018 5:44 PM |
| 273 | <p>We need consistent, dedicated and visionary leadership in Seattle. Our next superintendent must be committed to the students, parents, staff and community and not see SPS as a stepping stone to the next career change. Seattle has always had an issue with the academic gaps and graduation rates between students of color and white students. We make a plan, develop strategy and then don't give enough time to implement the plan and review the gains before we toss the plan and start over. Central Office staff often work in silos and don't even know what some departments/programs actually do. We are a large, cumbersome district that can do so much better in so many areas. We have become adept with leadership transition but now more than ever we must have a solid person at the helm.</p> | 1/9/2018 5:43 PM |
| 274 | <p>The ELL population is diverse and complex. We serve a wide range of ELL students - some newly arrived and some who have struggled with acquiring academic English for many years. Our ELL students deserve respect, funding, and assistance in meeting academic goals.</p> | 1/9/2018 5:42 PM |
| 275 | <p>I would like to see a candidate that can stand up to the board. It's important that the board does not overstep their charge and micromanage a strong leader, but historically they have. Also, please represent all members of the community. Often the board ignores the essential charge of closing the opportunity gap in favor of appeasing demands from parents of privilege.</p> | 1/9/2018 5:42 PM |
| 276 | <p>Seattle is a great district! We are diverse and progressive. Things I love: 1. Amazing teachers at our school 2. Full-time music teacher 3. Lots of time for recess 4. RULER curriculum 5. Our family/neighborhood community is fantastic 6. We have curriculum in ELA now 7. We support ALL types of families and never discriminate There are some big issues that need addressing: 1. Class sizes are too large in elementary schools 2. North end elementary schools are too crowded - we need new buildings and no more portables 3. Our special education staff is understaffed and can't possibly serve all of the minutes they are required to 4. The staff at JSCEE seems to fluctuate frequently and feels disorganized 5. We need a full-time counselor 6. Our school psychologist is overburdened and should be allotted more FTE 7. We need to pat the school board! It is crazy that this is an unpaid position. 8. All elementary schools should have covered play spaces outside so we never have to have rainy day recess. 9. We change curriculum too frequently - not giving it a chance to see if it works</p> | 1/9/2018 5:41 PM |
| 277 | <p>Way too much money is spent at the central office. The vast majority (70% +) of the money should be used at the school level, NOT the central office. The central office is bloated, inefficient, and harms students by the funds being spent outside of the schools.</p> | 1/9/2018 5:40 PM |
| 278 | <p>The district has produced a lot of nice documents about vision, mission, strategy and the like over the years, but sometimes the day-to-day experience of students and families seems to get a little lost. At the most basic level, people want their children to be able to get to school and home safely, and to be in a positive learning environment in between. Sometimes the chaos and churn in SPS is exhausting. I would like candidates to know that it would be wonderful if every decision were seen through the lens of, "How will our students and families experience this?"</p> | 1/9/2018 5:40 PM |
| 279 | <p>I would like the Board to consider keeping Superintendent Nyland. He is from the Seattle area and has (as far as I know) no immediate plans to use SPS as a springboard to another position. He has developed a rapport with the SEA, with teachers, with the community, and with the building administrators. He has even supervised some restructuring at the bloated district office rather than just creating a bunch of expensive pet programs. These are things that I would want from any superintendent. I feel like Superintendent Nyland has finally started to get the district on the right track, but now he's being dismissed before we see many results.</p> | 1/9/2018 5:40 PM |

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280	We have had so much leadership change in the 8 years I have taught with the district. Another characteristic that I'm looking for is longevity. We need a leader who plans to stick around for awhile. Because we are a big district with such great diversity among our neighborhoods and schools, it takes a long time to get to know the strengths of each school and know how to use those strengths to the district's advantage. There is a lot of good happening each day in Seattle Public Schools and unfortunately, that is not the perception of the city. We need a leader who will be our champion and sing our praises while inspiring us to strive for continuous improvement.	1/9/2018 5:36 PM
281	We are in need of leadership that will promote alignment of effort's both within district as well as throughout individual schools. We need greater accountability in our leadership and systems that will fix problems over the long haul. finally we need the level of systemic professional development to build capacity and greater candidates who represent the population we serve.	1/9/2018 5:36 PM
282	SPS is extremely diverse and we need a leader that will tackle inequity on all levels	1/9/2018 5:35 PM
283	S/he needs to know that we've been hurt by churn and administrators coming in with a mission, not respecting the strengths already present at SPS. This person needs to understand that while data is important, standardized testing is just one tiny piece of data and should not drive decision making, nor should testing take over so much time and energy from teachers and students who might better be served by so much time spent on curriculum simply meant to improve test scores. Schools should be laboratories where different teachers and admin can innovate and use their own creativity to become the most authentic and effective educators possible. The continual impetus towards alignment we have seen since the "reform" movement became so powerful would actually only work if our children were cookie dough and we could cut them into the shapes we wished they would become.	1/9/2018 5:33 PM
284	Seattle is a district divided and overly influenced by powerful, influential parents who sometimes consider the well-being of the whole but too often seem interested in only protecting their positions of privilege.	1/9/2018 5:33 PM
285	We are a diverse community both in terms of culture/race, but also socio economic status. There are inequities in the resources schools have based on things such as who makes up the PTA at a school, where the school is located, whether the school has been remodeled or not, etc. Income inequality is pushing some students out of Seattle schools.	1/9/2018 5:32 PM
286	All schools in the district need support and attention, even those that appear to be doing well.	1/9/2018 5:31 PM
287	Has a passion for science and understands the Next Generation Science Standards, i.e. that this is a shift in classroom practice, that makes the classroom appear "messy" or "chaotic" because scientific discourse is at the heart of the curriculum.	1/9/2018 5:31 PM
288	That we have not systems or structures in place and this creates total chaos The downtown office top heavy -like do we really need 3 Directors in Sped Ed There is an inequality issue between regions Principals get to run their own school and don't need to follow central office goals There is no trust between departments or schools People ask to NOT put down things in email because it will come back to bite you We are not student focused it is a cover your ass district The majority of teachers are not happy and don't feel supported Change never happens - they just change the title of things to make you think change is going on The people who run the district is the School Board - and they have no idea what is going on	1/9/2018 5:31 PM
289	I would like a superintendent that is a strong supporter and advocate of teachers. I also would like to see a superintendent ensure that schools across the district are supported equitably with resources that help student learn and be successful.	1/9/2018 5:28 PM
290	This district needs a superintendent that can stay for 7-10 years.	1/9/2018 5:27 PM
291	I would like the next superintendent to prioritize better serving our district's south end schools now instead of waiting for gentrification to take root in traditionally POC neighborhoods first.	1/9/2018 5:26 PM
292	A successful superintendent in Seattle must be a person who is committed to staying in the position for the long-term, rather than just using the position as a springboard to a better position in a larger school district somewhere else. We need stability. We need someone who is inspiring to the staff, Board, students, and community alike. We need someone who understands and respects our Seattle process, but who can also manage to cut through that process to build consensus and foster change for the better. We need someone who is willing to shake up the entrenched administrative bureaucracy to make a better "customer service" experience for those of us who are forced to interact with the school district by virtue of our children being of school age. Seattle Public Schools *should* be one of the best school districts in America given the level of education of our community and the potential resources that exist here, but it still has a long way to go.	1/9/2018 5:18 PM

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293	The District is in need of a strong leader who has actual experience in an educational environment. District staff have spent so much time and energy educating the school board on equity and the ins/outs of running a school district. The Superintendent will need to have had actual experience as a teacher, principal, central office administrator to understand and be able to explain to the board, community and legislatures the extreme complexities of a school district. Morale is low due to the past and present board and their inability to do what is stated in policy 00.30 versus managing their own agendas. An internal candidate with experience is needed since the current central office leaders have worked so hard to align our work with the strategic plan and our goals.	1/9/2018 3:52 PM
294	Our school district is large in both geographic size and student population. There is sometimes significant inequality among schools even within neighborhoods. And our schools suffer from a lack of economic and racial diversity. We can do better!	1/9/2018 3:26 PM
295	We have some real problems with racially disproportionate outcomes and experiences for our students. Our community of parents and teachers are passionate about doing the best for all our kids, but we need someone with vision and the guts to really change the status quo.	1/9/2018 2:46 PM
296	Fiscal responsibility and accountability are essential; stop wasting our tax dollars	1/9/2018 2:25 PM
297	The district is very diverse with regards to money, ethnicity, and education levels.	1/9/2018 1:36 PM
298	I would like prospective candidates to know that SPS can be a beacon of education reform in the country. SPS is prime for many changes and needs a leader who is able to ensure public education is funded properly and addresses the systemic inequities that our students face as well as someone who is not afraid to make out-of-the-box decisions that *actually* help students and families. Living in a pricey neighborhood with an active PTSA ensures that students in those neighborhoods get private school level education and amenities. Not so for schools in neighborhoods that have had a long history of redlining and keeping people of color and the economically disadvantaged locked in to a cycle of disadvantage. We need to encourage more schools to have a 'Creative Approach' - a student-centered, humanistic, whole child, alternative education like at Pathfinder K-8 and Nova High School, as well as those with language immersion programs. Teachers need to get paid more, we need to reduce class size, and offer more options with those with different learning styles. It would be amazing for a person of color to be the new Superintendent of SPS!	1/9/2018 12:56 PM
299	Underfunded, high growth area.	1/9/2018 11:16 AM
300	Seattle is an overcrowded school district painfully short on resources, yet serves extremely wealthy neighborhoods and robust, growing economy. I want a superintendent who will harness the untapped resources of the strongest businesses in the city who are responsible for the staggering influx of population and school enrollment growth. Put simply, Amazon, Google, Facebook and other strong businesses should contribute money to grow the school district facilities and resources in order to serve the student enrollment they caused.	1/9/2018 9:08 AM
301	Our community values teachers, small class size, extracurricular activities and recess. The next superintendent needs to listen to teachers /parents & work together instead of adversarial/authoritarian role.	1/8/2018 11:54 PM
302	I don't want to see that after a "national" search, someone is just promoted from within the state/community just because. There are current staff who are recycled from the John Stanford Center to other schools as principals or other leadership staff roles after being gone from the district. Some of these staff did not have positive community relations in their buildings or the community when they left. There are also too many directors in the same department who are being "taught" by the staff they supervise. Lastly, they need to hold people accountable. I had a question that still has not been answered 2 years ago but the person did email after a year of waiting to say that they had received the email. We need to cut the excuses because if I had done that, I would have been written up or possibly terminated.	1/8/2018 10:44 PM
303	We have a supportive PTA that provides funding for basic student needs. Seattle is progressing faster in social issues and the school seems to be two steps behind. While the school is addressing many topics that should be covered by parents, we need to hold more parents accountable to teaching the social/soft skills at home and focus more on Core concepts at school.	1/8/2018 9:45 PM
304	Neighborhood schools and community are very important in supporting students. We need education to be equitable. We also need facilities that are safe and maintained. All this historic school buildings are a valuable part of the physical fabric of the community/neighborhoods as are the students/staff in them and seismic issues should be addressed.	1/8/2018 8:14 PM

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305	We are a diverse community with many challenges including funding for basic education. Our students cover the range of coming from affluent families to being homeless. Currently, PTA's provide funding for what many families consider basic: librarians, music, art, physical education opportunities. We have to provide equity across schools in the district and ensure that students have opportunity regardless of what school they go to. The new superintendent needs to recognize that 30% of school age children in Seattle attend private school and while private schools always remain an option, it should not be the "preferred choice" for basic education.	1/8/2018 6:28 PM
306	Ability to recruit, support and retain excellent teachers is first and foremost. Fund the teachers, give them supplies, hire the counselors, social works, OTs, PTs, SLPs, SPed, gifted teachers. Listen to the teachers when they say what they need to improve their classes and the learning of the students.	1/8/2018 6:01 PM
307	The district needs to be looked at holistically. Decisions made for one school or to "fix" one issue can have significant unintentional impact on other schools or issues. One of the greatest issues that needs to be dealt with is the issue of systemic racism and gender inequality. There is only so much that can be done within just the SPS system, but issues such as disparate discipline, ethnic and gender studies (which should be integrated into every aspect of education rather than taught a separate subject, most importantly History and Social Studies), and equity in identification and implementation practices for Advanced Learning and Special Education need to be evaluated together and decisions about them made with an understanding of how those decisions can serve to promote equity throughout the systems of SPS. We need real transparency and access to information. There is no way that everyone will agree with all of the decisions a superintendent or the district has to make, but having full information about why the decision was made and what information it was based on will go a long way to mitigate much of the frustration of families and blow back on district officials after controversial decisions are made. We need a superintendent who is focused on doing what is best for children based on the most up to date research, who puts the needs of children ahead of their own ego, and who does not let the needs of minority and marginalized groups be swept aside for some "greater good."	1/8/2018 5:31 PM
308	The district clearly doesn't care much about this position or this process, given the ridiculous requirement to limit to ten the number of above qualifications we desire, with no grounds for discussion or nuance; are they going to presume, based on the above, that anything left unchecked is UNdesirable, and that basic areas of ability which should be assumed as baseline ("to lead a large organization," "leadership skills") are apparently optional and therefore unimportant? Therefore, be advised, candidate, that the district appears to want a "yes man," and will likely expect you to function as a voiceless figurehead, and that should you possess the capacity for independent thought, you should shroud it until hired—at which point you will find yourself fighting every step of the way against non-educators. The fact that "trust" (#s 5, 30) is not a requirement and that only four out of thirty of the above "qualities" even mention the word "student" should give you an idea of what you'll be up against.	1/8/2018 4:57 PM
309	seattle is big	1/8/2018 4:30 PM
310	There is such chasm between the over- and under-served schools in Seattle. The higher income neighborhoods definitely turn out parental involvement and \$\$\$... how does our community work together across these lines? Also, how can we get solicit more partnerships with the private sector -- volunteers and cash -- that can benefit the under- schools?	1/8/2018 3:56 PM
311	You need to decentralize budget and decision making to each school, including hiring and firing of staff.	1/8/2018 3:35 PM
312	I would really like someone who would address the inequities in the system and why some schools must fight for the basics, while other schools raise 100s of 1000s in funds for their schools. In addition, someone who would look at the administration and procedures to make it more accessible to all families in the system and create a system of internal customer service values for the admin to follow. It's really difficult for parents and caregivers to get help navigating the system.	1/8/2018 3:01 PM
313	I live in south Seattle, a diverse and under-funded area for SPS. Changing the way public school are funded to provide better equity is extremely important to me and my family.	1/8/2018 1:34 PM
314	Teachers are generally unhappy with how they are represented and in general would like more input in decision making. Teachers would also like more professional support including better Professional Development and ways to earn meaningful clock hours. Finally, teachers time and effort needs to be better respected by admin as a whole.	1/8/2018 1:31 PM

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| 315 | <p>Providing a clear message to parents on how they can give and receive help would be great. I suspect there are many of us that can help in ways we don't realize, and I know that raising children is more work than any of us acknowledge. Similarly, helping our nearby schools and districts would also be something I am personally interested in. We moved to this area to be in the best schools, but it pains me that parents have to make that sort of choice and that families that can't move as easily are not able to make similar choices. If we are to be a rising ship, I would like to make sure it is because we are raising the tide, and not just leaving folks behind.</p> | 1/8/2018 12:09 PM |
| 316 | <p>We are a large and complex district with huge equity issues, yet amazing educators, staff, students, and parents.</p> | 1/8/2018 8:51 AM |
| 317 | <p>We need leadership that can tackle a wide range of issues - from funding shortfalls to diversity and inclusion to changing approaches to education. Our children need new and different ways of learning to become their best selves in the 21st century. Academics alone are not enough.</p> | 1/8/2018 7:31 AM |
| 318 | <p>We care about our most vulnerable students and families and families at schools with higher achievement/PTA support want to see those gains across all schools/students especially those with socioeconomic disadvantages. We want resources target at those schools specifically. We think children need not only academic education but language arts and sports. We want their to be flexibility in curriculum design and creativity in teaching methods. Would like to see elements of uncommon schools integrated and especially much more faculty development opportunities and time for teachers to collaborate. Want to see teachers well paid.</p> | 1/8/2018 2:30 AM |
| 319 | <p>Seattle Public Schools is an urban school district. Racial equity and social justice are critical to the success of all our students. The candidate must have a depth of knowledge with regards to systems of oppression and be able to demonstrate those practices personally and professionally so that we can trust the new superintendent will serve our most marginalized students and families. We have made great gains over the last 2 years to create coherence across departments in the central office and to create alignment between the central office and the schools. I hope the new superintendent won't interrupt this progress, but instead will listen and build upon the path we are on.</p> | 1/8/2018 2:12 AM |
| 320 | <p>My family wanted to live in the CBD of Seattle, but the schools were among the lowest rated. There is so much money in the CBD and most families living there opt for private schools. We opted to live in Lower Queen Anne so that our children could attend a top public school. Creating a school district within the the CBD would be ideal, because the Lowell district is extremely large and poorly rated which is scaring potential families (and their money) away. In addition, the Lowell elementary school is pretty far away from the CBD and traffic makes it VERY difficult to get to and from.</p> | 1/8/2018 12:17 AM |
| 321 | <p>The lack of equity in our school district is distressing and must end. We also have a history of unethical leadership and regular turnover so the candidate must be interested in building and maintaining trust.</p> | 1/8/2018 12:02 AM |
| 322 | <p>* Seattle Public Schools must be a place that serves all students without prejudice, and we're not there yet. * Seattle Public Schools has innovative programs like the dual immersion/international education which should be fostered and supported.</p> | 1/7/2018 10:34 PM |
| 323 | <p>The community will want to be a part of decision making processes & be heard effectively. The will also want to understand the reasons behind district decisions.</p> | 1/7/2018 10:20 PM |
| 324 | <p>I feel the work currently happening in the district on racial equity training is exceptional and should inform changes that need to be identified and addressed to achieve better outcomes at all levels for students of color and other marginalized students. I hope this will continue to be a focus supported in SPS. With the vast resources available throughout Seattle we need a leader who is unafraid to think outside of existing systems to radically change the way our schools are funded.</p> | 1/7/2018 8:05 PM |
| 325 | <p>We live in south Seattle, and would like the educational experience of our 1st and 4th grade daughters to be as high quality as it would be if we lived north of the ship canal, which seems to have more resources. We also enjoy living in south Seattle because of the wealth of experiences and perspectives our family gets from being with an economically, ethnically and culturally diverse community of neighbors, friends and fellow families. It would be great if the prospective candidates have knowledge of the local Seattle community, culture and issues to improve.</p> | 1/7/2018 7:45 PM |
| 326 | <p>That no superintendent (or upper level staff) since John Stanford has been truly aware of what happens on the ground in schools. New supe and all upper staff above a certain pay grade should deeply understand student and teacher needs by spending a half day a week in schools-- NOT touring schools but working in actual classrooms as though they were in the role of an IA or teacher, in the most challenging settings.</p> | 1/7/2018 5:50 PM |

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| 327 | <p>In my view, SPS has long suffered from a leadership vacuum. New superintendents come and go bringing in new priorities, personnel, and styles; then leaving within a few years and taking these things with them. Seattle should be looking for someone who is interested in staying on for an extended (career) term and who has a track record of continuity of service. We could use stable leadership as much as any other of the properties offered above.</p> | 1/7/2018 4:01 PM |
| 328 | <p>- Continue funding of programs for highly capable students, IB, as well as art and music instruction. - Education outcome should be the joint responsibility of students, parents and teachers. - Most of us dislike the WA standardized tests and think they take time away from genuine learning.</p> | 1/7/2018 2:49 PM |
| 329 | <p>Unfortunately after John Stanford's tenure as Superintendent, and untimely death, the leaders who have lead Seattle Public schools have been unable to get rid of the "good old boys" system. Additionally, some individuals have been elevated to leadership positions based on who they know and NOT what they know, and given six figure+ salaries that take away from the educational resources for staff and students. This has been detrimental to SPS becoming a world class district. Another travesty is the lack of foresight for Teaching and Learning in the 21st Century. The school district is lightyears behind surrounding School District and other similar sized school Districts around the nation with technology integration, technology assets (hardware and software) for students and staff. How messed up is that considering we sit in the backyard of Microsoft? How do we continue to not work with companies that have knowledge of and provide industry standards for a District website that is not look like an "elementary school student" designed it? Why is there no school district App when most people use cellphones/tablets in their daily lives? Why are Seattle Public School's students the only ones who have to provide a personal email address for teachers to communicate with them or "schoolology?" I am strongly guessing that my comments won't be shared with prospective candidates, but if someone is reading the comments you now know what some of us really think about what you're doing at the District office!</p> | 1/7/2018 2:12 PM |
| 330 | <p>We need more opportunity for students who excel as well as students falling behind. Getting rid of Spectrum or other programs that allow a student to advance within the school is not giving the advanced student a chance to excel. Knowing there is so much demand to get in to Cascadia and the number of students that won't be able to attend should serve notice that more advanced programs should be available at the neighborhood schools along with special needs programs. Let our best shine and not be overlooked because they may seem to not need additional attention.</p> | 1/7/2018 11:43 AM |
| 331 | <p>Twice exceptional students are poorly served in this district. In our quest to help demographic groups, it is important to recognize that not all differences are visible. Our district needs to be more focused on the needs of individual students, and less focused on aggregate data. I would like a superintendent who will commit to major (50%) cuts at the Stanford Center, with the money redirected to class-size reduction and supporting site-based leadership. I would like a superintendent who will commit to insourcing bus and cafeteria services with district employees.</p> | 1/7/2018 10:33 AM |
| 332 | <p>We place high importance on diversity and opportunity. We have worked for years to build strong programs and have seen many of the falter and "wither on the vine" - for example our family has committed much time and resources into dual language immersion at the elementary level, only to have the middle school experience fall apart and not at all build on the years spent learning in the target language. And with upcoming boundary changes and a new high school, we are dismayed that there does not appear to be anything resembling a cohesive pathway for these DLI students. It is truly disappointing. We want a superintendent who recognizes the value and importance of educating children to be open minded and well-informed global citizens, with language and empathy skills to successfully navigate our complex world.</p> | 1/7/2018 10:18 AM |
| 333 | <p>The student body is diverse with varied needs; it's important for the District to serve them all, whether they are special ed, advanced learning, ELL, homeless, immigrant/refugee students, etc. The district must secure funding for basic education and should continue to provide music, arts, athletics, International education and language immersion opportunities. The district should focus on attracting and retaining qualified staff members.</p> | 1/7/2018 9:27 AM |
| 334 | <p>This is a very racially segregated school district which means that the presence white privilege needs to be acknowledged/addressed in all decisions that are made for it.</p> | 1/7/2018 2:10 AM |
| 335 | <p>Seattle is a tough district as it has a clear divide on population and needs. It is important to make sure ALL stakeholders are represented in decision making. Not just those with access and who know how to navigate the system. Seattle has an opportunity gap for students of color and other groups such as ELL and SPED. It is important for the superintendent to actively work to close these gaps.</p> | 1/6/2018 11:16 PM |

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| 336 | The Seattle school district would benefit from a strong leader who is able to communicate their thoughts and visions. There is a significant amount of diversity within the district and also significant performance gaps. As parents we are very aware of these challenges, a new superintendent will have much to balance to narrow these gaps. Funding is a major issue that needs long term fixing and will require negotiation with state leadership. | 1/6/2018 8:46 PM |
| 337 | We need someone that is dedicated to Seattle for the long-term. This position should not be viewed as a stepping stone for a future leap (as was the case with short-sighted Jose Banda). | 1/6/2018 6:39 PM |
| 338 | Many parents are frustrated by the feeling that the district makes random decisions without informing or listening to parents. District staff does whatever they want and arbitrarily changes rules. Management is bloated, with many positions added in the last 10 years, money wasted on ineffective measures while schools are nickled & dimed to death and inadequately staffed. Having know for 5 years that the 24-credit graduation requirements were coming, the district has done nothing to revise the high school schedule to make it possible for all students to get the credits that they will need to graduate. The school district is a generation behind most of the country in how they handle special education, with an extraordinarily high percentage of children in self-contained classrooms. In short, the Seattle school district has many problems, and needs someone who is willing to cut through red tape, streamline things and get them moving efficiently. The new superintendent needs to be a person that gets things done and is not afraid to clean house if district staff are not on board with their plans. Need to get the district to a point that they are proactive not reactive. | 1/6/2018 5:02 PM |
| 339 | The community as a whole is very progressive socially, but I hope the schools will at least attempt to present a neutral forum politically and socially. This will ensure that all families truly find a "home" within the school system, not only those that lean heavily left. This has not been my experience thus far and, as someone from an immigrant family, I know that this would not go over well in some sub-cultures. | 1/6/2018 4:58 PM |
| 340 | The candidates need to be able to see and hear the whole person/student, not just their appearance or economic status. They need to be able to speak and listen the same to everyone. To speak and hear with clear intention which reflects the Entire school district. The Entire district needs to operate with equality. Barriers of language, disabilities, economic, etc, need to not be the basis for communication. Positivity, stability, growth, opportunity need to be the basis for communication. The Entire community needs to be given equal respect, time and resources. | 1/6/2018 2:33 PM |
| 341 | Students are flora and fauna, not raw materials going into a widget factory. Variety and difference is good. It's better to fail small frequently than to fail big in the end. | 1/6/2018 1:17 PM |
| 342 | It is unbalanced. Also with the onslaught of gentrification children of marginalized community need twice the support and opportunity academic advancement. We need innovative and restorative techniques in the area of discipline, and innovation and restoration could serve well in all areas of the job. Seek to diversify teaching staff | 1/6/2018 12:58 PM |
| 343 | As for qualities in the next Superintendent my last 3 are: 1. We need someone that is trustworthy-whose "word is gold"! 2. We also need someone who knows that schools are for the children. 3. Lastly, the candidate should remember that parents DO know something about their children. In fact, parents are the expert on their child. So, parents should be invited to 504's, IEP's, etc. As for my community - it is sad that the District is taking apart the APP Program. I am also astounded that the boundary lines for my Elementary School have the youngest children walking down Admiral (to Alki) and crossing it at a dangerous intersection when two other Elementary Schools are much closer (Schmitz Park and Lafayette). This type of ridiculousness needs to stop under the next administration. | 1/6/2018 11:16 AM |
| 344 | Our district is very large and diverse and is divided by different physical boundaries (water and highways)- north and south, east and west. Each area is quite different. And these areas have different populations, finances and opportunities and challenges. There isn't equity in the physical buildings yet or the materials or the running budgets (including PTA funding). The candidates need to know the history of the district and the period of the flight to private schools in Seattle. SPED programs still seem to be a mess - there isn't enough specialized training for the teachers and IA's. The programs vary in quality from school to school and don't seem to be standardized or have much oversight. Decisions seem to take way too long - documentation is cumbersome. Students aren't placed in the best programs for them and it takes a long time, a school year or more, to get them to a different school or program. These students need to be diagnosed and tracked well by people knowledgeable about the latest research and teaching. | 1/6/2018 11:09 AM |

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- 345 They need to be open to new ideas and embrace change such as understanding the value of having charter schools as an alternative vs. trying to shut them down. After touring the Rainier Valley Leadership Academy, there is a lot our traditional schools can learn from their teaching approach, especially for students with behavioral issues. There is a way our schools can peacefully coexist and learn from each other – this is especially critical in the south end where student scores are suffering and families have more needs. It is also critical that the person has to be strong enough to stand up to the board. 1/6/2018 11:03 AM
- 346 It is important to talk about issues even those issues that threaten the status quo. Sometimes that is hard. If we want kids to trust, adults must be trustworthy. 1/6/2018 9:21 AM
- 347 The district needs to define what it means to be well educated in SPS. Then the leadership to build and execute a strategy to get there, that includes first and foremost listening to the people who are on the ground every single day getting the work done. 1/5/2018 6:40 PM
- 348 I would like them to know that this district is very large and has a diverse set of needs. I would like them to know that we need to find ways to cut down the amount of district jobs and get more people in the school buildings. Students need more attention not more people deciding what new test they are going to take. 1/5/2018 6:37 PM
- 349 There are great inequities amongst the schools in terms of quality programs, facilities, opportunities, etc. Also, need for special ed services keeps growing, and time to get qualified keeps growing. 1/5/2018 6:34 PM
- 350 Way too many K students, budgeted for 17 and the class has 26. That is too large for a K class. Also the building is old and needs some major improvements. 1/5/2018 6:13 PM
- 351 We have equity issues and a definite opportunity/achievement gap. What we have done in the past isn't working for many of our students of color. We need to tackle this gap in a way that has proven results for students' success, high-school graduation and college readiness. Much of the teaching and support staff is stressed to the point of burn-out. Every day at our school sub vacancies are left unfilled meaning classes don't have teachers and special students aren't getting the desperately needed support. Safety of staff has been an issue in our building this year. L & I claims are climbing and most of the injuries aren't even reported as there isn't a clear process for how to report. Special education placements are messy with the new access programs... what are the attributes of an access student and what success looks like for the student and the rest of the class. Honestly the behaviors of some of the students assigned to our school are so out of control that it has a negative impact not just on the rest of the students in that classroom but the rest of the classrooms in those hallways. Teachers are not getting the support they need for the access model to be successful in our PreK - 5 grade classrooms. Special education department is very unclear who belongs in which program (distinct, resource room, access, etc...) Instructional Materials that students should be getting in support of their IEPs do not come in a timely way and often not at all. 1/5/2018 5:42 PM
- 352 It is extremely important that the superintendent partners with families, communities and has a track record of an unwavering commitment to social justice. We need to close the achievement and opportunity gap and this should be the focus of each and every SPS employee, starting with the superintendent. We need a leader who can compartmentalize the needs of the various neighborhoods of Seattle and understand that the approaches of some regions are not effective in all of the communities that SPS serves. The life and work experience of the candidate should be congruent with the neediest of the district's communities in order to have impact and longevity. As a Southeast Seattle native, I would like to see someone who understands this community either by coming from it, or by being a native of a similar diverse, working class city. We need someone like John Stanford. 1/5/2018 5:41 PM

