

1. What meaningful experiences in the arts (dance, music, theater, and visual arts) did you have growing up? Why do you remember these?

I played the Oboe in the school orchestra from the fifth through the 12th grade. I loved the sound and the uniqueness of the instrument. Playing in the orchestra was an important part of my school experience from building friendships to being part of something outside the regular classroom. My high school had a modern dance class and I can still recall the star football player's performance. He was an amazing athlete and it was wonderful to see him demonstrate his skills in a non-competitive, nontraditional environment.

2. What role do you think the arts can play in supporting key education priorities such as closing the opportunity gap, reducing the dropout rate, and preparing more students for college eligibility and the creativity needed in the 21st century workforce?

An exemplary education that prepares students for college, career, and life is a rich education that includes access to the arts. For some students, this is their lifeline to feel connected to school and therefore they stay in school and connected to learning. For others, it's about expanding horizons and experiences.

3. The arts are defined as a core subject in the state definition of basic education, but the reality is that many schools are not providing adequate arts instruction*. What do you see as the School Board's role in ensuring the equitable provision of sequential, standards-based arts instruction to all Seattle students?

One of the advantages that we have in Bellevue is the 7-period day in middle school and high school. I strongly support maintaining 7 periods because it provides additional access to the arts. With 7 periods, students have more choices and can pursue the arts as part of their rigorous course work. We are also making investments in problem-based learning. Our arts should be integrated in projects where possible. Our art instruction should meet the same criteria as other academic areas in that it should provide for rigorous, standard-based curriculum and instruction.

4. If elected or re-elected, how will you help the School Board lead engagement of the greater community (including administrators, classroom teachers, arts specialists, students, families, artists, and community arts organizations) to help inform the education conversation and shape school board policy for arts education?

One of my priorities as a school board member is that we continuously improve our existing programs via thorough analysis, such as we have done with literacy or gifted programs. Our arts programs should be reviewed in the same way. This will both increase awareness of our offerings and help ensure that they are the best they can be. In addition, we should be looking at innovative ideas for instruction that will better meet the needs of our diverse student body.

**Statewide data shows that 33% of elementary students are getting less than an hour of arts instruction per week and 47% of schools offer instruction in only one of the four primary arts disciplines. Source: Washington State Arts Commission, Arts Education Research Initiative 2009.*