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- 353 These groupings above are awful! I want a superintendent who is a strong communicator, because as a parent I experience SPS as disorganized and dysfunctional, with different sections unaware of what each other are doing. I want improved communication WITHIN SPS, as well as between SPS and the community. I am VERY concerned by the language above which sounds like schools should be run like a business, or that a superintendent might embrace reform for reform's sake. There are some fantastic people working in the various schools that make up SPS, and the superintendent needs to create an environment that supports these teachers and the families in the schools. SPS is seriously underfunded at the state level, so some experience lobbying in Olympia will be helpful. But on a day-to-day level, the most important job of the superintendent is to lead a large, varied, underresourced organization of caring, motivated employees. I'm also very concerned about the search firm you are using, if these are the quality groupings they suggested. I want good management and planning skills, but not just for financial reasons! I want more open-ended listening. I hope the board uses good judgement and community input rather than relying heavily on this search firm!!! 1/5/2018 5:16 PM
- 354 I have seen Dr. Nyland promote a healthy environment for SPS staff, faculty and students. I highly encourage the board to consider extending his term in office. 1/5/2018 4:55 PM
- 355 Teachers are overworked and overloaded. We need a superintendent who is willing to take care of teachers and is prepared to be active in fighting for full funding for our district. 1/5/2018 4:11 PM
- 356 We need to address the overcrowding in our public schools to meet the needs of our students while maintaining academic rigor and broadening the scope of the visual and performing arts and technology in our schools. 1/5/2018 3:49 PM
- 357 Our students are more than data, more than an accumulation of percentages, more than standardized test results. Our students are children, whom we steward with their parents/guardians, who grow to become young adults. Education reform has gone askew, and unfortunately, we bought the line. What do we want in a new superintendent? We want an education activist, not a shill for Gates and Education Reform corporations masked as non-profits. We want someone who has the courage to pursue what works in education, not cater to slick tech companies offering hype and solutions to deficiencies that simply don't exist. We want someone with real-world experience outside of education, including international teaching or the trades, and not a stuffed suit with a hybrid private sector/business background, which really means nothing but business management and historically anti-education. We want a nice personality, not someone who simply promotes positive student behavior. We want some who inspires everyone to join her/his mission by sharing the credit, sharing the mission, and sharing the load. Ideally we want a superintendent whose philosophy is "leader as servant." Their work, their interactions, their mission, their day-to-day existence is meant to enrich the lives of those around them, build good and strong communities, and ultimately create a more just and caring world through our Seattle children. Read a little about Tim Slekar, Dean of Education, Edgewood College to get a sense of who we need in an education leader. 1/5/2018 2:55 PM

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- 358 Diversity includes disability, including developmental disabilities and learning disorders. When you segregate and isolate students from their peers, they struggle academically, socially and emotionally. Seattle Public Schools routinely segregates students who are neurodiverse and who have developmental disabilities. A focus on racial equity – while essential – has further marginalized students with disabilities. "Equity" MUST include students with disabilities, and equity tools MUST include a lens for disability awareness. We need leaders who understand basic brain science and who will insist on well-trained staff who understand how to work with all learners. Not dumbing down or segregating, but who can take on the complex cases. We need leaders who understand the social model for disability. This isn't about making complex, diverse kids "normal." It is about helping all individuals learn and progress and treating them with dignity and respect. We need a leader who understands IDEA and the American with Disabilities Act and who ensures key staff also understand IDEA and ADA. We need a leader who does not view complexity as something to be denied or challenged, but supported, even welcomed as part of the natural diversity of our community. Separately, anyone coming in should understand that Seattle has managed to segregate itself, just like every city. And parents are part of that. Parent engagement is about connecting with parents, acknowledging their lifetime role as a mentor and teacher in their child's life, and honoring their expertise. Parents -- and students -- have great insight to offer on the effectiveness of schools and programs that if welcomed and embraced could support continuous improvement. But parent engagement (or involvement) is NOT about letting loud parents drive district decisions. The way we have handled "highly capable" and the way we encourage private fund-raising and has led to inequitable and segregated schools. Kids are diverse, and some are really complex. We need to meet them where they are. We need to support the ongoing professional learning that staff needs to do that (degrees don't mean they understand complexity or can see beyond their bias, be it racial, ableism, sexism or something else), and we need to have honest, successful working relationships with families. Schools are not just someone's workplace. They are part of the fabric of a neighborhood. And their success or failure will play an outsized role in adult outcomes for kids with disabilities, learning disorders, or developmental delay. 1/5/2018 2:01 PM
- 359 the District is full of staff and community members who want to put the students first and want to do everything they can to provide students with an effective, well-rounded, and helpful education. However, the District is currently very fractured and dysfunctional, and any attempts to change or improve things fail because we aren't all working together as a single machine. Communication and cooperation between departments is poor and inconsistent and spotty at best (if it exists at all), current leadership is not able to (or not interested in?) bringing everyone together, and attempts to have clear, solid standards and business procedures are futile because of the communication/collaboration breakdowns and because there is currently a culture of "squeaky wheels, and people at the top, can go around the established processes, not follow the standards or established pathways for doing business both within the District departments and without, and are not held to the same level of prioritization, expectation, and unfortunately bogged down system as the staff who are working closely with the students and doing their best to put the students first." What good are standards and procedures (not that there are many, at this point) if not everyone is required to adhere to them and there aren't any clear rules about who gets special privileges and who doesn't? Why is our District a culture that prioritizes and helps based on "who you know", in terms of getting the support, information, and resources needed to make the District successful? 1/5/2018 1:29 PM
- 360 We need leadership that transfers to the principals and leadership at each school. As an example, Lowell Elementary is in dire need of a principal that can lead an incredibly diverse student population, and a school of teachers that really want to effectively teach these students. Based on the individual school principal's inability to lead, SPS are becoming more and more segregated. This doesn't serve the students or the community in any way. WE NEED TO INVEST IN THE SCHOOLS, INCLUDING THE PRINCIPALS AND TEACHERS THAT ARE SO CRITICAL TO THE ABILITY OF INDIVIDUALS TO THRIVE IN OUR COMMUNITY. SEATTLE CAN AND SHOULD HAVE ONE OF THE BEST PUBLIC SCHOOL SYSTEMS IN THE COUNTRY. AND NOT JUST MEASURED BY STANDARDIZED TESTING, BUT A WIDE RANGE OF ATTRIBUTED. THIS IS EXASPERATING, AS THERE IS NO TIME TO LOSE. Thank you - we look forward to this next stage of leadership at SPS. A concerned parent and citizen, Michael Mariano 1722 12th Ave., #301 1/5/2018 1:13 PM
- 361 Dr. Nyland's dedicated work set a strong foundation for the future if the board develops the courage and decency to support the superintendent and her/his team. The new superintendent will be required to deal with a board that has demonstrated a lack of integrity and coherence. 1/5/2018 1:12 PM

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| 362 | <p>My church is a partner with Dearborn Park International School. We have helped with uniform drives, food drives, turkey drives, school supply drives, Community Serve Day and more. We have a fund specifically that helps the Beacon Hill and Dearborn Park community- even providing funds to help keep families' lights on. Our thought is to let the schools state what they need, and our goal is to support what they need. Our community is in need of deep partnerships and relationships that extend beyond the classroom. I'd like to let prospective candidates know that with established partnerships with community based organizations like churches or Southeast Seattle Education Coalition, Seattle Public Schools can help our neighbors more effectively.</p> | 1/5/2018 12:56 PM |
| 363 | <p>Large district - made of 13 neighborhoods that are distinctly different, diverse communities with very different needs. The challenge is serve all neighborhoods of the district as equitably as possible to maintain the community character and cohesion.</p> | 1/5/2018 12:39 PM |
| 364 | <p>Leading Seattle Public Schools requires an ability to problem solve in adaptive ways, analyzing the complex challenges that our district and our schools face with a systems lens. It is also critical that we maintain a racial equity lens on all levels of our district, from staffing, to curriculum and assessment, to allocation of resources, to family engagement and professional learning. In order to move our district further on its path of continuous improvement is it key to engage appropriate stakeholders, and build consensus and trust with families, staff, board and community partners. No small task, but we are here to help make our schools reach for excellence for all of our children and close the opportunity gap for children of color and children of poverty.</p> | 1/5/2018 12:35 PM |
| 365 | <p>The difficulties in this district are directly related to the lack of connection between district personnel and schools/community. Opportunities to have true meaningful discussions between all parties is non-existent even at the school level.</p> | 1/5/2018 12:02 PM |
| 366 | <p>Seattle has a vibrant faith and church community that is eager and willing to serve the needs of the school districts. Partnerships across the board (including those in the faith community) is very important and adds significant benefit to school staff and students.</p> | 1/5/2018 11:54 AM |
| 367 | <p>Investing in Early Learning will provide the most long term benefit to our district and community.</p> | 1/5/2018 11:31 AM |
| 368 | <p>- Is in no way connected to the purse strings or politics of the charter school movement. - Believes and the potential special needs students, and believes in inclusion. - Is willing to stand up against edicts handed out by Betsy Devos' agenda in order to put the kids first. - Will support the teachers and staff in the schools such that they do not burn out and have the energy to give their best to the kids. - support open and honest dialogue with parents in disputes and works towards building a better system together. - has compassion, morals, integrity, confidence, ability to listen to ideas and work with people from wide variety of backgrounds.</p> | 1/5/2018 11:31 AM |
| 369 | <p>In the last few years, our current superintendent has been "no drama." This has enabled staff to get on with the business of narrowing the opportunity gap. There are some excellent schools in our district. Looking at those most-effective schools should be a priority.</p> | 1/5/2018 11:29 AM |
| 370 | <p>I would want the candidates to understand how essential the community engagement and listening process is in our community. I would want them to understand the challenges of SES inequity between our neighborhoods and schools. I would expect them to aspire to the highest standards of leadership for their staff and especially for district and school administrators. I would want them to understand the urgency of addressing key issues including homelessness amongst our families, gaps on achievement based on race and income, and the need for addressing the whole child including supports for physical and emotional health as core to the educational process.</p> | 1/5/2018 11:17 AM |
| 371 | <p>The candidate must continue to ensure equal access for all students throughout the district to a quality education. Additionally, they will need to find funding to support school needs, particularly those schools whose PTA and parents cannot afford to provide supplemental programs such as music, art, STEM and extracurricular activities with family funds. They should work with legislators or corporate sponsors to provide free meals for all kids, and continue working with local food banks on weekend backpacks for kids. The example of the parent who used gofundme to cover delinquent lunch accounts at his child's school should be a template for Seattle Public Schools to ensure no child is left hungry, and to set an example for other districts nationwide. They will need to address overcrowding, particularly in North Seattle, by continuing to reopen schools, such as Lincoln High School in Wallingford, and build new schools such as Robert Eagle Staff middle school in Licton Springs.</p> | 1/5/2018 11:14 AM |
| 372 | <p>Is committed to making partnerships/or programs that link new and/or old staff to colleges and universities where staff have access to training that makes them highly qualified.</p> | 1/5/2018 11:09 AM |

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373	I would like to see someone who is willing to commit to our community for longer than a year or two. There is a real divide between the "have's" and the "have not's" - I would like to see a candidate who can help the tide rise for the have nots.	1/5/2018 11:03 AM
374	That we have a current environment where the parent community feels left out and has little trust of the district.	1/5/2018 10:50 AM
375	We need to hold as a top priority our initiatives towards equity. Prioritizing underserved populations (students with special needs, students of color, low socio-economic status families) must be at the top of the agenda.	1/5/2018 10:47 AM
376	While the district I live in is underserved we service a diverse community that needs to focus on our roots and inclusivity	1/5/2018 10:38 AM
377	All children start out as gifted. It is up to the community of educators to make sure that they all stay gifted. There are many black and brown children in my district who could benefit from having black and brown teachers. Not just staff members. Activity and movement are just important as academic instruction. Nutrition is also important. Allow for hot and warm meals to include fresh vegetables and Plant-Based options. Plant-Based meals can be created just as inexpensively as frozen nuggets and pizza slices. Also, this doodle poll is nauseating. Why have only 10 choices. I have at least 16 choices. Of course, I want my superintendent to be a strong communicator. Of course, I want a superintendent to know what new innovation is out there to utilize in the schools. I understand that Seattle is not as diverse as the city of Oakland or Chicago however, our superintendent should be a person who understands how having a more diverse staff which includes teachers will benefit all students and the community. We are not just "white" Seattle. There are many ethnic groups here and our community workers and leaders should reflect that. Seattle Public Schools can do better and be better. As a community member and parent, I find it difficult to understand why I have to put my child in a private school for academic advantages that my child will not receive at a public school on the southend. We don't have one school on the top 100 list. We are leading the country in technology. We have the highest minimum wage of any other city and yet, we cannot and will not give our children the best education that this city can offer, equally. As a tax payer, business owner and a home owner, I deserve more from this city for my child.	1/5/2018 10:28 AM
378	Large and diverse. Many people feel they have no voice and that the district disregards their needs. The schools and staff are the face of the district - they are the ones the public (parents/volunteers, etc.) interact with. It is important that they have the resources and tools to provide positive interactions. CUSTOMER SERVICE! If people have a negative interaction with a district employee they come away with a bad impression of the district. It doesn't take any more energy or time to be kind and helpful than it does to say "that's not my job". Spend time in schools - sit down with teachers and staff and listen to their concerns.	1/5/2018 10:27 AM
379	Our special education program needs to be better and do better. Teachers may have their special education endorsements but many do not get the support or training to be able to run a successful classroom. These children need to be included not only with their typical peers but also within the school community. We need someone who can be a maverick and champion for these students.	1/5/2018 10:26 AM
380	Seattle is a community which recognizes the history of our area and the power of its vision and voice to encourage critical thinking and compassion as a means of creating future leaders. We are committed to growing diverse leaders who understand how to work together to create positive change in our schools and in our communities. In order to reach our vision, we will: • Encourage healthy dialogue and inquiry about race and equity • Build a foundation of collaboration, shared leadership, trust and safety. • Deepen our relationships with one another and with our students. • Encourage (foster) and expand the role of youth voice and leadership in decision-making and creating change. • Help students to identify their unique gifts and the belief that they can reach their dreams. • Create pathways for all students to be successful. (paraphrased from the mission and vision statement of one of our schools.)	1/5/2018 10:22 AM
381	Every single person in this community matters (teachers, students, guardians, everyone). Please don't give MORE attention to the administrative and district leaders, because they are not the ones in the classrooms. The parents/guardians, students, and teachers are in the classrooms.	1/5/2018 10:14 AM

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382	My community continues to worry about the disproportionate discipline applied towards students of color. As such, having a superintendent who is focused on closing the implicit bias gap that exists with teachers and administrators within the school district is very important. It's important that they find ways of implementing training and other conversations to help these folks understand these biases so they can actively counteract them. Additionally, the recruitment of a diverse staff is very important to me and my community. Having some teachers who look like the student body or at least are actively empathizing with their experience is so important to the outcomes of our students. Thank you for allowing us to be involved in the process!	1/5/2018 9:42 AM
383	Retaining the most excellent teachers is top priority. Professional development, excellent compensation, and inspired leadership are crucial ingredients.	1/5/2018 9:35 AM
384	Each and every student and their families are important members of our district family. The have versus the have nots status quo must be interrupted permanently and equitable access and opportunity for each and every student must be the rule of the game. Hire more educators of color and retain them once you have them.	1/5/2018 9:21 AM
385	The district needs to provide opportunities for all students to be challenged to their maximum potential, not just to meet minimum goals.	1/5/2018 8:28 AM
386	Where is the check box that says "has experience with working with and valuing a diverse staff and student body" or "has experience working with multicultural and racially diverse communities and is committed to making their voices heard so that we can work to demolish the institutional racism that exists in Seattle as it does everywhere." Hm? Where is that priority?	1/5/2018 8:16 AM
387	I am highly frustrated that the School Board is not retaining the current Superintendent to complete his work and provide stability of leadership through this next year. I found Mr. Nyland to be transparent and proactive communicator and a fair and balanced leader after so much turnover with leadership. I understand that perhaps I don't have the full picture, and perhaps there are factors outside of my knowledge that has caused this decision that appears abrupt and shortsighted to me. As a parent and a social justice advocate, I am concerned that the board is not prepared to successfully support a new Superintendent to be successful in negotiations with the employee unions who are crucial partners in putting our students short and long term priorities first. The school board must look at the model that Renton just underwent, where they created a smooth transition from a senior leader to a home-grown PhD and community rooted educator. We don't need to necessarily be looking at national searches and from without, we need to give our current superintendent the time and space to lead and to be part of a successful transition. Thank you for providing this forum to express the concerns I have been feeling, and I hope that the new board is successful in this very important endeavor.	1/5/2018 6:55 AM
388	Seattle is two districts in one, a white district and one of children of color, separate and unequal. I would like a leader who values all children and truly works to close the achievement gap not one who caters to affluent whites! We need a renegade, a real game changer, an Equalizer!!	1/5/2018 2:17 AM
389	Must be trained in racial justice standards of practice.	1/5/2018 1:36 AM
390	Very diverse in both ethnic, economics, and culture across the district.	1/5/2018 1:24 AM
391	We need to be proactive about capacity needs!	1/5/2018 1:15 AM
392	They should be from the area - we want someone who will stay longer than 5 years.	1/5/2018 1:13 AM
393	Seattle Schools has a long history of inadequate service to students in neighborhoods with high rates of poverty, as well as students of color and students with special needs. However, the district has recently been focusing on "eliminating the opportunity gap." This is good ongoing work, and it is an uphill battle – complicated by the political power (with the Board) of residents of well-to-do neighborhoods, the limited dialogue between members of our segregated communities, and the underrepresentation of minority families in various community forums. Our city badly needs bridge-building between our different communities; schools, focused on the success of each student, and located in the heart of their neighborhoods, can be a powerful catalyst in expanding and nurturing community connections and equitable sharing of resources. Our School Board has had a recent history of over controlling the work of the Superintendent. Board Directors seem unsuccessful (uninterested?) in developing a collegial style of governance, instead relying on political alliances to advance their agendas.	1/5/2018 12:23 AM

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394	I actually want to point out that missing from the last question are the following two most important characteristics that I believe should be required for any SSD superintendent candidate: the candidate must be a parent and must have had at least 5 years of experience as a teacher at a public school. In my opinion, these characteristics are overwhelmingly more important and relevant than any of the aforementioned characteristics.	1/5/2018 12:16 AM
395	We need someone who understands how to make the schools be more flexible to meet the needs of students and families where they are.	1/5/2018 12:11 AM
396	The advanced learning programs are overwhelmingly white. The district must remedy the racist condition of these programs or end them.	1/5/2018 12:08 AM
397	I can't believe that out of a list of 30 traits you only have one item related to equity and social justice. Really? There are so many different community and cultural groups as well as different identities. And what about special education? Mental health? Bullying? Queer students? Disproportionate funding through PTAs? World language speakers? Undocumented families? This list of 30 items is why SPS is a bureaucratic shit-show that repeatedly fails to address the needs of so many of our students, families, and communities here in Seattle. Get your act together, SPS.	1/4/2018 11:57 PM
398	Our culture is deep and diverse. They must be open to new ideas, innovative ideas that are developed by the community. They need to know that we are strongly supportive of our community and expect the superintendent to represent us as such.	1/4/2018 11:56 PM
399	Despite being a Ballard resident and the fact that the student body is disproportionately white, there is still a vital need for more diversity and equity within the organizational framework and approaches to learning. Please ask the candidates how they apply diversity and equity theory and practice into their organizational leadership.	1/4/2018 11:53 PM
400	We value recess and a decent length lunch break for elementary kids!	1/4/2018 11:48 PM
401	Eliminate the racial opportunity gap! Leads with race equity policies and builds authentic relationships with students, parents of color and teachers.	1/4/2018 11:43 PM
402	We need a Superintendent we can identify with, be proud of, embrace. " Possesses an earned Ed.D. or Ph.D. degree" is completely unnecessary. For the Board - very disappointed with the selection of Ray and Associates - they talk a good game but will deliver a cast of mediocre candidates from their established stable, with only one real contender in the end.	1/4/2018 11:40 PM
403	Our schools employ a wealth of highly skilled and dedicated educators and staff who are frequently hindered by inefficient bureaucratic central office management.	1/4/2018 11:28 PM
404	Thank you for asking for input. I have worked here under multiple superintendents. To be clear, I do not understand what you are trying to do. Dr. Nyland has done more to raise student achievement than any other superintendent in decades. He emphasizes fixing opportunity gap. Can you find someone better? How do you know that? I want to work for a superintendent who has empathy for all students. I want to work for a superintendent who has courage and ability to stand up to people who want their issues solved at the expense of someone else, including some of you. We teach our students to be critical thinkers. That includes being honest. Are you willing to be a critical thinker, a realistic and honest evaluator of yourself? Are you willing to hire someone who will challenge you? What makes you confident that you can hire someone who can makes things work when most of the problems you lay at the superintendent's feet are not really theirs to control or address? One person cannot control everything. We need a team, one that trusts all members, one team that respects each member and helps them and lets them do their job. In my time here, we are as close to that as ever.	1/4/2018 11:11 PM
405	A great number of parents and Seattle citizens support progressive, inquiry based, student centered, whole child approaches to education and a district that addresses racial inequities.	1/4/2018 10:59 PM

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406	<p>The candidates need to know that cronyism and ageism is currently being practiced in this district. Too many senior teachers are being given unwarranted, unsatisfactory evaluations by relatively young and inexperienced administrators who have a strong union where as teachers do not. Senior teachers are more costly than new teachers and often know more than young, inexperienced administrators who have big egos and don't like to be questioned or challenged. Principals who have presented themselves as unsatisfactory leaders in one building are either moved to another school or given a job downtown. Teachers who find themselves in trouble reluctantly take a deal as SEA has little power to help them. Their careers are ended. Many teachers don't even get to finish out the school year with their class. Administrators not only get away with lying in teacher evaluations but think nothing of standing uncomfortably close to teachers and yelling loudly while waving their arms in front of them. The C Danielson rubric was not intended to be a teacher evaluation tool. Seasoned administrators need to be hired! Senior teachers need to be respected and valued! Curriculum that is purchased needs to be well thought out. After the fact it is realized that it needs to be tweaked, and teachers need to go to prof. development classes to learn how to make it work with Common Core and student needs. New ideas are not always the best. Some of the math curriculum purchased is so foreign that parents have no idea how to help their child with homework. Superintendent Nyland was not available to meet with those who had concerns like previous superintendents did. This has fact been brought up to the governor's office which felt that this practice is unacceptable.</p>	1/4/2018 10:26 PM
407	<p>SPS appear to be a political quagmire. As a parent, I have been frustrated by a lack of quality communication, consistency in vision, and a chaotic board. The district needs a leader who is committed to the long term, willing and able to take the risks necessary to bring about unity, accountability, and excellence. Our board needs to know that there is a broad level of skepticism about their leadership, unity, and willingness to compromise to move forward.</p>	1/4/2018 10:22 PM
408	<p>We need to keep pushing for full resourcing of our schools as well as differentiated education opportunities to match the needs and interests of our diverse student community - this includes extracurricular activities and support personnel (e.g. counselors). I would love to see the city continue to champion pride of the local schools and the student achievements in the media and ensure that we continue to upgrade facilities and resources for our future leaders!</p>	1/4/2018 9:58 PM
409	<p>It's incredibly diverse and has major growth challenges currently and going forward. We need someone who can make change where needed with a growing district in numbers and in diversity. We need a leader who recognizes the major income and therefore achievement gaps within our district. This is a big job. We are an involved community and need a strong leader who will meet the dire needs of our district - budget deficits, achievement gaps.</p>	1/4/2018 9:42 PM
410	<p>As much as possible, we should hire locally if we can.</p>	1/4/2018 9:31 PM
411	<p>You aren't really going to listen to any of our requests, so this is all a waste of energy and time. However, I hope whomever you find, is better than the existing Superintendent who never listened to parents, never gave us straight truthful answers, and only made our schools worse, not better. I'd like to see a Superintendent who really understands what children need to learn and succeed, and does what is necessary to make it happen for all children - not just those school board members who don't have any teaching or educational experience thinks should take priority.</p>	1/4/2018 9:18 PM
412	<p>We need to use data & research to drive innovation with the goal of improving learning outcomes particularly for marginalized students. It's all about the teachers (high quality) & the students. I don't want someone who is swayed by interest groups or the media & ends up making decisions that make the community happy but don't benefit students in the long run.</p>	1/4/2018 9:16 PM
413	<p>Funding and budget are important. Without adequate state funding, improvements are nearly impossible. Budget diligence and being part of efforts to increase funding at the state and city level may be necessary for real progress on the achievement gap, capacity issues, and overall test scores.</p>	1/4/2018 8:58 PM
414	<p>I believe the arts and humanities need to be re-energized in our schools, starting with the youngest. Nature of spirit and self expression are huge benefits in addition to better academic scores, truancy, etc. These urge cognitive thinking and open minds to things greater than oneself.</p>	1/4/2018 8:07 PM
415	<p>We value our teachers and want someone to advocate for them as well as our students.</p>	1/4/2018 8:06 PM

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416	<p>What should matter most to district students, parents, teachers, and staff is that students achieve ACADEMICALLY at the highest level. The success of students in the real world depends on it. That should be the primary focus--always. School personnel should recognize and reward students for academic excellence first and then, if at all, offer encouraging comments to those demonstrating the capacity to be well-mannered and tidy in the lunch room. The district spends altogether too much time, energy, and money on behavior modification programs, social service delivery, hollow and pandering diversity boosterism, and feel-good but low-value forced community-building that should in any case be driven at the grass roots level and not forced from the top down. Teachers should be given the resources that are justifiably needed to facilitate the best possible academic environment in the classroom. To the extent that there is a shortfall in district money, it should be the staff jobs at district headquarters that are the first to be eliminated to make more money available to teachers. PTAs should be given the respect that they deserve and not expected to just rubber-stamp administrative policies forcibly enacted by principals or district managers. PTA members have much more to offer than just checks at fundraising time. The District and teachers, while obviously entitled to their own opinions, should be aware that expressing personal social or political positions in verbal exchanges, by wearing political statements on t-shirts, or otherwise is counter-productive in the classroom and students should be taught to think for themselves after thoughtfully analyzing relevant issues. There is no reason for any student in the District to fall through the cracks.</p>	1/4/2018 8:01 PM
417	<p>1) the district has dramatic inequities that need to be remedied and prioritized. 2) every step of getting things done in this district is a struggle. I know many schools are trying to do a lot with a little bit the systemic dysfunction goes beyond that.</p>	1/4/2018 7:47 PM
418	<p>The SSD teachers need your respect - NOT a top, down leadership style!</p>	1/4/2018 7:18 PM
419	<p>They need to understand the racial equity tool, the requirement to implement it, and be committed to dismantling the systemic and individual racism that is rife in the district.</p>	1/4/2018 6:54 PM
420	<p>I would like them to understand the issues with inequity across the district between the north and south end schools. With the funding issues we have it creates a very different educational experience for kids depending on where they happen to live. We basically have a situation of "haves" and "have nots" that needs to be resolved.</p>	1/4/2018 6:47 PM
421	<p>Currently Seattle schools are leading innovation efforts, lots of community partners that shared vision for students success and closing the achievement gap between minorities students and whites. There need to be defined agent of the district relationship/release that can help elevate the burden of partnerships.</p>	1/4/2018 6:30 PM
422	<p>We have the capacity and political will to be incredibly innovative. We should be at the forefront of education as a 21st century, global, growing, innovation rich community. Help us learn how to take risks and try and fail and ultimately succeed.</p>	1/4/2018 6:20 PM
423	<p>I would like prospective candidates to know about the divide between north and south Seattle and the competing values between a predominantly white, affluent community and the more diverse south Seattle. I would like the candidate to be aware of the segregationist impact of both choice schools and highly capable programs. My hope is that prospective candidates would be willing to address the separating outcomes of these programs perhaps by addressing equity-based access to choice programs (enrollment matches district demographics vs. whiter choice schools than the surrounding attendance zones or district in general) or a cluster model for highly capable vs. a self-contained model focused on acceleration vs. depth. I would like prospective candidates to be aware of PTA funding difference between schools and be willing to champion PTA fund sharing between schools with and without PTAs. I would like them to know that while Seattle is a very affluent city the district is incredibly diverse. I would like the prospective candidate to work to engage the business community in collective responsibility for all of Seattle's students even as many leaders in the business community send their students to private schools.</p>	1/4/2018 5:54 PM
424	<p>I would like prospective candidates to know that in our community, the Dual Language Program at our school is NOT being fully supported by the district. We are not provided materials, teacher support or professional developments that help support our students. Teachers have to create much of their own materials with NO compensation for the time or work. The Dual language program can be so much more amazing than it already is if we were actually BETTER supported by the district and not seen as a "regular" program that needs the same type of funding as everyone else. Our school has SPECIFIC needs to help close the achievement gap that I feel are not directly being addressed. The Dual Language Task Force worked hard on a recommendations for the programs. I certainly hope these recommendations are taken into consideration when funding our programs.</p>	1/4/2018 5:50 PM

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| 425 | I would like a sup. that sees teachers and school staff as valuable members of the organization and works to support their work. I'm tired of the "anti-teacher" culture that has been allowed to develop at the district level. | 1/4/2018 5:48 PM |
| 426 | Seattle has great schools and a lot of opportunity. It also has an uneven system with some areas that need to be improved. | 1/4/2018 5:44 PM |
| 427 | That it isn't just elementary schools and academic programs. High Schools matter too, as do Arts, Athletics, etc. | 1/4/2018 5:31 PM |
| 428 | The schools seem like such a mess right now a lot of parents who can are sending their kids to private schools. Sure, this will help someone "close the gap" really fast, but it's not good for the long-term health of the district--anymore than the current education gap is. | 1/4/2018 5:27 PM |
| 429 | I've been involved in the growing school/faith community partnerships. There is a vast resource pool of time, treasure and talent available and willing to come along side schools. These partnerships are effective because they are at the individual school and organization level. These partnerships meet street level school needs. With it is the added benefit of the students as 'our kids in our neighborhood'. I hope to see these partnerships continue and grow. | 1/4/2018 5:26 PM |
| 430 | 1) We are bursting at the seams, and we need a leader who is ready to act and DEMAND that the City and State as well as with the businesses driving this growth work together on behalf of the kids and families in our District. 2) It is unacceptable in a city that is a global hub for innovation and growth that we are not matched in our public schools. Seattle should be a national beacon for extraordinary public schools, and instead we are currently a reflection from decades of "not it" from our elected officials as well as the inequity between neighborhoods. I've had children in the District for 9 years and we keep bumping along with mediocre leadership. The team Susan Enfield put together in her brief tenure and carried forward from her predecessor has still not been matched. What District is doing it right? Who can we emulate? 3) Families who can opt out of our public schools do. This is not okay. In Silicon Valley or Northern Virginia or New York City or Boston - families compete to get their kids into phenomenal public schools. Time to make it happen Seattle. 4) In a time of marriage equality, #MeToo, #BlackLivesMatter, and on - we need a robust leader who will help us all grow and be a leader for justice, equality, diversity. The growing wealth and whiteness of Seattle with Amazon is not helping our kids become better citizens of this world. 5) Seattle must be a leader in inclusion, support, and intention for trans kids. We currently have less than one full time person who is supposed to be the sole support for teachers around health education, LGBTQ issues, LGBTQ families, and bullying. This is NOT ok. We must stand with trans kids from the start, partner with our LGBTQ families, and lead the nation not bump along with lip service - no action. | 1/4/2018 5:11 PM |
| 431 | Licton Springs K-8 moved into their new building in the fall of 2017. The planning for the amount of space needed for the school was grossly underestimated. The school grew by about 30% from the previous year and with it's established location, more growth is sure to follow, however, the current number of students don't have the appropriate space needed. The school currently lacks three essential class rooms. The school is without a designated special education room!! The LS K-8 middle school classes share an art and science room and the library is located in the hall way. The planning department clearly forgot about the school sharing the same space with Robert Eagle Staff Middle School and squeezed Licton Springs K-8 into the west wing of the building. Even the main door to LS K-8 looks like an afterthought. It's small, there's a large metal fence blocking the entrance and the parking lot and drop off area is incredibly small for the number of children that attend the school. Additionally, they forgot to make a sign for the school! This is a disgrace! For a brand new school building to have lack of educational space for the basic classes and developmentally challenged students is an outrage! There are empty rooms in Robert Eagle Staff school (connected to LS K-8) that are not being used yet the powers that be at SPS administration say they can't let LS use the empty rooms, that it wasn't part of the approved plan for the 2017-2018 school year. We would like a leader that can work with challenges such as ours and make swift decisions that benefit the children's education. There are solutions to issues and problems and I would like to see a superintendent that listens and knows how to take action!! Thank you. | 1/4/2018 5:10 PM |

Seattle Public Schools 30 Qualities Survey

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| 432 | <p>The Seattle School District is too large to be run properly as one large entity. It would be fantastic to have the ability to divide the district into North, Central and South and have a Superintendent for each region. Each District Superintendent would have their own budget and would be able to make sure that the schools within their specific attendance area are getting the supplies and staff that they need to run their specific programs. By dividing the district up into three sections it would give the school staff more confidence that the Administration is hearing the specifics of what they need at the school level to run an efficient program. We would still have Executive Directors for each regional area and they would report to their specific Regional District Superintendent. I think the Seattle Schools have so much to offer their students and staff and sometimes we get bogged down in the details of running a large business and we lose some of our efficiency. Mary Smith</p> | 1/4/2018 5:05 PM |
| 433 | <p>There is far too much bureaucracy at SPS and we need someone who has the talent and ability to reform many of these obstacles.</p> | 1/4/2018 5:01 PM |
| 434 | <p>SPS is already great and doesn't need an overhaul. Support and improve current teachers. Lure top kids back from private schools by focusing on high quality education. Don't waste too much money on teacher pensions because they're expensive and don't attract the best teachers. Try to direct resources to individual schools rather than main office staff, because schools are chronically underfunded. Improve predictions of school enrollment made over the summer (which should be easy) to reduce teacher reassignments when the year begins. Continue hiring great principles and then give them more autonomy (and encourage them to hire great teachers and give them more autonomy).</p> | 1/4/2018 4:59 PM |
| 435 | <p>Inequity and inequality is a huge issue in our district. The district says that it values equality and equity of access, but it fails in this matter. There are also many issues that need to be addressed to move our district forward, such as curriculum alignment to standards and the move to standards-based grading practices. Students now receive grades which are influenced by whether or not their packets are stapled correctly.</p> | 1/4/2018 4:54 PM |
| 436 | <p>SPS is understaffed, underfunded, and in need of some big changes. We are liberal, inclusive and respectful of cultures and community.</p> | 1/4/2018 4:42 PM |
| 437 | <p>Prospective candidates should personally represent the diversity of our community. Candidates need to understand the systemic racism and lack of effective engagement with families who are low income, speak limited English, have experienced/are experiencing homelessness, etc. Candidates need to be able to explicitly articulate their priorities to serve families who have not been effectively served by our district, balancing the commitment to equity against the volume of the wealthier, whiter voices. We do not have an "opportunity gap" in our district. We have a crisis based in systemic racism. Prospective candidates need to understand that crisis.</p> | 1/4/2018 4:27 PM |
| 438 | <p>Candidates should know that they will be serving a wide variety of students. The students most at risk of having a unsuccessful administrator are the black and brown students of SPS. Students of color need a person in power who will go to bat for them, who will hear them, who will believe them. Students and their families of color will need education and access to understanding the education system in a way that is relevant to them. They need a leader who will do all that they can to put the student first and not cut corners.</p> | 1/4/2018 4:25 PM |
| 439 | <p>This district needs more staff diversity—across the board, for schools with high student diverse populations and without these populations because this will set the students up for success in working in a diverse workplace of the 21st century, and hopefully decrease the recent raise of hate groups.</p> | 1/4/2018 4:20 PM |
| 440 | <p>I would like to have a superintendent who believes in making each neighborhood school the best possible, rather than having lots of special programs and schools that many kids don't get to benefit from. Equity in services for schools in lower income neighborhoods is critically important. I do not support lots of money being spent on sports for only the members of school teams.</p> | 1/4/2018 4:13 PM |
| 441 | <p>The teachers and school staff in the our community are largely well qualified, dedicated, and noble; I feel my child is well served by them—and I suspect districtwide this is the case. District leadership, I would propose, should endeavor to hone its fiscal skills, somehow wrangle more public funding, and recognize, promote, and enable the in-school logistics of educating. P.S. Is the Pledge of Allegiance really viable in Seattle in 2018 (or anywhere, for that matter)?</p> | 1/4/2018 4:05 PM |
| 442 | <p>We are a large family more than a business. Business attitudes while helpful don't speak to the nature of most of us who work here. We want to make a difference in the lives of our students and their families. There are always going to be negative things in the press even as wonderful things are happening that are ignored because they don't create the sensational headlines. All of us are committed to providing our students with the tools they need for life after high school.</p> | 1/4/2018 3:56 PM |

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- 443 We have been underfunded for so long it has made us kind of dysfunctional. There are a lot of talented and dedicated teachers and principals who need more support and resources to do their best work. Our board members are often not super knowledgeable or big picture thinkers, and they get swayed by vocal parents on single issues. The kids are amazing. 1/4/2018 3:48 PM
- 444 The ability to eliminate waste is a high priority, as is support for special education programs. 1/4/2018 3:46 PM
- 445 Washington's funding model for public education is still inadequate in my view. The ideal superintendent would work with the School Board, statewide education leaders and legislators to advance strategies for long term viability of our education system and allocate current resources ethically and effectively. 1/4/2018 3:45 PM
- 446 One characteristic that is not listed but I think is critical is someone who has not just worked in a similar district but who has a proven track record of improving and sustaining quality education in a district similar to Seattle. The opportunities for improvement in Seattle are tremendous. We have a highly educated and passionate parent base that wants nothing more than to improve our schools. Let's tap into that, leverage their energy as well as the resources of the fast growing tech and other industries in our front and back yards. 1/4/2018 3:45 PM
- 447 Despite Seattle's many inherent advantages, including the presence of extreme wealth, a highly educated population, and innumerable social justice organizations, Seattle Schools administration has: - failed to provide the education and opportunities necessary for all students to succeed, especially our students of color; - failed to gain the trust of its teachers, regardless of Superintendent; - institutionalized corporate management and accountability strategies that ignore the humanity of our students, families, and our educators; - repeatedly instituted reforms and programs for staff that add to our workload without improving our ability to serve our students and their communities. I would hope any prospective Superintendent of Seattle Public Schools recognizes the incredible opportunities available within our city, and has the skills to take advantage of these organizations and communities for the benefit of our students. Our students need a range of different educational settings, pedagogical approaches, and social justice opportunities, not a one-size-fits-all, everyone-on-the-same-page, testing-centric educational model that fails all of our students. 1/4/2018 3:40 PM
- 448 That we are a unique district from north to south, east to west, with a variety of issues and strengths that differ based on regional uniqueness and needs. I would like this person to understand the connection between the issues the city of Seattle is facing and their impact on our students and staff-homelessness, housing prices being at or near the top 1/4/2018 3:36 PM
- 449 we have lived in flux with multiple superintendents coming and going and need stability and someone willing to "go for bat" for the youth of King County. 1/4/2018 3:23 PM
- 450 Stake in the Seattle community is extremely important. This is a large district with many complexities. I am uncertain why we are not continuing our work with Dr. Nyland. Turnover does not allow for consistent progress and I have no evidence to suggest that Dr. Nyland has been anything less than proficient in his leadership with the district. I look forward to the possibility of an innovative yet practical and action based leader dedicated to our community but am extremely concerned about the impact it will have to bring on someone new for no apparent reason. 1/4/2018 3:19 PM
- 451 SPS is a culturally diverse and complex district. Historically, south end schools have not been supported nor treated equitably. A superintendent should have in mind, not just those wielding political clout, but be responsive to those disenfranchised schools and communities. Equitable does not mean equal, this goes into staffing ratios, issues of trauma, students without stable housing and a multitude of other social challenges our communities face that are not part of the "equation" for distribution of funds. We would like our superintendent to be equitable and recognize the historical and institutional racism that exists and work diligently with our communities to move towards a more equitable district. 1/4/2018 3:18 PM

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- 452 We are new to Seattle and new to SPS and have been shocked at the ongoing issue of SPS being underfunded. Our elementary school requests something like \$360 per student per year to help fund a variety of expenses that are essential to running a solid elementary school and it is depressing to see that this is the current state of affairs in SPS. The other strange thing we've experienced here is how the highly capable cohort programs are run with kids testing out into schools that aren't even remotely nearby their homes. We would not be able to send our kids to their HCC elementary school because logistically it would be very difficult. Finally, the lack of adequate after school programs for elementary programs is a huge issue, particularly as the number of families moving into Seattle continues to grow. We are strong supporters of public education but can see why many choose the private school route upon landing in Seattle, to be honest. I think this district/community has a lot of potential and the diversity can be an asset (and is something our family appreciates). However, the chronic underfunding is very disappointing and disturbing and is going to need to be addressed. 1/4/2018 3:11 PM
- 453 We are a large DIVERSE community and areas of the community are a direct reflection of the school's community. The needs of the less 'talked about' or have less parent involvement due to several circumstances, still need someone to represent them, too, just not the schools that have a great parent involved group or talk the 'loudest.' 1/4/2018 3:04 PM
- 454 Seattle Schools offer educational programs for a diverse range of student needs. Here in Seattle we have many ethnic groups, plus special needs students, high achieving students, and everything in the middle. Academics are not as well funded as we would like in this state, so fundraising and legal advocacy are important to running this district. We need a positive role model that can work with people of many backgrounds, who inspires a fantastic roster of dedicated teachers and professional administrators to continue improving Seattle's schools for years to come. 1/4/2018 3:02 PM
- 455 S/he needs to be a strong compassionate leader who has a knowledge of best practice in education with a clear vision for SPS now and for the future. This person should have exceptional management skills, a strong instructional background and an effective communicator and a good listener. 1/4/2018 2:57 PM
- 456 We need someone who will listen and learn from those of us who are on the "front lines" and doing the work of teaching students each and every day. We are committed to the children of Seattle, and ask you to have the same commitment. 1/4/2018 2:54 PM
- 457 Teachers are faced with a high volume of students with mental health/ special needs. Teachers need to be properly trained on best practices when working with these children. 1/4/2018 2:54 PM
- 458 We need a candidate that prioritizes closing the learning gaps for students of color and can work to make advanced learning more inclusive, to improve south end schools, and to ensure every student gets the same quality education. This includes working proactively to solve the PTA funding problems. 1/4/2018 2:46 PM
- 459 I would like a superintendent who is enthusiastic about their job and shows that enthusiasm to the community, i.e. John Stanford or Susan Enfield. With all due respect to Mr. Nyland, his personality was so muted that he didn't seem at all excited to be superintendent, and his recorded phone calls to parents sounded like he was bored and didn't really care. I want an energetic, smiling and enthusiastic superintendent who inspires me as a parent to really care about the school district. 1/4/2018 2:44 PM
- 460 Would love to promote an internal candidate who has experience working as a leader within SPS and can work through the CBA negotiations, not as an outsider or someone who wouldn't know the internal workings of our district and city. 1/4/2018 2:38 PM

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- 461 With so many superintendents over the last 20 years and so much board turmoil and financial errors and pressures, Seattle has the problems of a very large city with the resources of a much smaller one. Previous superintendents have varied in management style, but many have led unfortunately by making policy in a vacuum with central office staff, and released decisions that were in opposition to widely held parental and community consensus and without advance consultation, or in which decisions were presented as well-considered and agreed-upon, but didn't represent consensus and which came as a surprise. A new superintendent needs to address parental concerns about the substantial bloat in staff and salaries at the central office that appear unrelated to the central purpose of educating students, and also needs to cultivate a less-adversarial relationship with unions. In the most recent strike, parents were in the large majority on the side of teachers and classified staff, because of the bad decisions and communication and negotiation by the district. The ongoing funding crisis in Washington State will be a key issue for an incoming superintendent, who will unfortunately have to devote substantial time to helping ensure constitutional compliance by the legislature for funding. No superintendent should arrive thinking they can delegate that or that the problem is solved. Seattle has a complicated racial, ethnic, and economic tapestry and history, and more recent efforts by the districts for equity have finally seemed to have substantial and positive effects. An incoming superintendent should learn from this instead of, as many leaders do in any field, disregarding the work done before their arrival and tossing it out in favor of a new unproven plan. 1/4/2018 2:37 PM
- 462 Dual Language Immersion schools need to be understood and represented in decision making-especially around curriculum and Professional Development. The District has "supported" Dual Language education but has not shown support through resources or PD. Each school in the enormous district, has a story, strength and need and I feel any superintendent should work hard to understand the strength we have in our diversity-not only diversity between students, but diversity between buildings. 1/4/2018 2:29 PM
- 463 We need a leader who is not intimidated by an over reaching teachers union. We need a leader who is not intimidated by the LGBTQ lobby. Nor is co-opted by them. They need to respect that community but not be bolled over by them. Close the damn gap! We need a leader who will actually address the achievement gap in practice and not just in principle. We are exhausted with the "closing the achievement/opportunity gap" rhetoric. I've been in Seattle 30 years and we are hearing the same tired mantra. The gap should have been closed 25 years ago. Close the damn gap NOW! We also need district leadership, at all levels, that respect our community and who will work with parents NOT against them. The leader will institute policies that honor a parents role in the lives of their children. 1/4/2018 2:25 PM
- 464 I would like a candidate who will work to increase equality of opportunity in our public schools. Our district has high levels of inequality between schools. Elementary schools in affluent neighborhoods like Green Lake Elementary where my child attends have ample volunteer and financial resources through their PTA's and a very low percentage of free and reduced lunch eligible kids. At the same time, nearby Northgate Elementary School has a high population of free and reduced lunch eligible kids with few volunteer or PTA resources available. I understand that this year Northgate Elementary ran a Go Fund Me campaign for copy paper. I would like a superintendent who will champion ideas to effectively desegregate our schools, both racially and socioeconomically. Ideas for this could include promoting sister schools for PTA groups and looking for school assignment plan strategies to reduce disparities between nearby neighborhood elementary schools in percentage of students eligible for free and reduced lunch. We should not tolerate the status quo of grossly unequal public schools. I hope our next superintendent will make school equality their top priority. 1/4/2018 2:11 PM
- 465 From my perspective, there are tons of problems specifically with Special Education in our district and how non-sped staff interact with the students and staff in special education programs. If we want to go with a "students first" mindset, this really should be addressed. There are tons of problems and lack of professional development around working with students/staff in special education. Thank you for your consideration on this matter. 1/4/2018 2:10 PM
- 466 I think it is important that the district struggles with the perception in the community that there is a lack of transparency and that there is still much that is not being done to serve the district's black and brown children and families. There needs to be a sense from the next leader of the district to be committed to authentic community listening and a commitment to look at all the pieces that make up a student's educational experience not just the school day and not just the academics. There are community partners, parents, and other community services that are needed and necessary and we need a leader that understands but also respects that. 1/4/2018 2:07 PM

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467	<p>With the unique challenges faced by the City of Seattle, someone who has demonstrated the ability to proactively lead through uncertain times in a leadership role would be key. We are living in a time where the gap between the haves and have-nots is ever-widening, and we need someone who effectively balance all stakeholders (parents, teachers/staff, business community, government officials, etc) while keeping all decisions centered around what is best for students, particularly those who are historically marginalized. I would also like to see someone who is more representative of our city, for example a local person who has worked within the district or school system. I think it would be wrong to bring in someone who wants to take a business-like approach to our schools, since schools are not a capitalistic system and education is supposed to be the great equalizer!</p>	1/4/2018 2:02 PM
468	<p>We want ethnic and social-economic diversity in our school, students, and faculty regardless of our attendance boundaries. Our school has a very white and property rich attendance boundary. Our parent, student, and faculty communities want a more diverse population in our school, and make our school more accessible, but current SPS Enrollment and Wait List policies are giving preference to neighborhood boundaries, and not encouraging diverse populations. What will the next Superintendent do about this?</p>	1/4/2018 2:00 PM
469	<p>I would to see someone who is open to innovation and non-traditional efforts to close the gaps we currently have . A focus on creating greater equity between all schools. I am concerned about a decrease in diversity as a result of busing being returned to neighborhood not choice. Since funding education is going to be the biggest lift likely throughout my childs education someone who knows how to build strong coalitions that can move legislation seems key.</p>	1/4/2018 2:00 PM
470	<p>Celebrating our diverse student base and improving our international offerings (such as dual language immersion) are crucial to the future success of students</p>	1/4/2018 1:58 PM
471	<p>Seattle has a fairly unequal district in terms of student needs and outcomes. I hope that a new superintendent continues to work with a strong equity focus, and is willing to consider innovative solutions that can help close the achievement gap and make all students feel safe and on the road to success.</p>	1/4/2018 1:57 PM
472	<p>A large agency like ours struggles to be meet goals when leadership changes too quickly. . A fiscally responsible, steady hand at the wheel that can commit to 3 plus years of service makes a huge difference in student outcomes. Recent/current leadership fits that model. . Current executive leadership is strong, transparent and brings confidence to District staff. . The Seattle parent community is enthusiastic, engaged and not shy about sharing their thoughts. They desire to be listened to and be a part of important decisions. Being a skilled listener and distilling input to make good/timely decisions is important</p>	1/4/2018 1:56 PM
473	<p>We would like less talk and more action. Too often, we suffer from analysis paralysis, missing opportunities to make simple changes and improvements in our schools and community.</p>	1/4/2018 1:52 PM
474	<p>Need to be able to ignore the distractions of social media and the "squeaky wheel" of misguided social justice activism. Focus on doing the right thing for ALL kids and getting better outcomes, even if they're not "highly visible" feel-good measures that attract publicity.</p>	1/4/2018 1:40 PM

Seattle Public Schools 30 Qualities Survey

- 475 We are under funded. Our classrooms are over crowded. CLASSROOM SIZE IS TOO BIG. Curriculum training is insufficient and poorly presented (here's your new curriculum, here is your 10 hour training). Special education needs a massive overhaul: where are our resources, how are we trained, what materials/ curriculums are each building using, what equipment is where, why is every building different, how do we communicate building-down town, what professional development do special educators receive SPECIFIC to their student population, how do we handle and address safety concerns (flight students with autism, low-incidence students being feed in the classroom with no swallow study, building with full-time nurses who have no assistance), school psychologist work loads that can not possible meet legal deadline thus not completing evaluations when they should be, contracted SLP's with no mentorships-no real accountability, un- weighted caseloads,). Data doesn't accurate reflect everything and shouldn't drive every move. How much time is spent on daily lesson planning verses meetings and evaluations. How effective and helpful is our evaluation process? How much time does it take from students? look at some of our buildings: walls, roofs, outside area, equipment... crossing guards, lunchroom staff, office assistance, extra personal for emergencies... sub shortage.... why are there not floating teachers at every building to help with emergencies and subs that don't show, for professional development release. PTA funds way more then it should for equability. Do you know what and how much is funded by PTA in our North end buildings. As a parent, consistent transparent communication. Where is my student going to school it is ever changing. A no homework policy was instituted by the school with no explanation or research shared-communication. Language for every child starting in Kindergarten, recess, PE, art, and music. Early start times. How do parents support new math with out understanding how to do it themselves. How many students can a good teacher really support and differentiate????????
- 1/4/2018 1:36 PM
- 476 Dr. Nyland has been an incredible superintendent and leader. His ability to lead and work with community organizations has been really inspiring. I think if given the opportunity to continue in this work he will continue to excel and we have not seen all that he can do in the short time he's been in leadership. I would prefer that we don't change leadership so often so that he as a leader can continue to build on what he's started. We will see more progress than in changing to a new person who will need to reorient and restart. Dr. Nyland is a trusted member of our community who leads with integrity, compassion, skill and knowledge. I would continue to recommend him for this role.
- 1/4/2018 1:34 PM
- 477 I feel that the district is not transparent with me, a parent. The staff of SPS does what it wants, and pays lip service to public engagement (believe me, those public meetings are not about engagement - at best, they are about informing parents about what the district has decided). I don't want parents running the district. I just want staff to gather data, and make credible plans that the data makes obvious. Or at least say "The data isn't completely clear, so we've decided to do this and here's why." I don't expect to love everything the district does, but I just want to be heard, and I want to feel that the district didn't follow it's own agenda without thinking of the needs of students (first).
- 1/4/2018 1:32 PM
- 478 More progressive schools and different learning environments are critical. Every student learns differently and at a different pace for different subjects. Some excel in one subject and are slow to learn others. We need some way to take that into account across grade levels.
- 1/4/2018 1:32 PM
- 479 Seattle has many community partners, governmental agencies, families, and various types of organizations all working on various pieces of the puzzle. A new District leader should possess the ability to maintain coherence among various stakeholders, initiatives, and drive them to be working collaboratively and efficiently with one another.
- 1/4/2018 1:22 PM
- 480 I am disappointed that there is not more related to the race and equity work that our district has been deeply vested in and nothing about being an instructional leader.
- 1/4/2018 1:19 PM

Seattle Public Schools 30 Qualities Survey

- 481 The Seattle Public School superintendent has a tough job before them. Currently our schools are not funded and it is hemorrhaging teachers. We need a good strong leader who has the ability to listen to ideas and make hard decisions. Our kids would benefit from well supported teachers, aides and staff who weren't constantly worrying about funding, supplies, buses or other support services. There is a definite divide between the schools who have strong PTAs and those that don't. In a city as diverse as Seattle we should be looking to embrace all that our city has to provide building a strong foundation of arts, humanities, and the environment. Seattle Public Schools needs to stop building mega schools. Many schools are maxed out in their capacity. Teachers don't get any extra help or money dealing with more students. Lets create smaller schools and classroom sizes. Teachers will be more effective and students will get more individual attention. Stop treating every student as just a test score. Many talented kids are falling through the cracks because they don't test well. Standardized testing causes anxiety in the students. Our elementary students are being weighed down by too much homework and not enough creative/ outdoor time. Look to Finland for guidance as to how to best serve our students at every age. The school lunch program is horrible and does not promote healthy eating. Lunch time in general is rushed many students go hungry because they didn't have enough time to actually sit down and eat their food. Our special needs children are the ones who are not getting their needs met most of all. School hours have been increased while the instructional aides, I.A.s, (those who assist the special needs teachers) have not had their hours increased. This means students are at school longer but the aides are forced to leave before the students creating a hardship on the teachers. Special needs kids thrive on consistency. They bond with their teachers and aides. These instructors need more support with funding, services, equipment, etc... Seattle Schools also has a massive bullying problem. While there might be guidelines and rules established I have witnessed first hand how bad it is. To be clear it isn't just a student problem. There are bullies at every level in the Seattle Public Schools. Principals often cover up the behavior of teachers who are bullies. This has to stop. We have some excellent principals and then we have ones who are passive aggressive, manipulative and domineering. Let's stop punishing the great educators and weed out the horrible ones. 1/4/2018 1:17 PM
- 482 We have a partnership with the district that is yielding wonderful fruits. By helping to connect local faith communities to local schools, we are seeing improvement in community connectivity, trust and care for those in need. To date we have partnerships with 50 schools in the Seattle school district, and the leadership of the SSD is very important to us. Dr. Nyland has been a partner of high integrity, discipline and no nonsense leadership. I can honestly say that my interaction with dozens of principals, PTSA leadership, many administrative staff, facilities staff, teachers and community engagement folks has affirmed my strong opinion of Dr. Nyland and his deep value to the district. The Seattle schools leadership, from my perspective, is guilty of always wanting to make "big changes" and constantly shift board and senior leadership. Any business that operates in this way would go under. there is a healthy trajectory under Dr. Nyland's leadership and I would like to suggest offering him another term, if he is willing. Thanks for giving us this opportunity to speak into the process! 1/4/2018 1:09 PM
- 483 That while Seattle is majority white and thriving, the students in SPS are majority students of color many of whom are low income and/or immigrant and refugee children and youth. Out of 30 items, you had none that spoke to BELIEVING IN KIDS! That's TOP CRITERIA!!! As a former teacher who never taught in SPS because the Deputy Supt told me that I would not be assigned to Garfield when he offered me the job because "there's nothing in your background that says you can handle 6 foot Negro boys." I ended up taking a job at another district. Also, the School Board needs at least one full time staff person that reports only to them. Good people get on the Board and become a rubber stamp for the Supt. The Supt needs to be strong enough to address the Board with integrity and transparency and not be afraid of them getting their own information, analysis, etc..... SPS IS A MESS! I must admit if I had a child of public school age, I would work three jobs to get them into private school. We need a STRONG LEADER who cares about all kids and will strive for excellence! Great teachers have been run out of SPS for decades! 1/4/2018 1:07 PM
- 484 Its important that prospective candidates recognize the particular nature of the Seattle Public School District, in terms of its cultural diversity and historical barriers to success, so that they may productively and strategically build up a stronger school district. They must be willing to listen to all parts of the School District and learn from them: students, parents, teachers, administrators, etc. 1/4/2018 1:02 PM

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| 485 | <p>I watch board meetings. The board is supposed to set high level policy and not micro manage. We have a history in Seattle of a superintendent revolving door. What makes you, the board, think that your current micro management behavior will allow a leader with traits that you list above, be successful?. Recent board rejections of boundary recommendations that came from citizens and community engagement are rejected in favor of board micro meddling to satisfy a few. What good superintendent can be successful in that environment? If the board really wants a great leader, then hire one and get out of the way.</p> | 1/4/2018 1:01 PM |
| 486 | <p>That we deeply appreciate our teachers and are committed to their success. We want a leader that will be financial prudent and keep our school district is top financial shape.</p> | 1/4/2018 1:01 PM |
| 487 | <p>Seattle schools have had very decentralized decision making with way too much autonomy and authority given to building principals. We need a superintendant who is not afraid to reign in the chaos by standardizing practice and enforcing policy implementation across the district.</p> | 1/4/2018 12:58 PM |
| 488 | <p>My biggest desire is for transparency and growth mindset. I have witnessed the marginalized community that I work with be perpetually marginalized by the system that we are in, and I have seen multiple people leave the district permanently because of these issues. I don't want to see a leader practiced in putting on a facade and then acting differently in the background, especially when push comes to shove. Our district is diverse, indeed, and the students from each different background require different approaches to education as a whole as well as to curriculum, and some need desperately to find an advocate who will stand up for them and push the community to be more accommodating.</p> | 1/4/2018 12:56 PM |
| 489 | <p>Our schools are under-funded; highest needs schools have the least funding. High-needs students take up a lot of teacher time/energy, leaving other students without resources. Schools need more counselors, support staff, smaller classes. Paying teachers extra for larger classes doesn't help those students in those big classrooms. Students don't get enough time to eat their lunches. This is not healthy. There is not enough arts, PE, music, recess.</p> | 1/4/2018 12:55 PM |
| 490 | <p>Seattle has an enormous equity problem. The next superintendent must make it a priority to provide historically marginalized students and families with appropriate services, both inside and outside the classroom. These approaches and services must be designed with the particular strengths and challenges of these populations in mind. The reason why SPS has the highest aggregate scores in the state is because the district was designed to serve middle class and upper middle class white families particularly well. We can't continue having a conversation about "achievement gaps" if we don't address the other gaps that exist (opportunity gaps, instructional gaps, language gaps, etc.). If SPS wishes to continue being an educational leader, it must re-frame its approach and make it a priority to meet the needs of families of color and immigrant families.</p> | 1/4/2018 12:49 PM |
| 491 | <p>I would like somebody who has worked in the field of education and has spent some years in the classroom. Somebody who understands the demands of the job and the time constraints. Someone who respects teachers and sees them as professionals. They should understand the differences across the district and provide leadership that addresses all demographics. They should be a positive member of the community that is not only involved in the business community but truly understands education.</p> | 1/4/2018 12:44 PM |
| 492 | <p>The strength of our public schools (i.e. the student experience, culture of learning, and development opportunities for teachers and staff) is a paramount responsibility for government. The commitment to maintaining a school system that is dynamic, inclusive, well run, and puts the students first is bigger than any political in-fighting or personal glory. In my opinion, when a candidate signs up to be the superintendent they are signing up to be a part of the most important work that a local government can do. They should conduct themselves and manage their team with that in mind.</p> | 1/4/2018 12:38 PM |
| 493 | <p>There are many physical demographic boundaries that can defy what may seem like rational, data-driven, decisions. These boundaries are an enormous part of decisions families make when choosing where to live and, therefore, where their children will attend school. These must be considered when making any alteration to school attendance zones. Current communications on changes to boundaries suggest that these boundaries are unknown to those redrawing the lines. For example, we chose to live in the Ballard High School zone. One of the plans for changing the school zones would have her taking public transportation, many miles away, with two stops, crossing highway 99, in well-known hazardous areas. This not only impacts our anxiety regarding the well-being of our children (the most precious part of our lives), but it negatively impacts my home value and the very intentional investment we have made in our decision to purchase a home in the Ballard school district. Decision makers need to actually go out and experience the neighborhoods to fully understand what they are imposing on the families.</p> | 1/4/2018 12:38 PM |

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494	I would like the prospective candidate to know that some of our most disenfranchised families are not heard from and likely will not complete this survey—especially since it is in English, but they are the families that deserve to be heard from.	1/4/2018 12:38 PM
495	We are a tight-knit community with a high degree of diversity across incomes, ethnicities and learning abilities/opportunities. We would love MORE support and involvement from our superintendent with actual meaning and purpose. Our kids are the most important and we need decision makers who understand that, who can support goals for the greater good while not losing sight of the individual students. Communication and trust are KEY.	1/4/2018 12:34 PM
496	Narrowing the gaps in student achievement are paramount to the future success of our community.	1/4/2018 12:30 PM
497	Seattle is an extremely diverse district. We need a leader who is committed to equity.	1/4/2018 12:26 PM
498	We need a leader that: - cares about kids - is a great leader and knows how to develop leadership across the district - a person who is of high character & resolve to do what's right - understands the difference between equality vs equity - understands the educational ecosystem and keeps kids best interests at the center of all district conversations - ensures all communities have a voice that is considered in all district decisions that impact kids - create welcome for all students, their families and community. - Proven work ethic - Proven history of helping students succeed in family, school & community.	1/4/2018 12:22 PM
499	We have had too little accountability and poor leadership in the past 2-3 superintendents. We need greater leadership and respect for parents and students. I'm also a bit dismayed that this search was delayed so much; this should have happened over a year ago. We don't need a natty dresser and we don't need a leader who works behind the scenes. We've had both of those. Enough. No abdicating responsibility for poorly managed BLTs either. Top to bottom this District needs true leadership — and not based on false metrics such as the Danielson Framework or standardized test scores.	1/4/2018 12:21 PM
500	I'm super concerned about the ongoing issues with funding basic education in our state. I feel that our district and students' futures are extremely uncertain, even on hold, until we have consistent, stable funding commitment from the legislature. We've been living in this situation for too long and in budget crisis mode as a result of it. We can't plan beyond "what do we need to cut next".	1/4/2018 12:20 PM
501	that the south side schools need more support because of the lack of PTOs and such,....	1/4/2018 12:19 PM
502	Working in Special Education has given a unique perspective to this survey. My personal opinion is that we hire someone who is willing to help all staff and students no matter the race, culture or disability. Being able to hire someone who can work with the special education department to ensure that all areas of the district is working cohesively & benefiting our students the most. Thank you for providing this chance for us as educators to have a voice in this process. It is greatly appreciated	1/4/2018 12:15 PM
503	I liked Dr. Nyland!! Is there a way to keep him? I just think that SPS has a bad reputation and that you can't maintain anyone for any length of time. Dr. Nyland is a great administrator and superintendent of schools. Try to keep what you have and work with him/her; otherwise, no one will ever want to come here and work for the SPS. Dr. Nyland is doing a great job - there is always something to improve and work on. All the issues here are complicated and require time and commitment from everyone concerned.	1/4/2018 12:14 PM
504	I have worked for the District for 20 year and strongly feel that you should not only open the position but actively recruit top candidates. I can think of a few that possess the qualities that are described above. Dr Zak Palsha Dr Tammy Campbell Dr Mary Alice Heuschel Not in any particular order	1/4/2018 12:12 PM
505	Superintendent should be committed to providing adequate school and athletic field facilities for Magnolia/Queen Anne (among other places) and should be involved with disparate city departments to ensure that projects like the disaster Ft. Lawton project do not happen without adequate consideration of the effects on school families. Preferably, candidate would commit to working with the city to put a school and sports fields at Ft. Lawton. Six acres in the current plan is woefully insufficient for the area's needs.	1/4/2018 12:06 PM
506	Please correct point #27. We call it an opportunity gap!	1/4/2018 12:05 PM
507	We need a superintendent who is committed to working with the city to replace the housing plan at Ft. Lawton to put a high school and athletic fields there.	1/4/2018 12:03 PM

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508	This is a strong community with exceptional teachers, administrators, parents, and students, who are willing to work hard to ensure student success (and in many cases across the district, not just at their own schools). Our state has chosen to underfund education, and despite that, we have been able to maintain this community.	1/4/2018 12:03 PM
509	I think that only academic excellence matters. I am interested in student outcomes in math reading and writing I would focus only on the teachers and students. I think that there need to be smaller class sizes, 15.	1/4/2018 12:01 PM
510	I believe that education has been based a model that does not match today's needs. I think we need a leader that can create a vision that meets the needs of a culturally and financially diverse district. What could we do to drastically change the way we structure education, including working family challenges, after-school programs, outdoor education and community learning?	1/4/2018 11:55 AM
511	There were many years of frequent changes in leadership (including superintendents & directors) that were difficult for SPS. We have a long ways to go but the district is finally going in a better direction & there have been some improvements in previously floundering departments. Very much appreciate the recent focus on implicit bias - this is long overdue here & in the country! There is still a problem with leadership taking care of themselves (by hiring more upper level staff) & not giving the needs of the overworked 'worker bees' the same weight. We are further behind than we should be as the largest school district in Washington in technology (way too much paper everywhere still) but thankfully there is movement towards improving this. As a PTA-involved parent of two students that graduated from SPS & for the past several years as an employee, I have been disheartened that there is not more emphasis to involve FAMILIES in their children's education. I strongly believe that when you have families on board with your goals (or align with their goals!), you will achieve those goals much more readily. Give power & education to the parents/guardians & then teachers can return to their focus of teaching, rather than social work, therapist, nurse, etc. Last, there are some amazing staff at SPS that could be making a lot more money in the private sector but stay here because of their belief in the importance of education for all students. The current superintendent has done a good job in communicating how much he values this sacrifice & good work. Thank you for listening & asking for input.	1/4/2018 11:54 AM
512	Parents have a low level of trust in district administration due to a history of broken promises, failures to ensure that principals and teachers follow district policies and the general practice of withholding information from the school board that would allow it to make informed decisions.	1/4/2018 11:53 AM
513	My SPS student is in the HCC program at Washington Middle School. The district has been trying to dismantle the HCC program. These kids are "special needs" kids. I am not convinced that the HCC program is anything but a very traditional program held to an accelerate pace; where is the alternative learning styles approach? We need that. These kids are typically asynchronous in their intellectual development and interests (though they score above 99% in all areas on standardized tests) and are emotionally fragile. HCC teachers are simply not equipped/empowered to deal with these students. The incentive structures are geared toward quantitative measurement because classes are simply too big for individual attention. Further: At Washington Middle School, the school student cohort is split between HCC kids and some of the most vulnerable in the city. Nobody would argue that Principal Folmer shouldn't spend the majority of her time with the most vulnerable! But, she shouldn't have to face that choice, serving two populations at cross-purposes! This was true at Thurgood Marshall Elementary as well, where 2 successive principles spent, justly, the majority of their effort helping the most vulnerable. Of course, this left the HCC program as second fiddle. Please help! Alleviate the structural incongruities. Either the 2 populations need to be in different schools, or the Principals of these schools need dedicated staff to address the very, very different needs of these two populations. Thanks.	1/4/2018 11:52 AM
514	Schools largely believe the JSCEE is the "ivory tower" -- which passes down rules, more paper work, forms to submit, etc. The future Supt, and his/her staff need to get out to the schools regularly. Those trips should not be photo ops, instead they should be opportunities to "really observe" what is happening in the schools at the beginning and end of work days (children getting off of buses, coming into buildings, parents dropping off students, parents concerns regarding their child's absence/grades and their engagement with the staff.	1/4/2018 11:50 AM
515	I would like prospective candidates to know that they are entering a school district with a long history of institutional racism and that it is academic tracking practices and policies that reproduce cultures of privilege within our schools. Freeing our public schools of this systemic inequity is priority one. Also, our schools are doing very little to prepare students and our communities for climate change. We approach education as if technological tweaks here and there and STEM curricula are all that is needed. There must be a conversation about this with everyone -- staff, students, parents, community members -- involved.	1/4/2018 11:48 AM

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516	I want the new superintendent to have 1. been a teacher and 2. have had a student go through the public school system. No exceptions. District calls for equity currently feel like lip service as student need and resources are not distributed equally across the district.	1/4/2018 11:45 AM
517	A smart business person that knows how to budget and run a business well. The SPS is a mess and we do not need an "Education Person" that has no idea how to get things done. We need an outsider.	1/4/2018 11:44 AM
518	I am a first year school psychologist. I specifically chose to apply to Seattle Public Schools because of the district's goals regarding race and equity. Those this mission has been met with resistance in some schools and among some staff, it is the most important work we can do, I believe. I would like to see a superintendent that is dedicated to the values of social justice and providing an equitable education for all students.	1/4/2018 11:44 AM
519	A "student first" agenda requires creating work conditions that allow teachers to put students first.	1/4/2018 11:43 AM
520	Seattle Public Schools has consistently helped many students succeed academically. However, there are great divides between which students are succeeding and those who are not. The primary work of the super intendant should be to close the opportunity gap, and make equal access for students of color to high quality instruction. Additionally, there must be some reorganization within the central office that demonstrates a functioning and efficient hierarchy. Perhaps looking at well run districts as a model would be helpful. To those outside of education, it is hard to understand what the structure is at central office, and what exactly those who work there do.	1/4/2018 11:42 AM
521	The city at large is extremely unaffordable and is pushing lower income residents outside of Seattle The school district is becoming majority white Opportunity gaps should not be measured by white versus non white and rather within group/similarly performing groups District staff need to reflect greater racial/ethnic diversity Staff need professional development opportunities and mobility Student perspective and performance needs to be the main priority. What do they need/want to have a successful education/experience enrolled at a Seattle Public School. Good luck with your search!	1/4/2018 11:37 AM
522	Using "Business Experience" as a qualifier is not in any way a priority for me and my family. We would rather someone with a lifelong, professional commitment to education and student development be a candidate.	1/4/2018 11:37 AM
523	Find someone who can come up with a better model for accessing school boundaries)How about drawing circles around schools, and the diameter expands or contracts with the changing population?) Also, create a district that allows all schools to teach at every level whether it be highly capable, special needs or general education. EVERYONE deserves to attend their neighborhood school regardless of their ability! And for goodness sakes get someone who thinks out of the box, who will redesign how education looks and is executed in this city!	1/4/2018 11:36 AM
524	That not all families in SPS are politically liberal, but prefer a more moderate stance to government and cultural trends.	1/4/2018 11:36 AM
525	We need an advocate in Olympia. Someone with a growth mindset - new paradigms are needed to lead the district into the future. Someone who can think about the school district in the context of a rapidly changing city landscape - HALA, transportation changes, etc.	1/4/2018 11:36 AM
526	Our district is in need of leaders who support leadership growth within the district and who are in tune of community needs. A leader who leads from an equity lens and is able to lead on behalf of all students' needs for success in career and life. Our southeast Seattle area need leaders who are supportive and knowledgeable about the needs of the community and student population.	1/4/2018 11:35 AM
527	Our district suffers from a history of geographical and institutional racism that continues to impact students of color in negative ways. The Highly Capable Cohort program (HCC) perpetuates and amplifies the academic gap, yet no one at the district has been able to find a way to educate the extremely vocal and influential HCC parents nor challenge the HCC program in the way it divides, isolates, and ultimately weakens the overall community of learners in Seattle schools. I would like the new superintendent to keep race, equity, and the achievement gap at the forefront of all strategic planning.	1/4/2018 11:35 AM

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| 528 | <p>A couple of things to know about our district: It seems it is big and unwieldy. We have a racial equity problem that needs to be addressed. We have a HUGE homeless problem in this city which impacts several students/families. We have schools in certain parts of the city where the PTA raises hundreds of thousands of dollars to implement desirable programs and yet we have schools in areas where there is high poverty and these schools struggle. Also, my perception is that the HCC program is maligned and the annoying stepchild that many would like to kick to the curb (and yet the parents are very vocal). I have a child in a Title 1 school and a child in the HCC program. I love the education my HCC child is getting. I love our Title 1 school, but can't say that the academics are very strong, and I feel bad for any child in that school who is an advanced learner as there is no organized way their needs are consistently met. How can we do better? Seattle has some lovely new schools and it has some very old (probably not super safe) schools. My perception is that we are overcrowded and underfunded with a lot of disparity between schools. I would like to see that disparity lessen. And I would like to see a drive towards moving kids who can academically excel into programs that push them towards that. In my opinion that would mean a greater investment into accelerated learning (instead of getting rid of programs like Spectrum, etc).</p> | 1/4/2018 11:35 AM |
| 529 | <p>A leader who appreciates diversity and respects the cultural value of diverse groups of students, family and staff. A leader who encourages and visits his employees regularly by implementing management by walking. A leader who really tried his best to know each of his employees starting from Janitors to department directors. A leader who is interested to work with the community organizations and who has respects for diverse community members.</p> | 1/4/2018 11:31 AM |
| 530 | <p>Please consider Trish Millines-Dziko, the founder and E.D. of Technology Access Foundation. She has experience, vision and leadership skills.</p> | 1/4/2018 11:31 AM |
| 531 | <p>Seattle School District has a large amount of Administrators and a complicated management structure. It would be good if the new Superintendent could tackle this - reduce the management layers so that it is clear who is responsible for which task and tasks are not overlapping. Then use the money saved to put towards the schools themselves and the students. Also, it would be good if teacher hiring rules could be simplified so that the most qualified teachers are able to be hired and the hiring can be done during the summer so schools are completely staffed at the start of school year. There have been several times during my child's middle school years where hiring was occurring well into October and the first full month of school was less effective than it could have been. There is sometimes a large variation in the quality of teaching at the high school level. You can have one algebra teacher who is great and the kids are all doing well in the class and you can have another who is not a good teacher and the kids all do poorly. This happened in my child's 9th grade math. We didn't catch it until it was the middle of the year and just had to continue and make the best of the situation. It would be good if this type of situation could be caught early and addressed with increased teacher training, mentoring, counseling or in some cases firing. The child's success should be the number one goal. Having been a student in Seattle Schools myself from Kindergarten thru 12th grade, and now seeing my kids go from Kindergarten to 12th and 10th grade respectively, I have a lot of experience in Seattle Schools. The Middle Schools - 6th, 7th and 8th grade - are the weakest link - in my opinion. The kids go from a school where the teacher knew them really well, to a school where the teacher has 150 kids per day and only sees them for 45 minutes each. This does not let the teachers know the kids well or the kids know the teachers well. And at 6th grade they are not ready to make this transition so suddenly. Perhaps it is time to try a radical new approach to Middle School. Part of that should be more activity, like PE or doing something outside, during the day. Also, more community building middle school, perhaps with kids being assigned to a class that stays together as a unit or cohort so they get to know each other well or stay with a teacher who teaches two subjects in the same classroom. Kids would get a lot more out of school during these years if they had a more personal relationship with the teachers there.</p> | 1/4/2018 11:30 AM |
| 532 | <p>Seattle likes to think of itself as progressive but when it comes to making decisions for students of color or alternative learners, it falls short. Also, we have a board who moves slowly so I hope the new superintendent will be strong in his/her leadership. Additionally, the board listens to and takes actions after listening to single individuals speaking on behalf of an entire community. It is my sincere hope the new superintendent is truly community minded and student success (in all its forms) driven.</p> | 1/4/2018 11:29 AM |
| 533 | <p>The school board/superintendent relationship is critical and does not appear, from this parent's perspective, to be a productive one at this point. As long as the school board is elected (which in my opinion they shouldn't be) the new superintendent will need to have the ability to understand the dynamics of the school board and co-create the vision with the board of how to address the gaps in graduation rates. The community and lots of business leaders stand by ready to help. If this isn't the new superintendent's strength, then they need to know that and empower someone on their leadership team to lead that effort.</p> | 1/4/2018 11:29 AM |

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534	The schools with high risk populations, need more resources.	1/4/2018 11:29 AM
535	That the work that Dr. Nyland has put in place needs to continue to be the focus of this district. That Dr. Nyland has the ability to be both a system operations leader and an instructional leader and we need to have someone who has this similar skill set.	1/4/2018 11:27 AM
536	Our family is extremely happy with Dr. Nyland's performance, leadership and dedication. We would love to see him continue as superintendent of SPS.	1/4/2018 11:26 AM
537	I would like the new leader to be from this area and be prepared to stay long term and have a vested interest in people of color i.e. staff and students instead of maintain the old boy system that has been in place; new leader should be willing to remove the gaps and not just talk about them put be about action;	1/4/2018 11:25 AM
538	Improve the food options at schools. Provide vegetarian options that are actually fresh. Go organic! Provide milk alternatives. Studies are increasingly reporting on the harms of a carb and dairy-driven diet. Stop playing catch-up with the times and pressuring students to take and drink milk. Allow more time for meals—students spend half their lunch period standing in line to get mediocre tasting food in varying levels of nutritious quality, and the other half being rushed by staff to shovel it in. As a frequent volunteer, I have seen this firsthand many times. It is unhealthy and worrisome. Make school days 15 minutes longer if it's such a struggle to accommodate this need. Parents would thank you! Our district is very ethnically and culturally diverse. Encourage and expose students to different schools of thought. Increase access to learning in different languages. Increase emphasis on the arts (not just visual, but music and movement as well). We appreciate the work you do. Lack of funding makes this an uphill battle. Please keep fighting so that all students have equal opportunity to thrive. Thank you.	1/4/2018 11:21 AM
539	My son goes to Bagley, a wonderful school with a lot of parent involvement and money that is donated to the PTA. This is sadly not the case for all Seattle schools, and it is all of our responsibility to ensure that ALL kids, teachers and schools are set up for success and not just the schools in well to do neighborhoods.	1/4/2018 11:20 AM
540	Our public school has the ability to receive funds from wealthier parents thru fundraising than some other schools. I would like for schools that do not have the same resources to be identified and a means to help finance academic and athletic needs.	1/4/2018 11:17 AM
541	I love the district. There are exceptions, of course, but the teachers we've had have been motivated, energetic, and serious about their role in shaping students. Specifically, when my son was a student at B F Day, I was consistently impressed by teachers' encouragement of involvement in the local communities - starting with the student population. They fostered a wonderful sense of belonging and social responsibility. My daughter had a difficult time in high school (Roosevelt), but her counselor continually reached out to her and helped guide her to graduation. In retrospect, my daughter most likely would have benefited from an IEP assessment, but we came into the district her sophomore year, and I think she slipped through the cracks. If there were a way to catch older kids who are struggling, and assess whether or not they need more support in and outside of the classroom, I think it would help a lot of students. Thanks	1/4/2018 11:10 AM
542	I think Dr. Nyland has been doing a great job.	1/4/2018 11:08 AM
543	somebody with a background in seattle public schools would be nice to see; highly respected, qualified, exemplary leader	1/4/2018 11:08 AM

Seattle's largest problem is part of our local culture and politics; the idea of community consensus and "who you know not what you know" mentality. We need a person who can stand up to the people in our community who happen to be wrong. As a parent and an educator I understand that parents are an important part of the community but I also know that parents don't always understand educational research and theory; ask my husband. :) Fellow parents ask me to explain why schools, teachers or the district do things they think are wrong and when I explain theory and research they typically agree and hostilities cease. We also put too heavy an importance on parental feedback without understanding culture in regards to feedback. Some cultures aren't involved in the school building because they respect and expect the trained professionals to make those decisions and do what needs done without the parents. How can we possibly have a balanced view if we don't get balanced feedback? And how can we get feedback if some families feel that they shouldn't be part of the conversation. Do you send people to the local synagogues, the masjids, the churches, community centers to meet people where they are? Instead of expecting them to come to us on their time, and their dime? We need someone who can stand up to the loudest parents who will put the needs of our most vulnerable students first even if it means disagreeing with parents. We need someone who understands and can confront our Seattle culture of passive aggressiveness and the overwhelming sense of entitlement of some communities in order to address big issues facing our district. Someone who is technologically savvy, who understands social media, blogging and all the latest tools at our disposal in order to market the district in new ways, who can make decisions about why students need school email addresses and laptops so that we can create and cultivate a safe space for them to learn what it takes to be a college student and a professional when they leave our building. The cost of living is skyrocketing and we are treating our students unfairly. We have given up on ways to integrate our district which leaves all of our schools at a disadvantage. North end schools with ridiculous amounts of anxiety which overwhelm staff, south end schools with high levels of poverty overwhelming staff. Do you really thing the parents at Roosevelt would allow the Building that is currently Rainier Beach to exist? With signs of asbestos in the offices? We need someone who can face the real issues of our city through education. Will we allow our city to go on separate and not equal, will we allow teachers to continue to lack cultural knowledge that celebrates differences, will we think about rebranding out schools and open them up so that we can integrate our populations, because research shows that integration is really the only way the achievement gap changes and that includes the HCC program. We need a strong leader with charisma who knows how to say no without it feeling like discipline and who will be willing to make tough decisions that might make parents mad, and if they leave to go to private school than let them. The private schools don't have enough space for all of our 55,000 students and those parents will see that how much better our schools function and perform and will be glad for the changes over time. Change is uncomfortable and we need someone willing to bring us to that place and walk us through it otherwise nothing will change. Our high anxiety students will continue to melt down and as their parents will find out; will not be able to hold a job because they never faced their fears, they will avoid and it will get worse. Our low-income students will continue to be pushed out of their neighborhoods and homes; their children wont attend the same schools, tradition and alumni rates will lower because they can't stay here. I am a third generation Quaker and I adore Franklin, but my children will never attend because even we couldn't afford to stay in the city where I work. That is devastating to me. When we lose students we are losing our communities, our future, our traditions. We need a leader who understand that education is not just teachers and parents, but someone who understands the value of school counselors, school social workers, our paraprofessionals and the all important role of School and district administrative assistants. Office managers and admins make the world work, they are often overlooked and undervalued. If you want to know what is working or not you meet with your first line of offense and defense. They work across departments, the interact with parents, teachers, students, counselors, nurse and Principals the see the cross roads of things and support staff can make or break an organization. Whose voices will the superintendent listen too? the same district leadership who have only work in elementary and don't understand middle and high school? the folks who haven't taught in a classroom in decades and don't ever interact with students, whose own children a grown adults? Will they bring women, youth, Latino, Somali and Native, leadership to the table so that ideas are challenged and sharpened and discussed until we get the best idea not just the same idea because all the people in the room think the same way. That is the kind of leader we need.

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545	<p>1) I am impressed with the well-rounded education my children are receiving at Adams elementary school. I like that the focus not only includes academics but also includes arts and emotional/social development. I believe the Principal, teachers, and staff are doing an excellent job. 2) I am concerned that the design of the Highly Capable program isolates those students from the rest of the school population. I feel it is detrimental to both the Highly Capable and the general student population. I also hope for more clarity and easier access to advanced learning programs for students who do not qualify as Highly Capable. It is unclear what is offered and how to access it. 3) I live in Ballard which is growing and changing rapidly (outpricing those of us who can't afford to purchase a home). I think this is affecting the diversity of the Adams student population and certainly adding stress to many families.</p>	1/4/2018 11:07 AM
546	<p>I live in a low income district with a large minority population. It is important to me to have a superintendent who will work to erase the disparity between low and high income neighborhood schools. I think the district needs to take a hard look at parent volunteering and fundraising and how that promotes disparity between different schools and even within the schools. I also hope the selection process will actively seek candidates who are underrepresented in positions of power: women, non-white, LGBTQ, etc.</p>	1/4/2018 11:06 AM
547	<p>Quite honestly it is a mistake to fire Dr. Nyland and look for someone else. In my 10 years at the District this is has been the best leadership and most stable period. Big mistake on the Board's part! If you want to hire someone you just need to hire another Dr. Nyland. He exhibits all the desired qualities.</p>	1/4/2018 11:06 AM
548	<p>Knows how to communicate and create relationships with his staff, communities and students. Is Visible to schools.</p>	1/4/2018 11:02 AM
549	<p>The City of Seattle has pushed excessively left. The school Superintendent must be resisting the minority voice that distorts the broader publics will. We need a Superintendent who supports individual initiative and personal responsibility, as opposed to someone who merely accepts responsibility for the failings of individuals, and groups of individuals, and thus believes the system is at fault. The Superintendent should imagine he is running a large 'charter school'. Also, those who are driven and speak too heavily of 'data' and 'best practices' are those who are often the least imaginative, and as a result stifle freedom and flexibility. Stay away from someone who is too excessively data and metrics driven.</p>	1/4/2018 11:00 AM
550	<p>They need to have the courage of their convictions and experience to speak up to the board when the board might be making a poor decision for the district. The superintendent is hired for their knowledge and expertise and the board needs to honor that by considering their decisions according to the information provided by the superintendent and staff. Don't be bowled over by the loud voices of the public who may not have all of the information.</p>	1/4/2018 10:59 AM
551	<p>There is cutting edge research out there about education that could be put into use right away with the right leadership. For example, data overwhelmingly shows that kids who get a lot of free recess time, do much better academically and results in less fidgeting in the classroom. Yet, our schools continue to cut recess time. Let's match the data with our actions!</p>	1/4/2018 10:59 AM
552	<p>That Seattle is one of the largest school districts with the most diverse populations of social economic density. That your zip code should not determine your future, and course offering as a student and future leader.</p>	1/4/2018 10:58 AM
553	<p>There is a tremendous amount of systemic racial inequity within SPS systems. We need a leader whose commitment to eliminating the opportunity gap surpasses his/her need to keep the board and the loud, white privileged voices "happy." One who makes decisions and implements policies and procedures that are vetted through the district's racial equity tool and are in line with EOG, and are not made simply to "secure the popular vote" (i.e. stand up for what's right even when it makes people unhappy).</p>	1/4/2018 10:56 AM
554	<p>It is important for any candidate to know that financial resources for schools are based on the neighborhood a family can afford to buy into, limiting opportunities for advance educational opportunities for kids in South Seattle and in communities of colors. Also South Seattle is an extremely diverse community with numerous languages spoken in the house as well as religious needs creating unique educational challenges and opportunities.</p>	1/4/2018 10:51 AM
555	<p>I like the Superintendent we already have.</p>	1/4/2018 10:50 AM

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556	Our students are happiest and most productive when our staff are happiest and most respected. Our students of special education and of color are seriously lagging behind while our white, typical students continue to advance. This inequity is one of the biggest issues facing our district today, second only to education funding and respect of staff members from administrators and the district office.	1/4/2018 10:50 AM
557	Many of the schools in the district are over-crowded and our city is still growing at a rapid rate. It is essential to find ways to meet the needs of these growing communities all over the city.	1/4/2018 10:50 AM
558	I would like for them to know that our district is very ethnically and culturally diverse. It is also a district that has many inequities within that affects students and their families, as well as employees that needs to be addressed.	1/4/2018 10:49 AM
559	Must be able and willing to think outside the box. Must be a visionary and not just an administrator. Must possess an entrepreneurial spirit.	1/4/2018 10:46 AM
560	We are moving towards a potential 8 period day in high schools, which in my mind hurts students in an already stressful day. I would like to see emphasis on making changes to the schedule for the 24 credit requirement that would allow students to take less classes in a day (thus reducing the fractured nature of their thought processes). I personally prefer a trimester system with 5 classes a day, as this allows students to concentrate on less classes, while maintaining a high enough credit load to meet the state requirements. We need to reduce the stress levels in high school, and adding more classes will do the opposite.	1/4/2018 10:44 AM
561	That some of the high schools have student discipline issues that that should be better addressed to make the students feel safe while in class. School principals should be more welcoming to their substitute teachers when they come in in the morning. Students should not be permitted to eat in the classroom and there should be a stricter policy prohibiting students from using their smart phones while in class as some will use them to do videos of other students and teachers who see this as an invasion of their privacy and safety.	1/4/2018 10:42 AM
562	We as parents care about ALL students, especially those with extra challenges (e.g. at home or within society, or due to disability).	1/4/2018 10:41 AM
563	Dr. Nyland introduced stability and has put many things into place into Seattle Public School administration. It would be great for this candidate to build on that as opposed to disrupting that. I do not understand why we are searching for a new Superintendent. Dr. Nyland is doing a very good job, and we don't need the distraction of a Superintendent Search every one to three years. It is disruptive and also makes it difficult to attract talent.	1/4/2018 10:41 AM
564	I have children at each level of public school. I have a daughter at John Stanford Elementary, a daughter at Hamilton Middle School and a son at Roosevelt High School. The Spanish immersion program has been very beneficial to my children. With the opening of Lincoln, I find it very confusing why the language pathway would not go JSIS/McDonald -> Hamilton -> Lincoln, but instead goes up to Ingraham. This is causing great angst for those of us in the JSIS/Hamilton community as we need to decide whether to keep our children in the language path, or in the community.	1/4/2018 10:39 AM
565	My 6 year old daughter is a Kindergarten student at Greenlake elementary. She loves her teachers and enjoys going to school. The parents volunteer a lot in the classroom and we have enjoyed getting to know the parents of my daughter's classmates. As a parent, I feel good that my daughter is in an environment where she is loved and cared for and is safe.	1/4/2018 10:37 AM
566	We suspend too many students and need to stop and find an alternative to the school to prison pipeline.	1/4/2018 10:34 AM
567	Our school district is in desperate need of stability. We need a leader that works with their teachers and staff and pays attention to the needs of the community.	1/4/2018 10:34 AM
568	School board members constant revolving in-n-out impedes long-term positive goals and is a detriment to consistency. School Board must focus better on overseeing for the whole district, not politics of their own special interests.	1/4/2018 10:22 AM
569	Take care of HCC kids. Create a magnet school going all the way to High School. Take care of the disadvantaged kids by extra coaching or providing tuitions. Rich folks in Seattle like Gates, Bezos give money to Univ of Washington. They will be able to give money to School System in Seattle easily. Work on explaining importance to them. These people also respond very well to flattery. Name schools after them. Make them patrons of these schools. This will help in the short term but I am not sure of how this will affect long term values of society.	1/4/2018 10:22 AM

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570	That we are a community that fosters, promotes, and acts on our students being supported in being their absolute best selves through curiosity, opportunity, movement, nutrition, focus, and a growth mind-set.	1/4/2018 10:17 AM
571	That some of our policies around SpEd and low-income families especially need to be looked at further to ensure that we are providing a fair and adequate education to ALL!	1/4/2018 10:17 AM
572	First, if you are asking these questions to develop hiring criteria prior to seeing the candidates so as to offset gender and racial bias, KUDOS, and the process seems to be off to a good start. Please don't have this be an exercise that just pretends to want input from the community. We live in a liberal bubble i.e. that is concerned for all people having equal rights and representation and while we don't want candidates that don't have any administrative experience (we've seen how horribly wrong that can go at the National level), we don't want to encourage cronyism or political partisanship or favoritism.	1/4/2018 10:17 AM
573	We, the Seattle School District and Community, highly value involvement and excellent communication skills. We strongly believe that we're in this together and do not have much patience for top-down leadership, without being heard. The Seattle Schools community is passionate about the education of our youth, about respect for cultural diversity, and about the equitable education and service delivery for every one of our students! We have been through many cycles of superintendents from various walks of life. The hybrid, business oriented approach and the top-down reform movement approaches have not been good cultural fits for our district, it's students, staff, and families. We need someone with heart; a caring individual who is highly organized, willing to engage, listen, and be responsive the needs of the Seattle Schools community.	1/4/2018 10:15 AM
574	Please give up on the folly of wasting thousands of dollars to search for new superintendent. Nyland has done well, but if he is unwilling to continue, please select internally so that the new leader of the district actually knows how our district works and can jump right into leadership rather than wasting a year or two figuring out the lay of the land. Not only that, Nyland, a local, is the ONLY superintendent in the last fifteen years who has lasted without major controversy or leaving prematurely. This is a waste of scarce monetary resources that could be appropriated to more staff or supplies.	1/4/2018 10:14 AM
575	We are a very diverse school district with many challenges. When it comes to serving children of color, we have not done the best job. I would like a leader who can communicate and build relationships with communities of color. Someone who is not afraid to have hard conversations about what SPS needs to do differently to serve our students. In addition, someone who understands that there is wealth of knowledge and experience in the community and one way that we are going to close the opportunity gap is by implementing strategies that are suggested from the community. Lastly, I would like to see someone who "puts their money where their mouth is." Meaning if we say we are focused on eliminating the opportunity gap, we actually fund schools appropriately to do so.	1/4/2018 10:13 AM
576	- Seattle is still a racially and socio-economically segregated city and beliefs that north end schools are better than south end schools are strong. - District is "top heavy" in central administration positions. - Central administration departments have a tendency to working in a silo fashion. - Community has supported many school related levies; it shouldn't be assumed that it will continue to do so. - Well educated, well connected parents tend to advocate strongly for the needs of their students. Therefore the district needs to stay vigilant to ensure that all voices are heard and decisions are based on the needs of all students.	1/4/2018 10:12 AM
577	We have strong leadership within this district. I would like our Superintendent to observe and recognize those leaders at every level, to view school staff as experts in their field, and to use feedback along with data when making decisions.	1/4/2018 10:07 AM
578	Seattle is a district that presents challenges in equity of resources and experiences. I would like a candidate that has experience or passion in trying creative solutions to lessen the impact of socioeconomic status on access to resources and programs. Seattle Public Schools has begun this work, but I hope we would choose a leader that could continue to share this as a focus. For instance, the disproportionate amount of white, higher income students in Highly Capable/Gifted programming. We need to find ways to engage, invite families and students that have less resources and opportunities to be apart of this programming. I find this issue especially important as we watch our city rapidly change around us.	1/4/2018 10:06 AM

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579	This is a large district with a diverse community that is exploring the consequences of historical segregation, for all intents and purposes. Our students have a variety of needs, and the superintendent must ensure all voices are heard, and multiple pathways to success are validated. This is a resource-rich community, and stakeholders must work together to support the education system that impacts us all.	1/4/2018 10:04 AM
580	Nyland refused to meet with the media and I thought that was problem as he shied away from real issues. Hiring an outsider i.e. the Sacramento hire, pointed out how it was both short term and never understood the diversity of the Pacific NW Having said that I'm not sure there is anyone in house.	1/4/2018 10:04 AM
581	Someone who has been a teacher before and has a strong knowledge of special education practices and law. The special education dept. in Seattle has constant turn-over at the top. As a special ed teacher, it would be great to have more consistent communication from "the people in charge".	1/4/2018 10:01 AM
582	Seattle public schools are overcrowded and neglected. The city has not planned adequately for the growth that Seattle has experienced and has been slow to react when there were clear indicators of baby booms and growing populations of families returning to the city. The school days are getting shorter, there are more and more half days and days off - it feels like our children are out of school more than they are in school. Staggered start times with some school commencing as late as 9:30AM have created a childcare crisis in some families who now need before AND after school care if they have two parents who work. As the parent of a 5th grader, we are very close to leaving Seattle for the East Side because of the schools. Despite Amazon and other high tech companies coming to the area, there will always be the choice of commuting downtown and living in stronger school districts. This is what happened in Seattle 20+ years ago which left them unprepared for the subsequent "boom". Shortsightedness, arrogance, beaurocratic BS and an antiquated approach to education are many of the factors that seem to be at play. We don't just need a new superintendent, we need a school district makeover entirely...that will at least get us into this milenium.	1/4/2018 10:00 AM
583	To not be afraid to let go of some of the dead wood (people who have been around forever and not performing to standard) and to encourage the Seattle community to embrace those employees that are making the most of their relationships with families and truly have the students' best interests at heart.	1/4/2018 9:56 AM
584	I feel very strongly against #14. Education is about relationships not business, and shouldn't be run like one. I would prefer someone with experience in the classroom.	1/4/2018 9:52 AM
585	Many teachers and families feel isolated from "the district." District leadership should foster and support within our school communities a sense of belonging to a larger system.	1/4/2018 9:52 AM
586	We have a diverse community (sped, ELL, APP, socio-economic and more). The community supports our schools. The teachers work hard every day despite having dysfunctional admin. JSCEE needs to be revamped-it takes up too much money that should be used on students. We need someone who isn't afraid to make changes.	1/4/2018 9:48 AM
587	Candidate must be able to know the diverse population of the District. Can withstand the political climate of Seattle. Represent without bias, humble, firm but assertive, good role model and mentor.	1/4/2018 9:46 AM
588	Magnolia/Queen Anne -- If the public schools do not markedly improve soon, the evermore affluent population will continue to send its children on to private school in ever increasing numbers.	1/4/2018 9:44 AM
589	The overreach of the Board continues to be the biggest deterrent to securing a strong Superintendent. Without a commitment from the Board to narrow your focus, strong potential candidates will continue to avoid committing to work in Seattle.	1/4/2018 9:39 AM
590	We need a strong leader who will work to create greater equity for students, staff and families of color. This may mean making difficult decisions that are not popular with students, staff and families who have historically experienced unearned privileges in our district and communities. The ability to stand for what is ethical and just will be the most important quality necessary for moving our district forward.	1/4/2018 9:39 AM

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- 591 Our District is a very diverse environment and we have a long way to go to have equity in our schools. I think the ability to engage and work with a school board and all our communities in the district is needed as we move forward. Educators and staff also need to feel that their Superintendent supports their work and puts forth policies that align with the resources the district can provide in every school to support and carry those policies forward. The SEA needs to continue to be at the table as we continue to develop ways to eliminate the achievement gap. We have had enough initiatives and changes in programs and curriculum without providing the ongoing professional training and support needed for them to be truly successful. While I have seen progress over the last 10 years we still have work to do to make this happen. I would like our superintendent to have a clear leadership role with the school board and to be on the front lines of social justice as it relates to equity of programs. They should have a clear understanding of the latest research on social emotional learning and understand that the staffing of counselors in every school should be a top budgeting priority.. 1/4/2018 9:37 AM
- 592 They should be aware of the diversity of our population, understand our current curriculum practices, and have ideas of how we can improve. 1/4/2018 9:35 AM
- 593 Our students learn best when they are emotionally supported. The new emotional intelligence curriculum is the best thing the district has done in the 3 years my kids have been in public school. We also need to make sure all our students have the opportunity to access higher level educational opportunities and enrichment activities while experiencing the wonderful diversity of our district. HCC cannot become de facto segregation. To do this, we must recruit and retain the best teachers and those who are committed to meeting all our students where they are and helping them improve together. 1/4/2018 9:32 AM
- 594 We need more funding transparency. Before focusing on idealistic school visions, we need to make sure our nuts and bolts foundation is working well—this means better busing, bell times, retaining teachers, and funding counselors. That's where I want the money. As a parent, I'd like to see more flexibility in education choices. The Walk-to-Math program is terrific. Let's have more programs that allow students to reach higher. The past reading program at the gradeschools was pretty terrible. RazKids was awful and didn't allow students to advance fast enough. Dreambox, the math program, is better. 1/4/2018 9:29 AM
- 595 The Seattle community is very diverse (in terms of socio economic status, cultural and linguistic background, race, and ethnicity). As a south-end parent, I see very obvious gaps in quality of education and resources provided to students/families. Ensuring that all students have comparable education (especially in terms of teacher support, student resources, and leadership of lower-income schools) will be challenging but important of the new superintendent. It is also important to know that SPS has a reputation among parents of poor communication with families and political processes that are not transparent, so building a positive relationship and trust with families will be crucial to the success of the new superintendent. 1/4/2018 9:27 AM
- 596 We are a diverse district with inequities. In the trenches, teachers are doing the best they can with the support and training that they have. Teachers and administrators, who have issues or questions that have to go through the central office, are often left confused because the question goes unanswered or the asker keeps being sent to different people/offices. Frustration with the central office and dealing with the "way Seattle Public Schools works" has driven quality people away from the district. 1/4/2018 9:24 AM
- 597 That we have very good schools, outstanding students, a wonderful and diverse community. It would be nice to see Seattle hire from its own leadership pool so that we could move quickly past the "getting to know Seattle" phase. 1/4/2018 9:24 AM
- 598 Every school and neighborhood is different. Make good decisions that will have positive outcomes for all of them. 1/4/2018 9:22 AM
- 599 Equity , Social Justice and Diversity are valued in my community. Staying accountable and connectes to the diverse residents that are not always at the decision making tables isof upmost importance. Especially to ensure the opportunity and learning gap that currently exists in the district is successfully closed. 1/4/2018 9:22 AM

Seattle Public Schools 30 Qualities Survey

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| 600 | <p>Our district has been stuck in a loop. We feel like the district spends lots of time developing cute marketing slogans like "Every student achieving, everyone accountable". Sadly, that is not true. Poor grades and the failing of classes is widespread at our High School as well as others. We have had only minimal help from grossly overworked staff with our struggling student. We have put in exhaustive efforts, with minimal help from the school. I don't fully blame the staff or the school, they are trying it's just that they are underfunded and under staffed. Why can Seattle not have as an exceptional school district as other cities? Also, don't ask for our opinion and then blow us off. For example the early release on every Wednesday, when we wanted it on Friday. Then you made up some excuse that even though we wanted Friday, you felt it would work better Wednesday. Why did you even ask?! Consider subdividing the district into 4 areas, divided by the interstates (roughly) and allow more control by the local neighborhoods. We are almost done, our youngest will be a sophomore next year. Thank goodness, as the district has worn out this family who dedicated a lot of volunteer time. Good luck in finding your new superintendent.</p> | 1/4/2018 9:14 AM |
| 601 | <p>That West Seattle is growing at a high rate. New construction that was never taken into account previously has put an extra burden on schools in the area. Yes families live in apartments! New construction is continuing and student numbers will continue to increase. This needs to be taken into account.</p> | 1/4/2018 9:10 AM |
| 602 | <p>Seattle Public schools, needs someone who can join as of it's many factions into one well functioning organization. The district needs a leader who can bring all the components of a district to the same table; where decisions can be made that are for the betterment of everyone, not just the specific target of each area or individual. The teachers of the district need a superintendent who will see them as the collaborators they are, not the opposition they are portrayed to be.</p> | 1/4/2018 9:08 AM |
| 603 | <p>-the district's strong commitment to equity at all levels. Policy #0030 -there are many strong, and passionate leaders at all levels of the district. -learn and examine strong practices developed at the building level, for possible scale up and/or transference to others (school culture, strong teaching staff) -engage and work with teacher pre-service programs in Seattle/Washington (e.g. Seattle U, UW, SPU, Antioch, Central WA U, Western WA U, etc.) to design programs producing the teachers with skills we need (strong equity lens, social emotional skills (reflection, relationships) and current pedagogical skills i.e. project based and service learning). -resources need to be provided to support school based successful student centered programing not just central developed programming.</p> | 1/4/2018 9:04 AM |
| 604 | <p>It's important for the leadership to be aware and connected to "all staff" and ensure that all staff feel like they are working together for a common goal.</p> | 1/4/2018 9:03 AM |
| 605 | <p>Our school district and community has a large population of English language learners. Our parents have limited skills in helping their students with their educational needs; homework, writing, and communicating effectively in school. To meet their needs as well as their children, schools need to provide classes for them to practice these skills with their child to be productive learners. Our goal as educators is to insure every child that walks into our classroom is given an equal opportunity for success in school and to be ready to make a difference in our world. Agencies and groups; City Year, Neighborhood Care, etc. help students academically and mentally. Working collaboratively with teachers, parents, and the community will make this possible for every child.</p> | 1/4/2018 9:03 AM |
| 606 | <p>Leadership that is willing to look beyond test scores to ensure that we authentically address the opportunity inequities within our district. The challenges our district faces as being large and disjointed could use a leader that has strong skills in being inclusive and a commitment to dismantle the power of privilege. This is a huge issue with funding and opportunities such as arts opportunities and access to supporting our students in need. I would like to see someone who has been in the classroom and has a passion for putting the needs of students first. Supporting educators by showing up and being willing to listen and communicate beyond our building leadership. I really I would like to see a qualified person of color that has experience living in the Seattle community and has experienced/lived/travelled globally to broaden the vision to bring some innovative and risk taking to leadership. I would also like to see a leader that truly understands the importance of experiential learning and supports the arts as part of the rigorous curriculum to support high expectations for all our students.</p> | 1/4/2018 9:03 AM |
| 607 | <p>When budgets are tight, as they are in Seattle right now, what is called for is a return to the fundamentals. We need to focus on educating kids within our budget to the best of our ability and getting rid of optional programs until that time.</p> | 1/4/2018 8:57 AM |

Seattle Public Schools 30 Qualities Survey

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| 608 | <p>What makes Seattle Public Schools an exciting place to work is also what makes it a challenge: it's vibrant multi-cultural student population. As an educator, I have the opportunity to work with and learn from students and their families with a myriad of backgrounds. The city of Seattle is a place that draws many people from around the world and all who live here, benefit from the many facets of culture that are thereby brought to the city. The teachers that I work and speak with feel fortunate to work within Seattle Public Schools. We feel that we are treated as professionals who do important work. Oftentimes, however, reality says otherwise; for example, in class sizes. We are a vibrant district with new students arriving often to our schools. A place needs to be made within our buildings for these students, even as we are bulging at our seams. Teachers are welcoming and work overtime to find ways to meet the disparate educational needs of students in large, diverse classes, but large class sizes hinder what we know as Best Practices. Seeking solutions is an on-going challenge. All participants need to be involved/included in the decision-making process, especially those of us - students and teachers - who face these challenges daily.</p> | 1/4/2018 8:56 AM |
| 609 | <p>I think the SPS suffers from a huge image problem and rightly so. Money is wasted, many decisions appear to fly in the face of a "students first" mentality, and the overarching quality of public education is deplorable. To me, the school district is just a huge bureaucracy that gets nothing done and wastes taxpayers money. I want someone who will make hard decisions and not cater to the vocal minority. Someone who will turn around the state of public education in our community and create a system that the rest of the country envies and admires. Someone who can leverage the business talent and wealth in our community to have a positive and lasting impact on the up and coming leaders -- our children. Someone who will get rid of the dead wood in the system (teachers, administrators, etc. who are under performing and should have been axed ages ago) and bring in the best and the brightest to teach and lead our kids. Please don't go with the same old status quo. Think outside the box! Get someone bold and innovative! Where's the next John Stanford? We need him or her -- desperately.</p> | 1/4/2018 8:54 AM |
| 610 | <p>We are a diverse and loving community with hopes that every student will be successful in every aspect of their lives. We need school officials that truly care about the children and not the pay or status.</p> | 1/4/2018 8:38 AM |
| 611 | <p>I would like a superintendent that has experience working with and benefiting the lives of special education students and their families. As a mother of 2 children in special education in Seattle Public Schools, this issue is very important to me.</p> | 1/4/2018 7:58 AM |
| 612 | <p>As an SPS parent, I feel that the Administration is top heavy. Our PTA supplies cleaning supplies to our teachers while administration staff are paid handsomely. Cut administration positions and fund front line teachers more fully.</p> | 1/4/2018 7:33 AM |
| 613 | <p>Our community has seen tremendous growth and we need someone who is skilled in strategic planning to help navigate this growth, in a thoughtful way. The continuous realigning of boundaries has significantly impacted our community, in a negative way.</p> | 1/4/2018 5:51 AM |
| 614 | <p>■ Different parts of the district are very different from each other (like multiple cities within a single boundary). ■ Teachers & staff need better and recurrent training on how to plan and meet their goals and their schools goals each year in a measurable way that aligns to and furthers the goals/vision/mission of the district overall. ■ Teachers are forced to make due with very low pay (embarrassingly low, e.g. some qualify for food stamps), ancient and dilapidated equipment (in some cases), disparate funding and support (for programs, supplies, even teachers/staff hires) ... meaning some schools have lots (\$\$\$\$) while others just scrape by (\$). ■ Schools need better planning and support to be a welcoming part of their community and neighborhoods. (E.g. Streets around schools should be safe for all, disabled access should be sufficient for ALL events and happenings, &/or all schools should have active/involved, diverse representation from many community volunteers & "diverse" doesn't just mean race.)</p> | 1/4/2018 4:25 AM |
| 615 | <p>Tired of all the "data" driven speak. These are kids, individuals not data points. Go back to the days when principals were active in the day to day operations in a school WITH students rather than writing evaluations, treating the school like a business that has to be "run" and having to force "family engagement" that was happening more naturally in the past when principals were invested in their schools. Seems now their priorities are away from the kids - especially at the elementary school level. Hire people that want to be there not just those looking to move onward and upward.</p> | 1/4/2018 4:00 AM |

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- 616 I am a substitute teacher with SPS. From my experience, the staff and teachers in this district are overall a phenomenal bunch who are extremely dedicated to their students. You have a HUGE, powerful force for good at your fingertips. That said, our education system is behind the times. It worked wonders when a graduate could find a job at Boeing, Chevrolet or some other occupation, stick with it for 40+ years and retire with a pension. In the current world, people change jobs about every 5 years and the jobs most of our student will hold haven't been invented yet. I believe our district could be one of the top in the country (if not the world) by adding in the skills employers say are woefully missing from current graduates: critical thinking/problem solving, curiosity/innovation, collaboration/working well on a team, effective oral & written communication... Our students no longer need to memorize facts - with the digital age, billions of facts are available instantly to all. They need more project based learning, they need practice presenting in front of the class until it's easy, they need to be taught entrepreneurship, they need to be taught problem solving (without looking stuff up on google.) Therefore we need an innovative leader who can inspire the staff and teachers of SPS to get behind a new vision. Someone who can come up with a plan that will benefit all - parents on board, staff, teachers, media, KIDS etc... let the teachers know they are making a greater difference in their students lives than ever before (without spending endless extra hours and money), same with the staff. Think of Tim Ferris' question - how could this be easy? and let's get it done! Have our kids fulfill their potential. They want to change the world - let's give them the tools they need to do it! Thanks.
- 1/4/2018 3:39 AM
- 617 We are a prosperous, progressive community that looks to the future. In spite of efforts to reduce racial inequality there is a large amount of distrust in the sincerity of the district to address this issue. Unfortunately, facts corroborate this suspicion such as the closing of Middle College and replacing it's culturally responsive curriculum with "blended learning" pablum. We claim excellence for all but since we are bound to standardized testing we guarantee mediocrity for all instead. You only get excellence through customization, not standardization. The upper echelon of the district is too cozy with business leaders and falls prey to lavish lobbying efforts on the part of the Gates foundation and Pearson publishing. We need a superintendent focused on change that will improve the outcomes of our least fortunate students which means that we need a revolutionary in the Superintendent's position capable of challenging the current paradigm and ready to encourage a progressive and democratic approach to education. It is time for Seattle to have a Superintendent that is neither milquetoast or authoritarian. It is time for Seattle to have a Superintendent that matches the progressive aspirations of our community. We don't need new top down programs, we need bottom up programs developed for each individual and school community. This is an impossible challenge, so we need someone willing to take on impossibility and rally the in the trenches educators, who know what needs to be done. We do not need Ph.D arrogance, if you think you can do it all with your own vision, please look elsewhere.
- 1/4/2018 2:58 AM
- 618 I am grateful to the SPS superintendent that ended bussing years ago. SPS schools have improved dramatically since that time and families have moved back into Seattle in large numbers as a result, making our neighborhoods more alive with youth, etc. A superintendent should be capable of bold moves such as the decision to end bussing. We need strong practicality in our leaders.
- 1/4/2018 2:40 AM
- 619 We have a complex school district that has really strong central office administrators that we need to keep. Historically the good ones get poached by other districts or they burn out with frustration from systems level barriers to progressive change. The current leaders have momentum, so the new superintendent needs to pick up where they are now and guide them farther down the path to success. Closing the opportunity gaps is critical for seattle school district. The new superintendent needs to share the same vision and concern. The must understand this issue and all of the complex layers. From watching the school board meetings on SPS TV, it appears that the new superintendent is also going to need to exude confidence and optimism to overcome some of the barriers that members of the school board put in front of the district personnel. It seems like there are board members that do not understand some of the systems level issues that perpetuate the patterns of inequity that have troubled this district for decades. The new superintendent needs to be a knowledge source and leader for the school board members— not allowing or expecting the school board to drive her (or his) decisions.
- 1/4/2018 2:12 AM

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620	<p>The district has been held captive for too long by the highly capable lobby which has prevented integration and academic inclusion. The school board has had many limited members who have prevented progressive academic initiatives proposed by staff. Administrative staff are intelligent and progressive but held back by the board. The district needs to convince the public At large that society and education are changing due to technology and that Seattle is behind the curve in responding to change. We need to become a discovery and enquirer based learning community with an emphasis on social and academic inclusion. We need to standardize more and get rid of language immersion etc. Enrollment planning needs more flexibility and elasticity. The superintendent needs a working relationship with the mayor so that both can shape and communicate a progressive vision. We need less parental input and more professionalism. Teachers need to be paid more and treated as technologists as well as educators. The unions need to understand the changing nature of the profession. Superintendent Nyland has done a fine job and could be persuaded to stay. Alternatively Stephan Blanford should be considered. He has in depth knowledge of the district, is patient and articulate, has the requisite educational background and natural authority. We need someone who can get to work right away.</p>	1/4/2018 1:30 AM
621	<p>We need a candidate that can overcome SPS's two main hurdles to success: 1. Mediocre Quality of education in SPS - Many in our district are quite excited and willing to pay for new initiatives, but while they are offered, there is no consistent vision between these initiatives, and thus, education quality suffers. We need a clear vision and then execution of that vision. 2. Poor Administration of SPS. Dealing with SPS is terrible. Transportation dept as well as whatever group(s) handle learning assessments are good examples. Trying to get information out of them involves several phone calls and emails, only to end up with incorrect or conflicting information. This is wasteful for everyone. Administration needs to prioritize efficiency, clarity and transparency.</p>	1/4/2018 1:28 AM
622	<p>I want the future superintendent to take Seattle Public Schools to the next level and modernize them so they're closer in line with what leading private schools are doing. Currently we are taking too long to incorporate modern research into teaching methods and curriculum. (One example: research has shown again and again that schools that give elementary kids more recess and outdoor unstructured time have students who flourish and outperform kids in traditional schools. But most elementary schools in Seattle have very limited recess, only 15 minutes at a time.)</p>	1/4/2018 1:23 AM
623	<p>I believe Seattle is an outstanding community, and with the right leadership could be galvanized to come together to make our school district a national model for outstanding education. I am hopeful that the next superintendent can make tough decisions while maintaining a good relationship with the school board and keeping the staff motivated - this takes thick skin and strong diplomacy skills. Seattle can tend to "collaborate an issue to death," which ultimately gets us nowhere. Hearing all sides is important, but we need a leader who can take bold steps to tackle our most pressing challenges.</p>	1/4/2018 1:17 AM
624	<p>I believe we need a well-qualified and strong leader as our next superintendent. One that can identify the inequalities that exist with our current highly capable cohort and the rest of the student population. I would like to see a superintendent that understands the importance of using differentiated instruction and assessment to offer a more inclusive environment. We need to remove the emphasis on serving the high achieving students by separating them from the remaining students and bring them together with differentiated instruction and this will help shrink the achievement gap and lessen the inequalities that exist with the current programs.</p>	1/4/2018 1:15 AM
625	<p>Diverse communities need responsive leaders who "go to"- listening first and deeply to the voices of the community.</p>	1/4/2018 12:42 AM
626	<p>It is well understood that one of the primary goals of SPS is to have equity among every school. I don't think the current approach is the right one, or maybe it's simply not being implemented properly. The new superintendent needs to examine the individual schools and to understand the community of students funneling into each school to determine how best to serve those students. I realize there's a limited budget for a population of 50,000+ students, but currently, the allocation of funds is inefficient (i.e. busing), and the resources at each school are lacking because of it (i.e. spec ed). I think, if you can review the individual communities and understand the demographics, the priorities and therefore the needs, you'll be able to better serve all students across the entire district. The thought that schools in the south vs the north vs east and vs west should all be treated the same is absurd - there is a way to balance out the funds... the new superintendent should be able to find that.</p>	1/4/2018 12:39 AM
627	<p>We have an effective superintendent now. This new person we are spending thousands of dollars recruiting should be able to convince the school board of their effectiveness so money isn't wasted in this fashion needlessly again.</p>	1/4/2018 12:33 AM
628	<p>commitment to strive for the best education for all students should be a priority.</p>	1/4/2018 12:31 AM

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629	Alki school district has a very positive culture with heavy parent involvement . I would like to see more school counselors in Seattle school district schools to help implement trauma informed care environments and help with all the issues in modern day that today's students face which affect learning . I would like to see more parent teaching volunteer opportunities (parents have so much specialty skill to offer and are happy to do tutorial on subjects they are experts in). More awareness for kids on sex abuse , drugs , crime and gangs . To do this preventative work Now by having guest speakers explain how these things ruined their life. Kids can see real life consequences Versus having kids make mistakes later .	1/4/2018 12:27 AM
630	We are a highly educated community that expects a lot of our educational system. There is too much variability in the expectations of some of our elementary and middle schools, such that many of our students lack the organizational skills and are not accustomed to the level of commitment and work needed to be successful in high school.	1/4/2018 12:27 AM
631	That it is a diverse community in which there are numerous inequities. There is a major achievement gap that needs to be closed. The next leader needs to have knowledge and experience promoting inclusivity and racial equity; he/she needs to continue to promote the academic development of all students, with an emphasis on all, not just those in affluent communities. The next leader also will need to be a very strong advocate who can make the case passionately and persuasively for investing in and prioritizing public education. The health of our democracy depends on a strong public education system.	1/4/2018 12:25 AM
632	My school district is the most diverse society and has diverse socioeconomic background, yet willing to share, learn and to be heard. I would like to see the the superintendent who has ability to involve other form concerned group who can advice him/her on occupational base any concern that may arise from parents and community expectation. Thanks	1/4/2018 12:15 AM
633	Seattle has some great alternative schools that have recently been robbed of their ability to live up to the promise of their alternative charters by recent changes in district policy. Superintendents who are unwilling to support alternative schools will not be welcomed.	1/4/2018 12:10 AM
634	Racial inequality and racism are two major problems that future generations will face. Our school district is facing major racial inequities and has not done enough to address them. I would like to see someone that can take a leadership role in directly addressing inequity in SPS.	1/4/2018 12:05 AM
635	Many of our schools and teachers are excellent, but the district and administration as a whole is not well respected, trusted, or operating efficiently and effectively. Teachers and principals often provide a superb education to Seattle students in spite of, not because of, the district as a whole. Seattle also has some fantastic programs for students who excel academically, and it is important to ensure access to those programs by all families who would benefit (one step in closing the opportunity gap) while preserving those opportunities for students who already participate in them.	1/4/2018 12:01 AM
636	There has been constant change and instability in SPS. A strong, charasmatic leader who is committed to Seattle is important. SPS has very diverse needs across the district. Consistency is important but unique needs need to be considered. From the outside, SPS administration seems too big and expensive.	1/3/2018 11:55 PM
637	We need a leader who can build a sustainable culture that fosters learning in a safe and respectful environment where public schools are seen as a crown jewel of our community because there are great teachers and administrators who help all kids reach their potential and develop a lifelong love of learning	1/3/2018 11:53 PM
638	Our district spends more per student than most private schools and most other public school districts. There is too much overhead and inefficiency. Allocation of funds needs to be re-prioritized to match the current needs for student education.	1/3/2018 11:50 PM
639	The district is growing at an unprecedented level. We need a leader who: - is able to communicate the fact that education is he number one predictor of not only "book smarts," but also social emotional intelligence that lead to economic success for students and the community - can influence congress to fund education per statute with EVERY child given an equal chance and not dilute funds with charter schools and other special interests	1/3/2018 11:50 PM
640	We need a candidate with demonstrated commitment to eliminating the opportunity and achievement gap for minority and economically disadvantaged communities. Commitment to social justice.	1/3/2018 11:44 PM

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641	A collaboration with community and board relationships will serve you in terms of focusing on equity and promoting what is positive with our different schools and communities. Our diversity is an asset; our relationship with our unions are assets and most importantly our kids come with assets. A Superintendent that puts kids and families first will serve you well. A Superintendent who is willing to learn about our communities and hold them up as central to everything will be key.	1/3/2018 11:44 PM
642	For parents and citizens, the district's overall strategy and improvement plans are opaque at best. I hope the next superintendent has not just a clear statement of the district's challenges (achievement gap, equity, poor customer service, uneven leadership quality) but also brings a well-articulated and logical argument about the strategies and approaches that he or she believes will improve not just teaching and learning but also the quality of *schools* across the district. I often tell friends who don't have children in the district that there are many good teachers in SPS but far fewer good schools (my children have attended both: a strong coherent school - Mercer - and more fragmented schools - Washington and Garfield). Also, for the past few years, I feel like the SPS superintendent has not been a public figure/voice/leader in city. That needs to change.	1/3/2018 11:42 PM
643	There is a high influx of highly capable students - high attention of highly capable services and pathways will be needed.	1/3/2018 11:40 PM
644	There are way too many students at West Seattle High School that are disruptive in class and not disciplined. Thankfully, they eventually drop out by sophomore year. Junior and senior classes are much better. These students that are not behaving should be removed from the system much sooner. Having diversity at each school is way to expensive and not sustainable. Non-English speaking students should be grouped together to save money. School system should push neighborhood schools with the goal of ending busing. Been to many fundraiser and minority parents are almost non-existent. Very few volunteer for anything. Many poor teachers at WSHS. We have a health teacher and she weighs 300+ pounds, crazy. Running start is a great program. If you want to get students from private to public high schools more outreach needs to be done. Of course, student discipline issues needs to be taken seriously.	1/3/2018 11:38 PM
645	That an abundance of wealth in this city has lured a lot of families away from public schools and into the private schools, which is unfortunate.	1/3/2018 11:34 PM
646	Our district is growing! Seattle is one of the fastest growing cities in the nation. We are underfunded. We have historic segregation, and disparity between schools. We love our children and they deserve better!	1/3/2018 11:34 PM
647	Addressing and remedying our significant racial opportunity gap needs to be any incoming superintendent's first priority.	1/3/2018 11:34 PM
648	SPS needs unity and a strong leader. I do not have confidence that decisions that have been made in the past are in the best interests of the system (a Math adoption that ended up with each school doing its own program; a massive school choice program that weakens neighborhood schools). I want a vision of equity of all students, not just those whose parents can navigate the educational system.	1/3/2018 11:33 PM
649	The district is too large and diverse to be managed as a single entity. The district should be divided into at least two separate smaller districts so as to better focus on the individual needs of the population being served as opposed to a one size fits all approach. A north and south district should be created and managed independently. The needs of highly capable students in the north end need to be accommodated. To ask these kids to commute to Garfield is a ridiculous waste of students' time. The needs should be met in the neighborhood.	1/3/2018 11:29 PM
650	There are a lot of problems within the school im familiar with. From school supply system, school layout, funding and dismissal policy (teachers and staff letting kids run wild as soon as the bell rings with zero effort to maintain a safe place and ensure THEIR students are where they should be to get home safe or in the right hands)(side note- ANYBODY can walk into the school at all hours. No security measures whatsoever..) One of the biggest issues is untrustworthy teachers who are knowingly going against the educator promises and mistreating students and not being held accountable and the school not taking it serious. Whom they are very aware of, and allowing this teacher to do these things for years. We're told "its very hard to go after teachers". Many issues, too many to list. We need more hands-on from the "higher ups. More involvement. Better policy to hold principles and teachers accountable. Someone who will care and take these inner school problems. The big and the small.	1/3/2018 11:24 PM

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- 651 We need a solid leader who LISTENS to parents and isn't afraid to make tough decisions to make academic excellence the top priority in the district. Parents across the district are desperate for their children to be seen, heard, and challenged. Please find someone who can focus on excellence in teaching and learning, and is unafraid to make tough decisions. Perception is reality, and right now the perception in Seattle is that the district is mismanaged, non-communicative, and totally at odds with the needs and desires of families. We need to find someone who can help the right hand talk with the left, and unify the vision and focus of this district. Our city is experiencing off-the-charts growth and opportunities - why can't we have a commensurate public school system? 1/3/2018 11:18 PM
- 652 Our community and school district needs to invest in public education, to ensure we retain top quality teachers, address class sizes, promote current and innovative instructional practices. We have disparity across our schools and the we need to address the achievement gap so all students have what they need to excel. I'm looking for an approach to HCC and as advanced learning that appropriately challenges all kids to their potential, not just a select few. We need to retain arts and music in our schools. The leader of the Seattle district must instill a culture of progress, partnership and positive action so leaders and administrators can move things forward. I'd like the superintendent to prioritize pathways to postsecondary education. Our community cares deeply about our kids' safety, support and success in school! 1/3/2018 11:16 PM
- 653 Be prepared for everyone to put their oar in. Come in knowing you will never make everyone happy. Please always do what it takes to provide ALL students with an appropriately rigorous education experience. Good luck! 1/3/2018 11:16 PM
- 654 This is a community that chased away perfectly well qualified Board members and Superintendents in the past, in favor of "heart on the sleeve" activists with no understanding of running a complex organization... and this community will do so again unless the candidate can manage *up* as well as down. This requires a personality that can build broad consensus while leading. Wealthier families flee to private schools and community support dries up unless a strong coalition is built and maintained. Someone who wants to "shake things up" will simply upset an apple cart already barely making it down the road. 1/3/2018 11:13 PM
- 655 I really don't know why SPS waste so much money with these surveys!!!! Come on!!!! Make decisions and keep it student focused !!!! You waste so much money it's stupid!!! Your so afraid to offend one religious group or race group, Really!!!! In Seattle that's so diverse!!!! Come on!!!! Focus on education!!!! And teaching those kids skills to be successful. Stop wasting money 1/3/2018 11:10 PM
- 656 This is a district in crisis that is not providing an adequate education for its students. We need to change that immediately. If the district doesn't have enough money to provide an adequate education for all students, it needs to be advocating with the state legislature. 1/3/2018 11:07 PM
- 657 The revolving door/hopscotch game with principals is a real problem! 1/3/2018 11:07 PM
- 658 I am a new parent to the district (have a kindergartner this year). I am also an elementary school administrator in another district. Seattle seems to have huge pockets of need and huge gaps in between high performing and low performing schools. Certain communities (such as where I live- West Seattle) are EXPLODING with growth and the amount of families moving to specific areas in order to get their kids into specific schools is mind boggling. It increases opportunity gaps as rent and home prices skyrocket in these types of neighborhoods, shutting out a large slice of the population. It is not equitable and needs to be addressed. I also am a former bilingual teacher and big advocate of language programs (bilingual- one way or two way immersion) in elementary schools. Families WANT their children to become bilingual!!! It is a huge asset but not a program that is widely offered in Seattle. There is a significant gap in achievement across the language/international schools that are established in Seattle and this gap needs to be addressed so that underperforming language schools get the boost in support they need (possibly professional development/training of staff would be a good place to start). There is a severe lack in before/after school care available, much less at an affordable price for working families. Our school's YMCA has a waiting list making it impossible to get in the year you put your name on it and, if you're lucky, maybe you'll get in the second year your child is on the list. There is NO morning care offered at any nearby school and parents who battle Seattle traffic or take public transit to get to work can't realistically drop off kids even at the 7:50 start time for elementary school and make it to a typical job on time. This lack in before/after school care MUST be addressed. The price for private daycare and babysitters is also astronomical putting many families in an impossible situation just to get their kids to and from school. Thank you for taking the time to read this input. Best of luck! 1/3/2018 11:07 PM

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| 659 | <p>Our schools are segregated by neighborhood and within schools the students in high school are segregated by social class in academics. Neighborhoods that are wealthier and more educated contribute more to their PTSA's and have more activities and enrichment programs. Testing on a national level is not culturally relevant and therefore unfair. There is no centralized way for non-profits and government agencies to provide united services, nor make it financially and logistically simpler to coordinate and have a sustainable business plan. Children do not go outdoors enough and learn in field studies. There is no gap analysis for environmental education. High school mentorship classes do not have curriculum and there should be more programs to teach executive function and learning skills like goal setting, organizational strategies, and personal visioning. More social emotional learning should occur. Please use restorative justice, meditation and mindfulness with students and teachers, go for nonviolent communication training at every level. Find ways to maximize integrated curriculums. Change schedules to allow for outdoor and field trips to be done without having to miss other classes at middle and high schools.</p> | 1/3/2018 11:06 PM |
| 660 | <p>Our local community includes those who have lived here for several generations, some who moved here recently from other states, some from other countries, some are just here for a short time. Others are here but overlooked, perhaps because they are seeking refuge or are homeless, but they are in our community too. And all the children in this community deserve equal access to quality public education that celebrates them and helps them thrive, both as individuals and within the community.</p> | 1/3/2018 11:03 PM |
| 661 | <p>We have a fundamentally flawed and inequitable funding system for education in our state and a continued belief that student success is only possible for some as long as they conform to a standardized way of learning and teaching that is not reflective of different learning styles or culturally appropriate. We need a leader who can challenge us to focus on racial justice for the long-term health of our society. And, use the ideas of "targeted universalism" to help all children succeed.</p> | 1/3/2018 11:02 PM |
| 662 | <p>We are a community that values innovation-but that doesn't necessarily mean via computers. Also, look at the number of families that opted out of standardized testing-you will see that parents, students, and educators believe that children learn in different ways and can excel in their own time. One method is not right for all-allow more local control, stop allowing legislators and big business to dictate best practices. The current system benefits test makers over test takers-that is taking education in the wrong direction. Also, the fewer screens the better. Students need to learn to think critically, spell correctly, and write on their own before using screens-NO SCREENS UNTIL MIDDLE SCHOOL.</p> | 1/3/2018 10:57 PM |
| 663 | <p>That Seattle needs a lot of work-maintenance of old buildings needs to be paramount. Managing the growing numbers of students needs to be at the forefront with a vision so that students and families are not jerked around annually. Administration downtown costs should be cut significantly until maintenance of ALL buildings has been achieved. Someone who listens to communities and is willing to shift people around when it's not working out. A decision maker.</p> | 1/3/2018 10:55 PM |
| 664 | <p>We need a leader who values safe and welcoming school environments for all. This includes being willing to support Black Lives Matter conversations, as well as support progressive policies and legislation regarding LGBT youth, ELL, immigrant and undocumented students and families. A strong candidate will support efforts addressing the whole child, including programs supporting health education (as well as Social-emotional health) across grade levels.</p> | 1/3/2018 10:55 PM |
| 665 | <p>The inequities of the option schools. We need to stop creating more option schools and to get real about the vast inequities between option schools and attendance area schools. We are promoting and encouraging school segregation with our current assignment plan. We need a new assignment plan and one that does not promote school segregation. This also includes relooking at our transportation standards which also promote school segregation and huge inequities. I want prospective candidates to know that we have good people working hard everyday in our district and with very limited resources. I want them to know that we need to celebrate and support these people and stop harassing and bullying school district staff - specifically on social media. I want them to know that we need an adult culture in our district that is a model for our students and one that our students would be proud of. I also want to put out there that doing a search for a new Superintendent and hiring a new Superintendent during a time of new contracts and coming up on a levy year is a very bad idea. Right now as we go through negotiations and preparing for a levy we need consistency in a Superintendent. Our current Superintendents contract should be renewed.</p> | 1/3/2018 10:55 PM |

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| 666 | <p>1. Lower-income neighborhood schools to often get ignored. 2. Every school should have at least 20 hr/wk staff including: librarians, music and art teachers, social workers, nurses. 3. Need more parents of color actively involved in PTSA, especially leadership positions. 4. Too much emphasis on State tests to the point that teachers feel forced to teach to the test and lessen amount of time spent on other courses such as social studies and science. 5. Lunch and recess time should not be compromised as a means of punishment or lack of staff. 6. New teachers should be assigned to mentors in the school; teachers who volunteer to be mentors (and trained) and not forced to be.</p> | 1/3/2018 10:52 PM |
| 667 | <p>Seattle is a large district with many distinct neighborhoods with a strong community bond. We don't all need to be the same, but we all need equal opportunity. We are a tech driven town and the district needs to catch up to the jobs in this community. South Seattle needs attention. It is underserved both by the school district and by the community. We lack high quality enrichment south of downtown. Surprisingly, this is true of West Seattle too, which is affluent. Since going back to neighborhood schools, some schools lack diversity. We need to ensure our communities and populations all thrive and connect to one another in some way so that we don't become an even more stratified city where some are incredibly well off and others are left behind. I would like to see much more competent science education, which should be possible in such a science based town.</p> | 1/3/2018 10:52 PM |
| 668 | <p>We have many bright kids in our city but we are losing many of them to private schools. SPS is not doing much to retain bright kids because there aren't programs suitable for advanced learners. The track for advanced learners are all over the place and not well thought out or streamed-lined. For instance, some students in the HCC program have had to switch schools 3 times in their elementary school years. In addition, advanced placements classes are being cut, pertinent foreign languages like Mandarin Chinese are not offered and there are not enough STEM courses. We are not preparing our students for the future. SPS expects too little of our students and pander to the low-achieving cohorts while leaving behind the average and above average students. Lastly, my biggest criticism of Seattle Public Schools is the lack of foresight. It seems the administrators are back-pedaling most of the time. For instance, elementary schools were over crowded with obvious implication to subsequent middle and high school overcrowding. However, it took middle schools having record number of portables before much was done. We need a superintendent who will be able to use data/research and apply that to sufficiently prepare students for adulthood.</p> | 1/3/2018 10:51 PM |
| 669 | <p>We need someone who is willing and capable of embracing the future and has the capacity and leadership to inspire large teams (who are sometimes comfortable with the status quo and beaurocracy) towards a new way of doing business that is a net benefit to our customers - the students.</p> | 1/3/2018 10:50 PM |
| 670 | <p>We need to move away from predominantly teaching to the standardized tests with grades and scores being more valued than learning. We need to focus on the education process more and on defining outcomes less. Our society needs diverse thinkers, children are not uniform and our education system needs to embrace their differences and broaden rather than narrow (aka standardize) the scope of education in our district. One group of students that is particularly failed by our current system is the students who have both learning disabilities and high intelligence. We need leadership that sees the value of these children's unique asymmetrical intelligence and helps develop programming that supports these children growing into their strengths rather than being stunted by their weaknesses, as currently is common in Seattle; the burden of being different in a system based on the idea of standardizing education wears these students down and out of energy to keep trying. I'd love to see Seattle become a leader in changing this paradigm.</p> | 1/3/2018 10:47 PM |
| 671 | <p>The city is changing. The lack of diversity in neighborhood schools exacerbates the achievement gaps and that is the most important thing to address. North End (more affluent, less diverse) schools need to share resources with South End (less affluent, more diverse) schools somehow, perhaps with sister schools through their PTAs and other mechanisms. Mayor Murray was starting to talk about this and work on it, but alas now he's gone.</p> | 1/3/2018 10:46 PM |
| 672 | <p>Bullying still needs to be addressed!</p> | 1/3/2018 10:45 PM |
| 673 | <p>There are major shortfalls in the area of special education supports at the individual school levels. Not enough qualified people to support sped students. Not enough training for general education teachers to support the students who are on the autism spectrum (1 in 60 children are on the spectrum).</p> | 1/3/2018 10:44 PM |

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| 674 | <p>Counselors should be allowed to provide actually counseling with a whole child focus. This means with dramatically less focus on testing and far more assistance with scheduling efforts. Far too much testing. Testing has become ridiculous and meaningless. Education should not be monetized. Business and industry should not define and our education system. Experts in the child development and learning should carry far more weight. Our schools should be about more than churning out job ready students harmed greatness by "individualized learning". Big money players in industry e.g. Gates, Zuckerberg who have no experience with public school for their own children should not be the power players making decisions for all the rest of us. Allow our public school students the quality learning opportunities, small class size, etc of the same private schools attended by their own children. To advocate far less than the majority of less privileged children is unconscionable. Counselors, teachers and administrators should be responsive to families within a reasonable window of time. Students need relationships with teachers who teach. Far less reliance on computers and technology to do the teaching. Homework is excessive at all grade levels. Do not share student data with industry!! Students should be given opportunity and encouragement to challenge themselves with advanced coursework regardless of whether or not they have a special designation of highly capable. Focus on 4 year college as the gold standard is a massive disservice to students. Administrators, faculty and counselors need to quit paying lip service to other forms of post-secondary education and valuing 4 year degrees above all else. Teachers unwilling to consider changing or adapting their curriculum to meet the needs for students from diverse backgrounds need to be let go. Teachers and staff need to recognize their own implicit biases and put in the honest effort to serve all students, not merely the white kids. The most vocal parent groups who have the means to volunteer at school and don't have to hold multiple jobs should not be allotted more than their fair share of the power as they do not advocate for all children.</p> | 1/3/2018 10:43 PM |
| 675 | <p>We have some outstanding teachers at the elementary level (where we have experience) and the district is stronger because of them! Very impressive HCC program at the elementary level that should be maintained and strengthened through high school. This serves the needs of these kids extremely well and is a differentiator for our district.</p> | 1/3/2018 10:42 PM |
| 676 | <p>What a great leader Larry Nyland has been: a terrific communicator, a leader through a union strike and consistently focused on closing opportunity gaps.</p> | 1/3/2018 10:39 PM |
| 677 | <p>Seattle Schools is a good district that suffers from poor planning - closes schools then has a shortage of schools, etc.. Major decisions are made that impact students and very little grandfathering is offered as a high schooler is forced to switch schools mid-way, for example. Data-driven decisions will lead to better prediction and planning and less abrupt change.</p> | 1/3/2018 10:39 PM |
| 678 | <p>I would like them too know that they represent more than white students. Also, that students have different learning styles and to try different methods.</p> | 1/3/2018 10:38 PM |
| 679 | <p>-The district and the community is diverse—socioeconomically, racially, ethnically, and supports are gender fluid and large LGBT community. As a result, the schools in the district must provide a safe and nurturing environment for all and programs should be promoting tolerance. -As a clinical social worker by training I would like to see more effort by the schools to support student mental health (participate in efforts already underway by the mental health and medical providers within the state to work toward zero suicides as recommended in the Matt Adler Law—I'd like to see schools develop requirements to help staff assess and intervene as needed with at risk students; there are too many "worried well" and "high functioning depressed" children and adolescents who are left untreated for too long and these can be the children/adolescents who are at higher risk later for a range of mental health/emotional health struggles (integrating DBT—dialectical behavior therapy—programs as written for schools (there is a manual on the market and consultants and even the author live within the area so integrating such a program actually would be relatively easy to do in my opinion—into the daily curriculum could be a wonderful way to prevent many from developing mental health symptoms and would be a cost effective way in preventing the ongoing need for individuals needing longer-term individual support during the school year). -Efforts need to be made to care for the needs of the teachers and all staff who as we all know are underpaid and over-worked. Though this is an inherent problem industry wide for public school teachers and staff—the more effort as a community and as a school system we take in caring for their well being the less staff turnover we will experience and the school environment will remain that much healthier for our students.</p> | 1/3/2018 10:38 PM |
| 680 | <p>Special education in public schools is a priority</p> | 1/3/2018 10:37 PM |
| 681 | <p>Each new Superintendent comes in saying all the right things about changing the culture, but it's always the same embarrassing results. The qualities you list are just fluff. They don't even mention equity or giving teachers in tough schools the resources they desperately need.</p> | 1/3/2018 10:33 PM |

Seattle Public Schools 30 Qualities Survey

682	Planning for a range of population changes without needing to open or close schools would be a big improvement. Over the last 15 years that we have had school age children, our school has changed 3 times and new ones have opened and closed at a highly alarming rate. Planning should be better!! Whomever is doing projections on growth are not good, get that better, so that money and focus can be directed toward the schools we know will be open long term, and hiring staff that know they will be at a school long term. Also, getting involved in the funding problem in Olympia is paramount, having a contingency who can fight/litigate for what Seattle Schools needs funding wise is paramount. The district needs consistency, forward thinking goal setting and achieving, and to fight for funding. Thank you.	1/3/2018 10:32 PM
683	We need a strong leader who will demand accountability of District staff, and demand that students, families, and teaching staff be served well by central District employees. Currently district staff runs the show for their own convenience, with little regard for the needs or best interests of students, families, and individual school buildings. The needs to change under the leadership of the incoming Superintendent.	1/3/2018 10:30 PM
684	That every child within this district, no matter the background of wealth, prestige or ethnicity has equal education and opportunities to advance in the real world. That these students are able to strive and think critically. For students and teachers to both have learning experiences and support. And for students to be able to express themselves in creative ways.	1/3/2018 10:30 PM
685	Years of poor planning have led to overcrowded schools. Some were closed, only to be opened again later. A new elementary school in our area opened up last year and was over capacity in its first year. I would like the district to plan ahead better to minimize disruption to families. Lack of stability has led some families to go to private schools.	1/3/2018 10:26 PM
686	That computer science education should be a priority at all levels and that we should ensure all teachers, staff and students get the appropriate training and education on all forms of diversity especially gender.	1/3/2018 10:26 PM
687	Seattle has a long history of accepting innovation. Our schools should push to be the best public schools in the country.	1/3/2018 10:25 PM
688	Understand the Seattle process, the squeaky wheel single-issue parents, the ridiculous state funding, and the progressive-as-long-as-it-doesnt-affect-my-white-neighborhood-school attitude	1/3/2018 10:24 PM
689	We are a district that values education for our children. We want ALL of our children to reach their highest potential.	1/3/2018 10:21 PM
690	Inclusive special education benefits everyone.	1/3/2018 10:20 PM
691	Seattle Public Schools is a large district that needs a strong leader to make sure that all schools have an equitable experience for all students in the district. There has been a shift with the district partnering with community based organizations to strengthen support for students and families and that internationality of working with partner organizations would need to stay intact and expand.	1/3/2018 10:18 PM
692	We are diverse in many ways- ethnically, socially, economically, and academically. One educational model does not fit all students, and it's important to offer diverse programs and opportunities that reach our different student populations and provide everyone with a chance to succeed. Extracurricular activities sometimes define the schools--music, sports, arts, and technology programs. These are critical to the social-emotional development of our children and provide a sense of belonging for many kids in the community--not to mention, providing community connections. SPS could do a better job at funding and ensuring the success of these programs.	1/3/2018 10:18 PM
693	The next superintendent will need to be a strong and focused leader to help close the opportunity gap that exist between white and students of color and low income. They will need not be afraid to clean house of ineffective administrators (schools & central office) and support staff that have computer, communication and customer relationship skills to support our schools and families.	1/3/2018 10:15 PM
694	Strong leader with track record of innovation, creativity to help create a district that has people moving from Bellevue for.	1/3/2018 10:14 PM
695	Language immersion schools set the district apart in terms of innovative approach to education and unique opportunities for the community. Fostering and supporting existing language immersion programs, alongside other existing programs, is important to parents and students alike.	1/3/2018 10:13 PM

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696	There is an increased level of mistrust between teachers and principals. The former group feels completely unsupported and the later groups seem out of touch with how to communicate with either parents or teachers. We have witnessed a huge problem of morale at both the grade school and middle school level. There is also a huge disconnect in comprehending how Special Education impacts General Education. It is widely -discussed among parents across the district through social media and daily parent-to-parent engagement that school principals are trying to force special ed students to other schools simply to improve test scores to improve their own job security. Seattle Public Schools has also turned a blind eye and deaf ear to the level of hostility and bullying conducted by teachers toward other teachers and even students. It's as if SPS District office couldn't care less about this.	1/3/2018 10:12 PM
697	I don't actually support replacing Nyland at this juncture. The SPS board can't seem to grasp that his quiet but steady leadership is providing consistency and is making progress on issues our kids face, including graduation rates and progress narrowing the the opportunity gap. Successful organizations retain effective leaders. The churn of superintendents at SPS in recent years is not healthy or productive for our students or staff.	1/3/2018 10:12 PM
698	Scores and rating say one thing about test taking but it does not define a child's development and/or character. There are barrier and challenges (socially, financially, ethnic, etc) which each child must face and how the school & district handles those matters heavily influences a child's response and future. We attend the Hawthorne Elem community and are immersed in diverse differences yet also in loving care by staff which puts the child as top priority. The school may not be rated outstanding on paper but my child leaves school feeling that way.	1/3/2018 10:11 PM
699	I would like to see someone who will promote innovative ideas and show low tolerance for teachers that hold on to archaic punitive teaching habits.	1/3/2018 10:09 PM
700	The district is big and diverse. Since the district has gone to a model of going to school close to your home in most cases, I would like to see similar programs available at the schools close to my home as the higher rated schools. Like similar AP classes available in all the high schools. Walk to Math in all the Elementary if it is not now. Things like that. Why are we still busing some kids to neighborhood schools like Northgate from Lake City, but not busing others to say Hazel Wolf? Northgate is not an ESL school. So either make it an ESL school or put similar programs in John Rogers, etc that would the neighborhood schools more even grounded. Work really hard to keep the strong, caring teachers. The tough ones, the easy ones... a balance. It is amazing how the kids respond to these teachers. Make sure the buildings are comfortable for learning. Not too hot, too cold, smell, etc. The kids have more pride and connection with a school that looks nice, feels nice, and has a robust principal. Our community is strong and proud.	1/3/2018 10:04 PM
701	The late end times for high schoolers are way too late (3:45, almost 4, seriously?, especially when parents and the students had absolutely no say in this change). Our community (including the staff, students and parents) would very much like a change to the end times and have a say in how the school hours should be.	1/3/2018 10:02 PM
702	For a city at the forefront of technology advancement which is growing rapidly, Seattle Public Schools is behind the curve. We need a leader who is bold and can execute policies that advance the needs of all students in the 21st Century.	1/3/2018 9:56 PM
703	This district has a huge drop out rate. There is a huge achievement gap and I honestly don't know what will work to make that change. It does feel like this district is imbalanced with the whole city electing a school board that runs a bunch of schools clustered in the south end. I am also a graduate of SPS and honestly I'm really sure its all that much better than it was 25-30 years ago. My kids are almost finished and I'm not all that impressed. I think different kids have pretty different outcomes depending on a whole bunch of factors. Good luck - maybe a new leader will help!	1/3/2018 9:56 PM
704	They will need to know the layers of politics in this district and be willing to break-through them.	1/3/2018 9:52 PM
705	We are a culturally and ethnically diverse district. Financial resources need to be allocated equitably across the district. We have many over-crowded buildings (ex. Thurgood Marshall Elementary) where learning (social-emotional, physical, academic) is stifled due to a lack of space. We have bright, confident students of all cultures and ethnicities in our district who need strong, compassionate leaders who will create opportunities for all intelligences and styles of learning. In a superintendent, we need a courageous leader who will eschew outdated practices of teaching to the (standardized) test and will encourage all educators to teach our students by inspiring their love of learning.	1/3/2018 9:50 PM
706	Flip Herndon for Super!!!!	1/3/2018 9:49 PM

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707	Growth in this region is significant. Whomever is selected needs to understand how to navigate growth – both in terms of growth of the district (i.e., students and in turn need for increased staffing and facilities), and growth related to the community (i.e., preparing students for opportunities - current and future - of the community)	1/3/2018 9:46 PM
708	More programs like the EEU are critical for all children's success.	1/3/2018 9:43 PM
709	Seattle is vibrant, future focused and full of possibilities for some of its residents. There is a widening gap between those who have and will continue to have the opportunities of a 21st century world: high paying jobs, educational opportunities, wealth, access to health care and housing; and those who don't and won't have access to these opportunities. Education and the Seattle Public School District are key to making Seattle a city of bright possibilities for all its residents. I am concerned that SPS has fallen behind in its abilities to meet the educational needs of all of its residents, especially those from non-white communities, and those from economically disadvantaged communities. There is widening separation by race and class in our students' classrooms—we increasingly see schools divided on race and class lines when it comes to access to advanced learning opportunities. Some schools look like "two schools" where advanced learners are mostly white or Asian and General Education learners are people of color and immigrants. It makes me sad to see our schools re-segregating themselves. We need a Superintendent who will build bridges among different communities—Who will stand for equity with actions as well as words. We need someone who will be bold and brave and make difficult decisions. We need a superintendent who is committed to this community and not one who will see this position as a "resume builder" or as a stepping stone to another career or position. We need commitment, passion, compassion and a bold vision for equity in education. We need a school district that is sought after as a place for the greatest opportunities for all Seattle's youth. We need a superintendent with a vision for greatness, innovation and a first class education for Seattle kids.	1/3/2018 9:43 PM
710	The parts of school I value most for my child are recess, socio-emotional curriculum applied to school day kid conflicts, and outdoor education components. The saveseattleschools online community is worth looking at for an idea of community dynamics.	1/3/2018 9:41 PM
711	There is a lot of work to be done. Our schools are not as academically challenging as they should be and our community is suffering as a result.	1/3/2018 9:39 PM
712	I want a Superintendent who understands he is working with our tax dollars to provide our children with a high quality education that we expect out of the city of Seattle. Our kids only get one chance to be in Elementary, Middle, and High school. I want a Superintendent who works with students, parents of those students, and teachers who actually teach those students, I do NOT want someone who feels their role is only as head of a multimillion corporation working against the very people that the whole system is built for. I don't want the students/teachers/parents to be pitted against the district as expenses detrimental to the budget. I want someone who is merely an effective conduit that uses these tax dollars, this budget, to provide the fantastic education and experience our children deserve and that we are paying for. I've enjoyed seeing the wonderful, dedicated teachers that have already done wonderful things for my sons, but my experience is the district works against schools/parents/students/teachers. We have to fight for every teacher, every classroom, we get stuck with splits and temporary fixes that don't fix a thing, I've seen more and more resources get cut, teachers leaving while we beg and beg to just have our teachers stay in the classrooms rather than being removed every year. I have actually had to put my son into another school because of all the splits, resources getting removed year after year, and always being told there wasn't enough money for you. We see the budget, we see the numbers. I want a Superintendent who has every penny of that budget transfer to the classroom, not continue to get spent elsewhere while everyone down in the actual classroom gets told "It's just not in the budget." "Oh, by the way, the PTA will pay for everything you actually need." I want a Superintendent who is more interested in actual results, who changes this school district to serve the actual customers, it's teachers and the students they teach, not just promoting an image by creating lots of good sounding programs that add nothing to actual classroom experience or improvements.	1/3/2018 9:38 PM
713	Our district is seriously underfunded, the next leader needs to be capable of making strategic & significant cuts to the central office staffing in order to direct adequate funding into the actual classrooms & site based school staff.	1/3/2018 9:37 PM

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714	I would like more focus on development of curriculum for regular ed students. We spend an inordinate amount of time with sped and HC students- what about everyone else? My regular ed student gets to have classes with students sped students (ones with severe behavioral issues) ALL day. His classes are tracked! All the Spectrum kids pulled out are cocooned in classes with little or no behavioral problems that disrupt class. This means the GAP continues to grow! The kids who need good role models get fewer, the HC students (many who were privately tested and really are more "average" than we label them- I'm a middle school teacher) have no idea about reality when it comes to a classroom and are deprived of the chance to use their skills to help kids grow, and everyone else (majority) gets stuck in classes too slow and riddled with issues. Please fix this.	1/3/2018 9:36 PM
715	Our teachers are under payed(sometimes under qualified) and the high schools are over crowded.	1/3/2018 9:34 PM
716	SPS is a very segregated and unequal school district. We have homeless students and very wealthy students. We have the 4th largest black-white opportunity gap in the nation. A lot needs to change here.	1/3/2018 9:34 PM
717	1. That there are too many employees at the district office and more attention and budget should be redirected to the teachers and principals. The students, parents and community are not seeing enough to show for the large population of district office staff. 2. That the Washington State Legislature must fund our schools under the law and keep pushing that agenda.	1/3/2018 9:34 PM
718	Please hire someone local who has lived in Seattle and grew up visiting the various communities. That way they would truly understand local issues and politics.	1/3/2018 9:32 PM
719	We need somebody willing to stay for the long haul. Seattle does not need a ladder climber who sees us as a wrung to getting to their main goal.	1/3/2018 9:30 PM
720	We need someone who is very committed to Seattle and to the district willing to deal with an unruly school board and with the persistence needed to actually see changes through to completion. Ideally, having someone who believes in the mantra of one of the best principals in Seattle, Dr. Trotter, "Learn as much as you can, respect each other and have fun"	1/3/2018 9:29 PM
721	There are students from all demographics and races falling through the cracks and at risk in the district. Many middle class kids are not getting their needs met by the district and are suffering. Powerful, self-centered and pushy APP families and their articulated demands for their students are driving many decisions that the Seattle Public Schools are making currently. It is difficult to watch the district cower to the demands of these parents. It is unfair to the other students how much they are denied and the imbalanced education, resources and services they receive in favor of APP students. The IB program at Ingraham was usurped by the APP students to become the IBEX program. These students have hogged two programs while many other students have been denied any choice program at all. This is unjust. This must stop.	1/3/2018 9:29 PM
722	That things need to just get done...stop thinking, asking, and taking polls. ACTION is what is needed. Leadership and the ability to go against the grain of the community...if that is what needs to be done. Get things done, now NOT after everyone in the nation has weighed in on what should be done. And as for number 8...get rid of people and systems that DO NOT work to potential. Who made this list? not just maintain and keep going. Shake it up...it is not working!	1/3/2018 9:29 PM
723	As parents we do not have time to attend meetings or fill out surveys to give you information just to have it ignored!	1/3/2018 9:28 PM
724	Each neighborhood has its unique and distinct traits. It would do the candidate well to get to know these traits.	1/3/2018 9:27 PM
725	Strategic thinking is critical since this is a district with many competing priorities and stakeholders.	1/3/2018 9:27 PM
726	I would like someone who can emphasize an inclusive and meaningful educational experience for homeless, minority, and other communities who SPS has struggled to serve in a real way, and someone who can prioritize and improve social emotional skills as a SPS-wide and grade level-wide improvement.	1/3/2018 9:26 PM

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| 727 | <p>Change needs to happen. Things aren't Equitable or equal . Teachers need more support and training. Training to ID learning needs , Strategies to combat them and work towards all students matter . (be it color ...HCC .. program .. zip code .. low in come ..working class) Support to do so.I have 4 children. Only one of them go to public school because they could not get the support they needed in Seattle public schools. My 2nd daughter goes to a Boarding school IN Tacoma.. and she could walk to the high school near our house. But the % of children who do well at that high school don't look like us. My oldest wakes up at 5 to rides a Metro bus to shoreline to be at school by 8. Because the % of children who do well at that school don't look like us. My 3rd daughter rides the light rail and metro to greenlake . Because the % children that do well at what would be her middle school don't look like us. My youngest could walk to the school behind our house , but there is no HCC program at that school. None of my children have ever gone to Emerson. Because the % of children who do well at that school don't look like us. All children Deserve opportunities to Bridge the gap !</p> | 1/3/2018 9:25 PM |
| 728 | <p>There are some schools In this district that are trying to prepare all students for a future where innovation and the ability to think critically are paramount. There are teachers who believe that one size fits all curriculums do not work. That students are more empowered when they are able to make decisions s out their learning - the one size fits all does not work. Relationships are at the heart of teaching and learning. And relationships should also matter in the work place. Our last superintendent could barely make eye contact with teachers at the building level. We need a leader who cares about teachers.</p> | 1/3/2018 9:20 PM |
| 729 | <p>Academics has taken a back seat to social engineering. Faculty at schools such as Chief Sealth are losing the trust and respect of students and their families.</p> | 1/3/2018 9:19 PM |
| 730 | <p>That white privilege has allowed an uneven access to education since the end of busing. Thus PTA's have created private donor funding to certain neighborhood school which is leading to inequality with in the school district.</p> | 1/3/2018 9:17 PM |
| 731 | <p>Someone from seattle that ideally has gone through seattle public schools themselves.</p> | 1/3/2018 9:17 PM |
| 732 | <p>Seattle's remarkable growth is not always a positive for our residents. The quality of life here has been negatively impacted, as affordability in housing, traffic, and competing interests for funding stress students and staff. The McCleary decision and related funding legislation has not yet yielded desired results in our budgets and staffing. I would appreciate a superintendent who can recognize the many challenges we face as we staff our buildings and rely on PTSA and grant dollars to fund basic services.</p> | 1/3/2018 9:17 PM |
| 733 | <p>Achievement gap shouldn't be resolved at the expense of highly capable students or hard working middle class families. We should consider splitting the district into two: north and south of the ship canal to make decision making more efficient. The leader should have critical look at the district office that seems to carry too much dead weight. A small number of more capable and efficient staff should be able to carry on the tasks required, and thereby put more money where it matters: schools and students.</p> | 1/3/2018 9:15 PM |
| 734 | <p>We need leadership that works with colleagues in other districts, across education/family-serving sectors, businesses, and ethnic/cultural community leaders to create a strong, influential presence in the state legislature to increase funding for public schools. We also need someone who can build relationships with a variety of people and bring them together to implement short and long term solutions to decrease the opportunity gap. We need someone with a deep commitment to true public education who is skeptical about so-called reforms like charter schools and other flavor of the month whims of people and institutions with little experience in public education (eg, Gates Foundation). Our district has many committed and talented teachers, but has needs for improved building leadership and management at the district offices.</p> | 1/3/2018 9:14 PM |
| 735 | <p>The current school district administrators cannot seem to figure out a reasonable way to provide teachers with professional development time without disrupting the lives of the families of over 50,000 students. An hour and 10 minute early release 1 day a week, in the middle of the week, is a scheduling disaster for families of SPS students. Especially those with younger siblings who are not yet school-age. This type of HUGE, disruptive scheduling change is not something that should've been rammed through in the face of great opposition. This entitlement mentality with blatant disregard of parents and caretakers is so disappointing. I hope the new leader chosen will consider the majority stakeholders when making decisions. These decisions have far reaching effects that should have been MUCH more seriously considered. Instead parents and caretakers and their objections were entirely dismissed.</p> | 1/3/2018 9:13 PM |

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736	I just wanted to express how disappointed and frustrated I am that the School Board has decided to move on from Dr. Nyland. Your introductory letter notes how proud you are of the district's progress, the educators and staff, etc while making no mention of the role Dr. Nyland's steady, thoughtful and professional leadership played in where we stand today. No doubt there's more to be done but I don't see how starting from scratch at the top gets us where we want to be any sooner. Shame on the Board.	1/3/2018 9:12 PM
737	This will not be an easy gig. There is an entrenched bias toward inaction that is camouflaged as a supposed desire to "create consensus" and "build community" that makes it difficult to avoid becoming bogged down with inherited baggage. Good luck.	1/3/2018 9:11 PM
738	South end Seattle parents and community members care about our kids and our schools. Please find ways to involve and hear ALL voices in the community. Please be responsive to families, not just the most vocal, or most involved.	1/3/2018 9:07 PM
739	We need to invest in our elementary science program. We have wasted several years while other districts have moved ahead with NGSS. We once had the Cadillac of elementary science instruction in the country. There is no excuse for falling so far behind- especially in Seattle.	1/3/2018 9:06 PM
740	I would like to add a characteristic: that the candidate was once a classroom teacher. As a former teacher, I can say with experience that the best administrators are those who were once in the trenches doing the work of educating students. Thank you.	1/3/2018 9:04 PM
741	Seattle Public Schools is irresponsible with spending public money. SPS blames budget problems on the state, but shortfalls from the state are well-known, so SPS should manage around well known problems - but they don't. A leader who can manage the budget would become highly respected in the public education community.	1/3/2018 9:02 PM
742	Why are Seattle Public Schools so poorly funded when we have economic giants like Microsoft, Amazon and Boeing right here? And an astronomical 10% sales tax? My children in HS and MS also tell me discipline is a major problem and that teachers are NOT backed up by administration. Those who wish to learn have their education hijacked by class clowns, lazy students and gangster-types. I taught for 30 years. For 15 years management had my back. The final two years, under new management were insufferable. Life is not warm and fuzzy, and you do a disservice to kids who are coddled throughout school because of whatever reasons.	1/3/2018 9:00 PM
743	Education needs to be fully funded, period. As my kids make their way through the educational system, I am appalled by how much districts rely on parent volunteerism and school fundraisers to fund the basics. We need to invest in our children, and we need to pay all the people who are involved in educating our children a livable wage. As much as I would like it to be different, a majority of our educators are women, and it is unacceptable to continue to undervalue their contribution to our society.	1/3/2018 9:00 PM
744	That SPS is saddled with an over emphasis on special ed programs, has a bloated bureaucratic structure that needs to better fund teachers and reduce class sizes or at least increase teacher to student ratios in order to help the forgotten "standard population".	1/3/2018 8:59 PM
745	Seattle is an amazing district! We have a large and diverse student population with extremely varied needs. The teachers at our school are incredible! Our schools are deeply segregated, racially and economically, which leads to less qualified teachers in lower income areas further widening the gap. Our classrooms are crowded, special ed is underfunded, and substitutes often don't fill jobs. It also seems like the district is deeply disorganized from the administration office downtown. I love Seattle Schools! They have progressive views on many topics and value the whole child. I am glad that in addition to the academics, my child has P.E., music, and plenty of recess! I think there is still a lot of work to be done.	1/3/2018 8:59 PM
746	Represents White Families Interests Equally when compared to All other Represented Demographics. Does not continue to allow union sponsored or other politically motivated student walkouts in Middle School.	1/3/2018 8:54 PM
747	Seattle is desperate for leaders who can "get shit done". We don't need meeting after meeting to rehash a math curriculum. If it can be accomplished in an email, do it. If it requires a meeting for consensus, sit down and get it done. Then move. Action. Implement change moving forward keeping our students and educators the top priority. Fully fund the system.	1/3/2018 8:54 PM
748	The district needs to put equity first not just on paper, but in action. The next superintendent needs to have a true understanding of equity and the continuous work involved as well as a commitment to changing the institutional racism that continues to harm students of color in this district.	1/3/2018 8:53 PM

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749	Large district with North end/South end problem.If the superintendent has previously been an educator(taught at any grade level) then that is bonus like nothing else,Center School should be made a showcase school through efforts and commitment	1/3/2018 8:51 PM
750	Equity is important.	1/3/2018 8:51 PM
751	The next superintendent needs to know families value diversity and want the district's actions to reflect this value. We do not want a superintendent like the current Board who talks about diversity and whose actions reflect white privileged. Families want a superintendent who will lead & not be led by the inadequate Board and loud whites.	1/3/2018 8:50 PM
752	We are passionate about education! Whether a student's current academic achievement level is below grade level or above grade level, we need a leader committed to a minimum of a year's growth for all children.	1/3/2018 8:48 PM
753	Seattle school district has a tendency to ignore the students and families. There has been too much focused on the teachers. The Seattle school district needs to impose better quality on the teachers.	1/3/2018 8:48 PM
754	Writing classes for grades above grade 6 are too large. It's crazy to think that one writing (Language Arts teacher) can conference and provide regular, thoughtful feedback when class sizes are an average of 28 and teachers have 5 classes. Since Language Arts is the foundation for performance, to some extent, in all other subjects, these classes should be kept smaller so we can really give students a solid foundation and not burn teachers out.	1/3/2018 8:47 PM
755	There should be higher trainings offered to all staff (i.e., paras, teachers, admin) and a higher emphasis on PBIS and social/emotional learning should be explicitly taught throughout grades.	1/3/2018 8:47 PM
756	The lack of SEL curriculums focused on managing emotions and effective decision making is a huge problem in our district. We would like a leader who is focused on educated the whole child through both wellness and academics.	1/3/2018 8:44 PM
757	SPS has had an unfortunate reputation over the past 20+ years of being a clusterfuck - teachers say it, parents know it, and the community barely tolerates it. We thankfully have individual schools driven by dedicated teachers, parents and sometimes administrators who keep the district afloat. We need a superintendent with vision, authenticity, honesty, and experience to help guide our district to true greatness. Less dedication to promoting excelling principals to senior district jobs, and more dedication to finding funding to keep excellent admins and teachers in place, serving their students and communities. We need more concrete follow-through on promises to close the opportunity gap for low-income and minority students. We need more opportunities for highly capable students in all communities to access programs that will lead to success. More than anything, though, we need a cohesive vision that is not just seen, but felt and believed, so that new teachers fresh from their teaching programs want to work in SPS, so that veteran teachers want to stay, and so that parents in all neighborhoods (but especially the south end) feel confident in keeping their precious children in SPS and not transferring to private schools.	1/3/2018 8:42 PM
758	Bilingual pathway education was started with great elementary school options...only to be ignored at the middle and high school level. International city should have international education in language and curriculum	1/3/2018 8:41 PM
759	Someone who knows how to get money (grants and etc) for the district.	1/3/2018 8:41 PM
760	Our elementary school has unique needs because of first generation immigrant students. Our dual program was designed specifically by and for our community. This is an example of how diverse the District is in its needs and priorities. We need leadership that is able to understand these complexities by practicing curiosity and creativity as well as participatory leadership. Parental involvement is key. Also, school enrollment is dwindling in Seattle possibly because of housing prices. We'd like our next super intendent to be an ally on housing justice or find ways to finance education despite the lower enrollment rates	1/3/2018 8:40 PM
761	I am very eager to have a superintendent with local PNW ties. We just went through national search last time and ended up with Banda who quickly u-turned back to California. Same thing with previous UW president who went back to Texas. Same thing with Steve Sarkisian. Seattle and PNW have unique culture,weather, demographics and topography. Please don't waste time finding National person who doesn't have genuine attachment to our local community. It will take them too long to understand things- and they might never genuinely get attached. If we can't find a highly qualified leader amongst our highly educated, invigorating local community I would be shocked. Or bring someone back here with local ties in their history! Thank you	1/3/2018 8:40 PM

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762	We have very diverse communities and would love for the new candidate to work on educating our staff on teaching and loving our kids of diverse backgrounds.	1/3/2018 8:40 PM
763	We are a very diverse district. Both ethnically and the way different sectors are served. We are deeply divided because there is no equity in opportunities for kids from minority groups. If you look at APP programs and who they serve, you will know what I am talking about. Parents - or at least the ones with economical power - provide schools with great things that are forbidden to lower income schools: full time IAs, art internships, scholarships to trips abroad. If you want to get a clear picture take Concord Elementary and JSIS as an example. We need a new superintendent. One that can do real work on equity. It's time	1/3/2018 8:40 PM
764	The process for selecting schools and for understanding advanced learning or special options is very opaque. There needs to be both a more transparent process as well as clear and easy communication that can be understood by parents with a low level of education.	1/3/2018 8:33 PM
765	You are already aware of the fact that our district is comprised of students and families from remarkably diverse racial and ethnic backgrounds. What you might not be aware of is the ways in which we are similar. One prime example of this is our common dedication towards student advocacy.	1/3/2018 8:32 PM
766	The superintendent should be someone who has a strong background in and understanding of educational philosophy. The candidate should have classroom experience and the ability to create real change in closing opportunity gaps as well as bringing truly innovative educational possibilities to Seattle.	1/3/2018 8:31 PM
767	Seattle Public Schools is a vibrant district that represents many cultures. We are a district that has high expectations of our staff and students as well as our leadership. The Superintendent of Seattle Public Schools will be leading our district into the future and as such will be called upon to be a defender for our children and the things they need to succeed in school and in life.	1/3/2018 8:31 PM
768	The middle schools need facility upgrades. I don't feel the increase in taxes has led to an improvement in educational facilities or program availability. We lack art programs librarians, physical education facilities. We deserve better schools and more programs. Our taxes are huge and our services are not.	1/3/2018 8:31 PM
769	Great principals and teachers nurture great schools and students	1/3/2018 8:31 PM
770	Our district's number one challenge going forward is equity. When we have schools with pta's raising over half a million dollars annually and paying for certified staff, and other schools with 80% children who qualify for free and reduced lunch and have NO pta to fund raise-we have a real problem. Not to mention 3,500 homeless students. Equity first.	1/3/2018 8:30 PM
771	I want our candidates to know Seattle values racial equity and attempts to eliminate institutional racism which should transcend decision making for our students and families.	1/3/2018 8:30 PM
772	Are Seattle school district has a such a wide variety of the population we serve. I feel our next Cano would need to be able to relate to people from all different types of ethnic and social and economic backgrounds. This candidate we need to have the charisma to help inspire all students efforts in building their future.	1/3/2018 8:30 PM
773	The existing superintendent lies to the community. Changes are made under the guise of research or artificial constraints only later to be exposed as cheap tricks to emphasize his shortcomings as a financial manager. He is a union buster. We have a community of teachers who deserve far greater treatment than they've been given, but he is vocal in his refusal to fund their collective needs. He is unable to manage a district of this size. Our community is diverse, sure, but the district lost the teachers. As our kids emerge from preschool and early elementary, the classrooms become more icy and less conducive to a progressive education (not progressive like hippies, progressive like a designed growth process). Without teachers, without their trust, we have nothing. Our superintendent is a bum and we need someone smart enough to enable educational professionals within an environment that can afford the value they add to our community. Short of that, at least be honest.	1/3/2018 8:29 PM
774	We are a diverse community and the candidates need to be able to work with that.	1/3/2018 8:29 PM
775	Equity and Social Justice must be instituted across our district to fully achieve more than academic success but successful complete students, families, and district staff lead successful careers.	1/3/2018 8:28 PM

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776	I am a parent of two kids who are/will be attending at Broadview Thomson K-8. We have a large homeless student population including many kids who receive free and reduced lunch and meals sent home for the weekend. Please have experience serving families who live outside and families who have challenges with housing, food and economic stability. Additionally, my son is in Special Education and Broadview Thomson has a long history in providing special education. Please have knowledge of inclusive education strategies and provide alternative solutions to detention, behavior enhancements and/or suspension.	1/3/2018 8:28 PM
777	Seattle is touted as a progressive city, however it still has a long way to go. Inevitably levies to fund education are voted down, scores from the students remain low in comparison to the rest of the US urban environments and being a predominantly white city too many are not willing to have more inclusive schools. Seattle is a very educated city, with the proper goals and messaging, a new Superintendent should be able to build on his predecessor and gain confidence from the taxpayers and parents. Seattle is ripe for developing a 'best practices' project based on international schools with similar standards and societal expectations.	1/3/2018 8:28 PM
778	Seattle Public Schools is in desperate need of a leader who will instill discipline in some of the District's worst run schools. Administrators at Aki Kurose Middle School, Hamilton International Middle School, West Seattle High School, Garfield High School, Cleveland High School, Nathan Hale High School, and Jane Addams Middle School must feel empowered and be willing to permanently expel "chronically disruptive" students who are constant trouble makers and unwilling to conform to the school's code of conduct. It is also high time to end the "International School" experiment at Chief Sealth High/Denny Middle and bring in principals and vice principals at those two schools who are first and foremost strict disciplinarians.	1/3/2018 8:26 PM
779	Teachers and Students will rise to expectations - high or low - so set them high	1/3/2018 8:24 PM
780	Seattle Schools should be a US leader in transforming education in ways that raise achievement among all groups, including low-income students AND middle/higher income students whose families are committed to public education. Equity is important but our opportunity is much broader because of Seattle's well-educated population. Thanks.	1/3/2018 8:24 PM
781	Public schools are the lifeblood of neighborhoods. Moving toward "data-driven" or "parent choice" environments will erode the public system's greatest strengths.	1/3/2018 8:24 PM
782	I am deeply puzzled and concerned as to why we are seeking out a change in leadership, knowing that every change in leadership generates considerable churn and uncertainty across the district. The school board has a lot to answer for in pushing for this change without ever making a public case for it, especially when I'm aware of several examples of improved data/outcomes/results for our district during Nyland's tenure. I'm sure I don't agree with every move he made, but change at the superintendent level is a big undertaking and I am troubled at the lack of process, engagement, and accountability the school board utilized in making this decision. Also, I'm shocked and dismayed that the word equity does not appear in any of these descriptors—I have appreciated Dr. Nyland's commitment to equity goals and his willingness to put them front and center. Shame on the board if they do not do the same going forward.	1/3/2018 8:23 PM
783	My son's school is a minority-majority school. He is a special education student. I want to be certain all groups of students receive the support and resources they need to succeed, regardless of the resources the immediate community can provide.	1/3/2018 8:19 PM
784	Hoping the new district leader will acknowledge the benefits of language immersion and add more programs plus support current ones throughout the district. It seems the country is moving this way while SPS is moving away from the amazing programs they currently have.	1/3/2018 8:19 PM
785	Quit hiring more and more administrators. Fire redundant personnel and ineffective employees at JSCEE. More money to teachers and classrooms.	1/3/2018 8:18 PM
786	This school system is in crisis and does not appropriately educate the children of this world-class innovative community.	1/3/2018 8:16 PM
787	I am struck that there is no mention of the need for instructional leadership or the concept of being the "lead learner," as a critical characteristic of the new superintendent. It is critical that our superintendent must be able to walk into classrooms, schools, professional development, and other educational settings and know and understand what learning is taking place and how to grow and enhance that learning.	1/3/2018 8:15 PM
788	This district is filled with too many administration hoops. There is no personal touch to Seattle schools and I'm extremely dissatisfied with the availability of technology while in the #1 tech city in the states.	1/3/2018 8:13 PM

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789	<p>I see a lot of stress, anxiety, and burnout among my colleagues. It is tough being a teacher these days! And, it seems that the demands and expectations put on us have increased even in the short 10 years I've been in the game. Our profession does not get the pay and respect it deserves given the amount of important work that we put in. We are appreciated and rewarded mainly through lip service and kind words from students, parents, and the occasional politician – which is really very nice, but not enough to sustain us over the course of a career. Finding ways to lower class sizes and put fewer demands on our time and energy outside of what it already takes to run a classroom, grade assessments with useful feedback, and create meaningful learning experiences for students (which should be our primary focus) will go a long way. These kinds of changes can start at the top with the support and leadership of the right superintendent.</p>	1/3/2018 7:54 PM
790	<p>Someone who is able to work effectively and directly with a board that seems to not want direction and instead wants to be involved in such a granular level that it makes any decision in SPS extremely difficult. Not sure why you decided to take a leader who is providing steady, guiding leadership and declaring that now that SPS is stable is the perfect time to make it less stable by bringing in a new leader at this time. The fact that you as a board have not been able to specifically communicate to Dr. Nyland why he is not returning is pathetic and wrong. You speak all of the time about the importance of community engagement, but on this, the most high profile high in SPS, you are being less than transparent. Good luck. We will get the leader we deserve.</p>	1/3/2018 7:53 PM
791	<p>That the IB Program provides incredible opportunities for students and needs the district's support.</p>	1/3/2018 7:49 PM
792	<p>Seattle's wealth inequality is a serious problem for both staff and students - schools are *always* underfunded, but families and teachers have less and less extra money to make up the difference. It's going to start impacting student learning in ways more severe than it is already. We need a superintendent who truly understands and finds unacceptable the extent to which schools rely on parent money to fulfill basic functions. PTAs should not be buying basic materials or covering staffing costs, and it's a luxury that many schools have been able to function this way, but unsustainable. We need a superintendent that will recognize that teacher salaries need to reflect the cost of living IN SEATTLE and work to retain quality teachers. It is unrealistic to expect teachers to stay in this district when starting full-time salaries are low enough to qualify for low-income housing within the city (80% of AMI). We also need a superintendent who is willing to put a complete stop to some of the unacceptable budget practices SPS engages in which are unheard of in other districts. No shuffling classes and teachers around after the school year has started - the leadership should have to eat that mis-allocation of funds, instead of passing the cost down to students and teachers in the form of disruption of learning and routines. It is absurd that this practice is allowed. A superintendent who understands how serious the budget and financial problems are in this district is probably the most important quality for Seattle's schools.</p>	1/3/2018 7:44 PM
793	<p>Know the good that comes with the challenges - I don't want anyone to be surprised at the sorts of challenges that face SPS.</p>	1/3/2018 7:40 PM
794	<p>We are losing qualified educators to nearby districts who offer more pay and better compensation packages. I would also add to the above: experience AS an educator</p>	1/3/2018 7:38 PM
795	<p>SPS is a relationship based system. In order to achieve true and consistent gains for students, systems will need to be created that distribute resources in equitable, transparent ways that are accessible to all principals regardless of who they know at the district. Creating transparent systems will support school leaders and create less turnover in our highest need schools.</p>	1/3/2018 7:37 PM
796	<p>The district is making many decisions from a "financial-first" stand point and not a "student-first" mindset. My school is directly and adversely impacted by this mindset. Although financial impact must be accounted for in all decisions, the leaders of the district have allowed students and staff at many schools to go unsupported in order to save money. We need a leader who will think in ways that will reshape how the district makes decisions and handles financial decisions.</p>	1/3/2018 7:36 PM
797	<p>The next Superintendent must be 100% committed to eliminating achievement and opportunity gaps for Black, Latino, Pacific Islander, and Native American kids. They also must be committed to working with the city, community groups, and businesses to address economic inequities in our city at large. People of color and low- to mid-income people (who predominately rely on public education for their kids) are fleeing Seattle, to our city's detriment. The predominantly white upwardly-mobile class (and the newly arrived Amazonians and other tech folks) are doing nothing to help the schools, because they either send their own kids to private schools, or they don't have kids, and don't understand that public education affects the whole body politic. The new Super must get Seattle to re-invest in its public schools! We are a world-class city. Our kids are smart, and deserve a world-class education. Also, we need someone who can keep the job for more than 2 years.</p>	1/3/2018 7:34 PM

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798	The most important thing about children is the need to prepare them properly for responsible citizenship. The primary objective should not be raising a straight-A student who excels at three sports, earns a spot on the Olympic swim team, goes to an A-list university and becomes a prominent brain surgeon. The primary objective is to raise a child such that community and culture are strengthened. Enforce RCW and WAC codes on Student Ethic Code Like if student litters or vandalizes public property; enforce code, discipline, set example to deter other students in doing it as well.	1/3/2018 7:33 PM
799	I would like them to respect and honor all learners, including our advanced students. I would especially like an advocate for both special ed and HCC students, in addition to the general population.	1/3/2018 7:28 PM
800	Understands the need for academic excellence for student of color to be successful as well as equity and access.	1/3/2018 7:27 PM
801	We have budget issues We waste money We are top heavy in management We demand a lot from teachers and give little support We don't follow the CBA Most teachers don't feel supported There are no set systems in place The board does nothing and is self serving	1/3/2018 7:26 PM
802	A superintendent should have actually worked as a teacher or principal at a public school for at least 5 years. Larry was the best superintendent we've had in many years. I think it is foolish that you didn't renew his contract and are wasting taxpayer money searching for a new superintendent.	1/3/2018 7:22 PM
803	We need stability in leadership. Frequent changes in leadership has produced initiative fatigue, and a "this too shall pass" attitude among teachers who question how much time and effort to put into implementing innovative ideas. We are strongly committed to our formula for success and want to continue our commitment to racial equity, support of high quality teachers and leaders, and student-focused collaboration because this work improves outcomes for students.	1/3/2018 7:16 PM
804	I want prospective candidates to know some recent successes within SPS, as well as some current challenges/goals that need to be addressed in years ahead. I want candidates to know about racial diversity/inequity within regions of SPS as well as the broader district as a whole.	1/3/2018 7:15 PM
805	We are an incredibly diverse district, with many talented people at all levels, and students and families with many diverse strengths and needs. I would like to see the district hire someone who puts the needs of the people involved first; someone who wants to educate every student for success, and who values and believes in investing in strong educational and support staff to achieve the highest for every student. I personally believe that when a leader is respected by those who s(he) supervises and serves, truly great things are possible. I am very fortunate to work for a principal in this district who is a role model in this way, and I know how lucky I am. He supports, listens deeply to, believes in and advocates for all of his staff people, students and families; we in turn are equally dedicated to him and everyone works diligently to be and do their very best. I would love to see this type of relationship between any new superintendent and those s(he) supervises and stands up for the interests of. Too many schools in this district have antagonistic relationships between their principals and teachers/staff and families/students. I think we need someone with extensive experience with education, who truly works to see students as whole and complex beings, with a myriad of strengths, needs, hopes, and committed to working hard to empower all those invested to give their fullest and best. When people are inspired by honest and supportive leadership with integrity, great things are possible for all, and the organization is a constantly tended and growing thing. Rather than being solely or primarily "data driven", I would like to see our district exist as a human scale endeavor, with every relationship being valued and seen as worthy of deep listening, investment and trust. We live in a fabulous supportive and open community and are highly capable of working together to provide every student with the crucial experience of a world-class education in which they are deeply known, listened to and valued. I am holding my highest hopes out that this exciting new chapter ahead will be Seattle Public Schools' best one yet!	1/3/2018 7:14 PM
806	We are a very large and diverse district that really needs a lot of emphasis on streamlining internal processes. Efficiency and removing the many beaurauceatic obstacles are as important in retaining quality staff as much as pay raises. The new Superintendent needs to be strong in Organizational leadership and championing efficiency throughout all levels of our district	1/3/2018 7:09 PM
807	I have had enough of super-star educational leaders. I have had enough of visionary leaders coming in with big ideas that just make a bigger mess and add more stress to an already messy and stressful learning environment. I want a good manager who supports and streamlines the structures and goals and personnel already in place, and who loves people. That's it.	1/3/2018 7:06 PM

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808	Our focus on racial equity, training teachers and school communities to close the race-based opportunity gaps in our district. Awareness and support of our Creative Advantage program and high priority for educating the whole student, not just math and reading. The importance of getting families and communities involved in decision-making and being a positive leader.	1/3/2018 6:58 PM
809	We are a fast growing city with a lot of needs Gentrification is real in our communities which is pushing a lot of our kids out Our district needs more teachers of color Our teachers of color needs more support	1/3/2018 6:57 PM
810	S/he should know that there are high numbers of students being sent to private schools in the Seattle area and that s/he should make programs to draw those children back into the public school system. The District has "gap" reduction goals that conflict with being a welcoming place for good students. This should change drastically.	1/3/2018 6:55 PM
811	teachers are overpaid. The short Wednesdays are a waste of tax payer funds. teachers should have soem tiem to collaborate etc.. maybe 1 short day per month is OK.. but nOT 4. Substitute teachers ar ento treated particlrly well in soem cases. Many contracted teachers do not leave emergency procedures fo rschols; do nto leave class lists ; do nto leave information critical to special student needs... this is deplorable as substitutes need these tools to do their job-- and it is in the contract that teachers ar e supposed to leave htese materials. When John stanford was Supt he visited schools9 up to 4 a day) and was known to randomly go in to any teacher's room and ask to see substitute plans info. Guess what! teachers left them. Our new leaders do nto deal with this an dthe habit has fallen to the side..	1/3/2018 6:55 PM
812	We have fantastic, amazing students and families that are inequitably served between the different areas of the district. There are schools that have incredibly high needs that aren't being met and those funding gaps need to be closed before pushing those schools to close academic gaps. Having a priority of data collection is wonderful but wasteful if it isn't being used to inform higher district level decisions in a timely manner.	1/3/2018 6:54 PM
813	Seattle sees itself as exceptional, and in many ways it is. But what works other places will also work here. As long as the leadership can remained focused on the strategic plan without getting into the many details that make a district run (by hiring and trusting central office leadership to do that work), we will close gaps and truly become a national model for getting things done.	1/3/2018 6:53 PM
814	There is a lot of mistrust between the different departments in the district. The schools and the central office are often at odds and the students are the ones who lose out. I think we need a leader with passion, who will inspire every employee at every level to commit to doing their best.	1/3/2018 6:52 PM
815	Shares a focus in special education as well	1/3/2018 6:52 PM
816	The district needs to hire a racial equity specialist that directs all racial equity initiatives and responds to violations of those initiatives. Emphasis on RACIAL equity, not just equity.	1/3/2018 6:51 PM
817	We value the gifts and talents of All of our students and we want a visionary leader who believes all students will learn if we hire people with the same values.	1/3/2018 6:51 PM
818	Seattle is a community which has a low family population relative to other large cities. As a result many of the city leaders have neglected to prioritize educational advancement in our city. This city is growing at an Enormous rate yet the city has failed to adequately determine how the education infrastructure will increase to meet the demands of our growing population. We must have a leader who is able to develop a stronger working relationship with the city. Seattle is a city with a very educated workforce. As a result parents expect very robust educational programs and meeting all learners including advanced learners through special education learners is imperative. Many families choose to leave Seattle public schools despite the fact that they wish they could stay. Seattle public schools depends upon a 20 to 40 percent attrition rate in some areas of the city in order to make their numbers work. This must and as too many families feel they cannot adequately expect there to be reasonable opportunities for their children, or even classroom seats. Seattle is a welcoming community and we do value our children	1/3/2018 6:49 PM

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- 819 As a former educator and current parent, my hope is that the district looks to hire an individual with an ability to promote consistency in Seattle public school education. Unlike any successful, large school district in which I have taught, SPS creates niche private schools within a public school setting. All children, regardless of neighborhood, should want and be able to attend their neighborhood attendance school with confidence that they will receive the same education as their peers within the district. Superintendent candidates should be required to tour each and every school within this district, not just the stand-out schools. They need to know what they are up against. District administrators rely on parents and community members to heavily fund school PTAs to make up for a lack of federal and state funding. By allowing this, students in affluent neighborhoods have much more than students in low-income areas. In our school, we are grateful for our PTA. Without them, our kids would miss out on so much. The superintendent needs to fight for fully funded education. The superintendent needs to look at successful programs throughout the district and find a way to share best practices with all schools. Several schools offer language immersion programs, but all students benefit from exposure to other languages and culture. Some schools offer advanced learning programs when those opportunities should be offered throughout the district. Parents choose public schools for a variety of reasons, and many choose neighborhood schools out of convenience. Advanced students should be able to build on what they know within their school and not be expected to travel 45 minutes to do so. School nurses should be available at all schools. Children with severe allergies have to find transportation to certain schools that offer full-time nurses. Safety should be a concern for the new superintendent. All buildings should be secure when children are on location. Plain and simple. High school students should be offered safe transport to and from school. Currently, high school students are expected to take lackluster, minimal city transportation to and from school. Some students have to walk through sketchy areas to get to their bus stop or be dropped off in crime-ridden areas to transfer to another bus to school. Communication needs to be revised from the top down. Parents are so often confused by a lack of clear communication from the district and local schools. Our district needs to take a proactive approach in dispersing timely information to parents and community members. There are community-based blogs dedicated to helping parents navigate Seattle Public Schools! They send out reminders letting parents know about upcoming test dates. My neighbor had no idea that her son could apply to be in a science-based cohort at our local high school until she came across one of these blogs. The community has very little confidence in our schools, and a strong, decisive superintendent could help alleviate this distrust. I would also add that more emphasis needs to be placed on training for staff on how to direct English language learning families to the proper resources. My neighbors speak Russian and have no idea how to navigate SPS. Schools should be able to communicate with families and point them in the right direction. Given that many of these children are those the district is most trying to help, making their families feel safe and secure should be a priority. I am a strong advocate for public education and would never consider sending my children to private school. I do hope that our future superintendent comes from outside the district to lend an outsider perspective. We need someone to come in and make this district much more efficient. Thank you, and good luck!
- 1/3/2018 6:30 PM
- 820 Parent involvement in all grades/areas is key to strong academic achievement. Listening and involving parents, teachers and students in decisions for the future is highly beneficial for success.
- 1/3/2018 6:14 PM
- 821 Better leadership with people skills. Building connections is key. Without it we are all just doing a job instead of being part of a shared goal. I understand the next Superintendent can be all things to all people but they should be able to stop and chat with a random employee from time to time on his way to the café.
- 1/3/2018 6:09 PM
- 822 We need to meet all the educational needs in our community but we simply don't have the resources to do it. I ask candidates to consider how they will prioritize among all the competing priorities. As a student from a single, low-income parent, my SPS education prepared me well for a top-10 university and to compete in this new economy. As an SPS parent now, I am committed to public education for all kids, which includes having an adequate number of challenging classes for the highly capable as well as targeting resources to help kids achieve their full potential who may be starting off behind their peers.
- 1/3/2018 5:53 PM

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823	Being the largest district in the state, Seattle has highly diverse needs, communities and families. The word Equity is always thrown around, but not necessarily implemented well. I not only speaking of cultural equity, equity in resources, etc but also access to curriculum/subject matter. With such emphasis on reading, writing and math our elementary students (and to a lesser extent middle school students) are not learning basic science and civic skills. These are highly important in order to help students become well rounded, knowledgeable citizens and future votes. Teachers feel locked into the 3Rs and often feel they can't teach these other subjects because they are locked into a curriculum. The 3Rs can be taught through science and social studies. Also not having these taught very much in elementary puts tons of pressure on middle school teachers to get kids up to speed by high school.	1/3/2018 5:48 PM
824	Dr. Nyland's commitment to eliminating opportunity gaps is essential, and if Dr. Nyland will not be continuing with us, then I want our next superintendent to be just as committed. I also appreciate that Dr. Nyland attends principal leadership days and is open about his priorities and about how principals can implement the district smart goals. I want someone who is knowledgeable and accessible. I want someone who will know me and my building AND be able to navigate the political and managerial aspects of managing a large urban district. Most of all, I want us to have a superintendent who is advocate for every student in our district, by story, strength and need.	1/3/2018 5:42 PM
825	I would like the candidate to be familiar with Washington State school reform initiatives as well as the challenges the Seattle school district faces. Also, the ideal candidate would lead from a point of the strengths of the district and not the deficits.	1/3/2018 5:41 PM
826	My two goals for this person are that they hire no more executives in JSCEE, and that they support advanced learning much more than has recently been done. Some kids are advanced, and we owe them an education, too.	1/3/2018 4:46 PM
827	The central office and the senior staff need to be cleaned out. Mass firings. And we need a superintendent committed to public education, who sees themselves as a public servant, who will follow the lead of the board and the public rather than try and impose their own vision from above. Seattle opposes corporate education reform, opposes charter schools, opposes replacing teachers with iPads, and opposes high stakes testing. Our next superintendent must share those values.	1/3/2018 4:31 PM
828	Diversity goes beyond - gender, race and ethnicity - to neurodiversity and different learning needs. Seattle needs to become an epicenter of INNOVATION in education as well - anything less is unacceptable given the resources available here - intellectual, financial etc. Innovation can mean taking what others do well and doing it BETTER - look outside for best practices around the country.	1/3/2018 4:20 PM
829	District is too large!! What if next superintendant could courageously purpose dividing District? Would hope that next superintendent could build distrcit(s) which would attract Seattle residents to stay (rather than moving to east side or private schools). Overall perception of District needs to improve!	1/3/2018 4:14 PM
830	a female and/or person of color would be an important leader in this community	1/3/2018 4:04 PM
831	Puts the needs of the students first by prioritizing spending in the schools over spending at central offices.	1/3/2018 4:02 PM
832	The Pacific Northwest has a unique culture that outsiders are sometimes slow to understand and assimilate to effectively. Previous superintendents from other regions of the country were bad cultural fits for the professional and urban environment in Seattle and for the expectations and demands of the parents in this school district. Our new superintendent must understand the Pacific Northwest culturally and be committed to living here long-term for stability and to solve our problems. If I could boil down the myriad issues competing for attention in this district, I would say this: Parents in this district want more rigor.	1/3/2018 3:53 PM
833	Stop blaming the state for funding issues. Fully fund schools before starting new initiatives and hiring staff associated with those. Fully fund schools before signing new contracts for testing, curriculum, technology, etc. There's plenty of money if you fund schools first then the rest.	1/3/2018 3:25 PM
834	Seattle is an overly large unwieldy district with 50K+ students spanning the spectrum of socio-economics, abilities & cultural/racial considerations. Whomever takes the helm needs to be able to embrace all of those aspects and pick a lean, effective A-team of team leaders plus technology to enable them to get stuff done. Differentiated learning for HC, Special Ed, non-traditional and even other types of "normal" learners needs to embraced within each school across the district--this is key. As the largest district in the state, funding/resources are crucial so advocacy is key as well.	1/3/2018 3:10 PM

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| 835 | I have two kids at a high-poverty, fairly diverse school in the South End. We have felt incredibly supported and well-served by the teaching staff from the moment we began, but this seems to be despite a very hands-off attitude from JSCEE. I work very hard to help our teaching staff succeed and have faced constant communication issues and lack of commitment to our needs from administration. I hope to the new superintendent will be able to lead JSCEE in a direction that includes more transparency and helpfulness. | 1/3/2018 3:09 PM |
| 836 | The School Board kowtows to establishment (i.e. historically privileged) community voices and does not make decisions in the long-term interest of the entire system. Google "Seattle process" to know what you're getting into. | 1/3/2018 2:55 PM |
| 837 | Should consider the well-being of the whole child (vs just academic outcome) as well as the community as a whole. | 1/3/2018 2:46 PM |

Steps to Move Forward Toward Preparing African American Youth for Work and Life

The overarching need is that ALL students who graduate from Seattle public schools (not just the current select few) deserve and must receive a **meaningful diploma**. A high school diploma from the Seattle School District should be as good (or better) as a diploma from any other high school in the United States. Students should be employable and ready for their next step. Here are 5 essentials to make the meaningful diploma happen:

1] Improve Math Skills

It is vital that students master basic math skills such as fractions, long division, decimals, etc. This could be part of a "Financial Literacy" class which would teach students to compute their salaries, make change, balance a bank account, and write a check. Advanced math classes must be available in all schools.

2] Increase Community Engagement

Students need in-and-out of school exposure to careers. Expose students to role models. Make schools welcoming to all students, their families, and the community. Schools should be part of the neighborhood. Invite businesses into the schools. School leaders could attend neighborhood Chamber of Commerce/Rotary meetings and invite business to the school, making the school more accessible and exposing students to business.

3] Commit to CTE (Career Technical Education) & STEM

Invite businesses to work with the teachers [especially CTE] to craft curriculum that is relevant to the workforce (this could be as simple as a teacher saying "here's the main topics I plan to cover for the year, what items are relevant to make a student employable in your eyes and what am I missing" to something more intensive as co-creating curriculum with the teacher for those businesses that can/want to invest that time). Many of these CTE jobs require STEM proficiency. Let's infuse these curricula with project based learning to enable students to acquire knowledge and skills through investigating a real and engaging question or challenge. Let's create a generation of critical thinkers and problem solvers who are prepared for work and life, young people who are good citizens and who can forge a more just world.

4] Instill Personal Survival Skills

Improve written and verbal communication skills.

Teach the relevance of this, that these skills can get you a job when you know nothing about a business. If you are personable, you can get hired and an employer is more willing to teach you on the job.

Teach students to converse with adults. These skills are vital in the business world and can make or break the student's chance of getting hired.

Teach students to dress for business.

Teach students to agreeably disagree—to stand up for themselves respectfully.

Teach students to be media literate and to understand social media. What you put on the Internet is how potential employers perceive you.

5] Commit to Supporting Students

Assure 9th and 10th graders have the help they need (scholastic or personal) to assure their success and graduation. Too many fall through the cracks.

Assure that by the end of their junior year, students have had the solid core classwork which will allow them options upon graduation—that first job, in/externship, trade school, or college.

To bring these essentials to fruition, it is crucial that the district provide stronger and intentional commitment to the success of under-served and struggling students -- including additional supports, resources, and committed teachers.

Seeks a Superintendent of Schools



Seattle, Washington
Check us out at:



Mission

Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.



Our City

Home to the Space Needle, Seattle, Washington's largest city, is the eighteenth largest city in the country and ranked in the Top Ten Best Places to Live in the U.S. Seattle is located on Puget Sound in the Pacific Northwest. Surrounded by water, mountains and breathtaking evergreen forests, the city has made a name for itself in the tech industry as it is home to both Microsoft and the Amazon headquarters.



Our District

Seattle Public Schools seeks a Superintendent with visionary leadership and strong administrative skills to lead a high-performing, diverse and growing district of over 54,000 students. The district is looking for a collaborative leader committed to the educational excellence of each and every student, with a focus on eliminating opportunity gaps and engaging with educators, families, and the community.

Seattle Public Schools is the largest K-12 school system in Washington State. The District operates 103 schools, divided up as 62 elementary schools, 10 K-8 institutions, 12 middle schools, 11 high schools and 8 service schools.

Home to over 54,000 students, 33.9 percent of students are eligible for Free and Reduced Priced Meals and 5.4 percent are experiencing homelessness. Seattle Public Schools represents 150 countries of origin. Seattle Public School's top seven languages are English, Spanish, Somali, Vietnamese, Cantonese, Amharic and Tagalog.

Strategic Goals

Goal One: Ensure **educational excellence and equity** for every student.

Goal Two: Improve **systems district-wide** to support academic outcomes and meet students' needs.

Goal Three: Strengthen **school, family and community engagement**.

Our Budget

For the Fiscal year of 2017-2018, Seattle Public Schools has an annual budget of approximately \$857.7 million

Deadline to Apply: February 28, 2018



Seattle Public Schools Seeks a Superintendent Who:

- Possesses excellent people skills, presents a positive image of the District and will listen to input and make a decision when necessary.
- Has previous experience that will benefit the long-term financial health of the district.
- Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.
- Is a strong communicator; speaking, listening and writing.
- Demonstrates commitment to community visibility with high interest in a broad range of community groups and organizations.
- Has experience recruiting and maintaining exceptional staff for the district and schools.
- Is able to delegate authority while appropriately maintaining accountability.
- Is able to lead a large organization dedicated to goals of continued improvement.
- Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- Promotes a positive and professional environment for district employees and Board.
- Possesses the leadership skills required to respond to the opportunities and challenges presented by an ethnically and culturally diverse community.

Salary and Benefits

The salary will be in the range of \$TBD plus an excellent benefit package. The final salary for the successful candidate will be determined based upon proven experience, qualifications, and meeting Board of Directors criteria.

Requirements

Superintendent credentials are not required. Non-traditional candidates are invited to apply.

Apply online at:

www.rayassoc.com

Questions should be directed to:

Ray & Associates, Inc.

4403 First Avenue SE, Suite 407

Cedar Rapids, IA 52402

Phone: 319-393-3115 Fax: 319-393-4931

glr@rayassoc.com

Please do not contact the Board of Directors or District directly.

Deadline to Apply: February 28, 2018

Deadline and Selection

All materials submitted as part of the Superintendent application will remain confidential to the fullest extent allowed by law, which includes board review in a closed session of the Board of Directors. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the semifinalists will be presented to the Seattle Public Schools Board of Directors for its consideration. Selection of candidates for interviews is the sole responsibility of the Board. Candidates selected for interviews in Seattle should expect that their names and resumes will become public information. Persons wishing to be considered for the position should submit an application file online including:

- A letter of application stating personal qualifications, experiences, and reasons for interest in the position.
- The online application form and a resume.
- 4 current letters of recommendation.

National Superintendent Salary Comparison Prepared For: Seattle Public Schools (Benchmark Districts)

District	Enrollment	2016-2017 Estimated Salary	2017-2018 Estimated Salary	2018-2019 Estimated Salary
Boston, MA***	56,000	\$257,000	\$257,000	\$257,000
Portland, OR***	49,557	\$0	\$295,000	\$303,850
Minneapolis, MN***	35,717	\$225,000	\$231,750	\$238,703
Kent, WA***	30,773	\$250,000	\$257,500	\$265,225
Tacoma, WA***	29,091	\$267,608	\$275,636	\$283,905
San Francisco, CA***	55,613	\$0	\$310,000	\$319,300
Anchorage, AK**	48,229	\$235,000	\$242,050	\$249,312
Bellevue, WA**	19,500	\$0	\$280,000	\$288,400
Spokane, WA***	30,817	\$240,000	\$247,200	\$254,616
Total	355,297			\$2,460,310
Average	39,477			\$273,368

* Salaries based on a 3% increase each year

** Advertised salaries

***News articles/websites

National Superintendent Salary Comparison

Prepared For: Council of Great City Schools Comparison

District	Enrollment	* 2014-2015 Estimated Salary	* 2015-2016 Estimated Salary	* 2016-2017 Estimated Salary	* 2017-2018 Estimated Salary	* 2018-2019 Estimated Salary
Albuquerque, NM ***	95,400		\$300,000	\$309,000	\$318,270	\$327,818
Austin, TX ***	85,400	\$300,000	\$309,000	\$318,270	\$327,818	\$337,653
Fort Worth, TX***	79,500		\$300,000	\$309,000	\$318,270	\$327,818
Palm Beach, FL ***	183,000		\$350,000	\$360,500	\$371,315	\$382,454
Los Angeles, CA**	734,641					\$350,000
Broward County, FL**	266,407				\$335,000	\$345,050
Dallas, TX**	158,932		\$306,000	\$315,180	\$324,635	\$334,374
Sacramento, CA**	47,616	\$290,000	\$298,700	\$307,661	\$316,891	\$326,398
Oklahoma City, OK**	44,720	\$285,000	\$293,550	\$302,357	\$311,427	\$320,770
Total						\$3,052,335
Average						\$339,148

* Salaries based on a 3% increase each year

***Advertised Salary

**Online Articles

SEATTLE PUBLIC SCHOOLS
SUPERINTENDENT SEARCH *APPROVED* PROCESS AND TIMELINE

01/26/2018

DATE *Items highlighted in yellow indicate an in-person meeting with the consultant(s)*

Stage 1 Board Input & Preparation	<u>11/29/2017</u>	Consultant planning meeting with the Board and individual Board member interviews. (Time: TBD) (option to conduct via Skype, conference call or gotomeetings.com)
	<u>11/30/2017</u>	Begin preparing information for the district promotional flyer and online application form with the District liaison representative(s).
	<u>11/30/2017</u>	Notify all associates and other professional contacts of vacancy.
	<u>12/20/2017</u>	Contact constituents and stakeholders for input meetings on <u>01/17-18/18</u> .
Stage 2 Profile Development & Process	<u>1/02/2018</u>	Online survey link, for input on developing the profile, available on District website from <u>1/02/2018</u> to <u>01/19/2018</u> .
	<u>1/17-18/2018</u>	Meetings with constituent and stakeholder group representatives.
	<u>1/19/2018</u>	8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
	<u>1/24/2018</u>	Promotional flyer draft due.
Stage 3 Recruiting & Screening	<u>1/30/2018</u>	Board to finalize Superintendent profile for the promotional flyer and online application form. (Time: TBD) (option to conduct via Skype, conference call or gotomeetings.com)
	<u>1/31/2018</u>	Print promotional flyer. Forward to consultant.
	<u>1/31/2018</u>	E-mail promotional flyer and online application instructions to interested candidates.
Stage 4 Candidate Presentation	<u>2/28/2018</u>	Deadline for all application materials. (*See note below.)
	<u>3/10/2018</u>	Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. (Time: TBD)
	<u>Wk of 3/19/18</u>	Interview candidates (1 st round).
Stage 5 Selection of Finalist & Future Planning	<u>Wk of 3/19/18</u>	Meeting with consultant following the last interview. (Time: TBD)
	<u>Wk of 3/26/18</u>	Interview finalist candidates (2 nd round). (Optional)
	<u>Wk of 3/26/18</u>	Final meeting with consultant following the last interview. (Time: TBD) (option to conduct via Skype, conference call or gotomeetings.com)
	<u>TBD</u>	If desired, optional on-site visit of leading candidate(s) current district by Board members.
	<u>TBD</u>	Consultant will discuss contract terms with the finalist.
	<u>TBD</u>	Offer the contract.
<u>TBD</u>	Press release of new Superintendent.	
<u>TBD</u>	Board Self-Assessment Survey Results presented to the Board.	

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**