

## Candidate for Minnesota House District 02B

Jun 23, 2026

### Yes/No questions

**1. Have you visited a public school in your district in the past year?**

Yes

**Q2. ESP living wage: Will you support legislation to ensure that all education support professionals earn a living wage of at least \$25 an hour?**

Yes

**Q3. Due to significantly below-market compensation for teachers, most school districts in Minnesota are having difficulty filling teaching jobs, and state colleges report a continued decline in the number of graduates from teacher preparation programs. Would you support creating a minimum salary for all licensed Minnesota teachers of \$60,000 a year and an \$80,000 minimum salary for licensed teachers with 10 years of experience and a master's degree?**

Yes

**Q4. Will you support increasing state funding to ensure the financial sustainability of educator public pension funds, so the cost doesn't come out of workers' pockets?**

Yes

**Q5. Will you support improving teacher pensions, including an unreduced career rule, lowering penalties, and increasing cost of living adjustments for retirees?**

Yes

**Q6. Do you support the creation of and funding for the Educator Group Insurance Program (EGIP), which would give educators access to a mandatory statewide health insurance pool, just like other state workers?**

Yes

**Q7. Do you support dedicated funding for unemployment insurance for hourly school workers, and will you work against any efforts to repeal this benefit?**

Yes

Do you support the following education funding priorities?

**Q8a. Maintain the current automatic inflationary increase to the basic formula allowance, protecting funding increases from the erosion of inflation.**

Yes

**Q8b. SPED cross subsidy: Fully fund special education costs instead of relying on school districts to pay for them.**

Yes

**Q8c. EL cross subsidy: Fully fund the costs districts pay to provide quality English learner programs and instruction.**

Yes

**Q8d. Lower class sizes: Lower class sizes so teachers can give students more of the individual attention they need and deserve.**

Yes

**Q8e. Teachers of color: Fund programs to increase the number of teachers of color significantly so that teachers providing instruction better reflect the students in our classrooms.**

Yes

**Q8f. Student support: Defend Student Support Personnel Aid, which must be used for school nurses, social workers, counselors and psychologists.**

Yes

**Q8g. Defend against further cuts to school library aid, which is the only dedicated funding source for school libraries and media centers, including**

Yes

**Q8h. Early learning: Preserve and expand pre-Kindergarten options for all Minnesota families.**

Yes

**Q9. Would you commit to raising revenue to ensure the wealthiest corporations and richest households pay what they truly owe in taxes so every student, no matter what they look like or where they live, can attend a fully funded public school that prepares them to pursue their dreams?**

Yes

**Q11. Fully funded schools require adequate and stable revenues. Will you oppose tax cuts and carve outs that lower tax collections or narrow the tax base?**

Yes

**Q12. Efforts to address college affordability in the last two decades have resulted in 120% growth in the State Grant Program. One consequence of this high tuition/high aid model has been the chronic underfunding of the public college systems. Do you support returning to statutory funding levels for our public higher education institutions?**

Yes

**Q13. Another consequence of this high tuition/high aid model has been a significant amount of public money going to private colleges and universities. Do you support public dollars going solely to public higher education institutions?**

No

**Q14. Given nationwide attacks on higher education, do you support academic freedom and faculty control of curriculum?**

Yes

**Q17. Education Minnesota believes all students should have the freedom to feel safe, respected and welcomed in their public schools, no matter what they look like, no matter their country of origin, whether transgender or not. Do you agree?**

Yes

**Q18. Teachers need more time daily for planning and differentiating. Most after-school "prep" is filled with meetings. The current statute falls short of the time needed for preparing lessons. Will you support adjusting this statute to increase prep time?**

Yes

**Q19. Do you support paid, dedicated time outside of student contact time for special education teachers to complete their paperwork and attend required meetings?**

Yes

**Q20. Do you support increased reporting and transparency in worksite safety when reporting physical injuries and emotional trauma in the workplace?**

Yes

**Q21. The ability of workers to come together in a union and bargain collectively has been vital for reducing wage gaps by gender, building the middle class, and limiting wealth inequality in Minnesota. Do you support expanding and strengthening workers' rights to join a union and bargain collectively?**

Yes

**Q22. Will you oppose any legislation or constitutional amendments that would weaken collective bargaining rights, the right to organize, the right to strike, automatic payment of union dues, union access and activities at worksites or other anti-union policies backed by anti-worker groups?**

Yes

**Q23. Do you oppose state tax credits for private K-12 education tuition and expenses?**

Yes

**Q24. Will you support a moratorium on new charter schools until policy changes are made to ensure a stronger accountability system that will eliminate fraud and improve instructional and employment practices?**

Yes

**Q25. Will you reject all efforts to carve out, delay or rollback any aspects or benefits of the 2023 paid family medical leave law?**

Yes

**Q26. Do you support clarifying and strengthening workers' rights and protections in the paid family medical leave program?**

Yes

**Q1a. If yes: Which one? What were your observations from your visit? How will this experience inform your work as a legislator?**

Yes. I visited the Paul Bunyan Center/Paul Bunyan Elementary, and Bemidji High School. Late last year I visited Lincoln Elementary, as well.

I currently serve on the board of Bemidji Continuing Education, so what I saw on the visit matched what I hear almost constantly: staff shortages and funding gaps that fall hardest on families. Parents, especially those with more than one child, tell me they cannot afford the long-term after-school and summer programming that supports their kids' development and lets them manage their own work schedules. Our teachers are stretched thin and need more help, more funding, and more resources. They were just coming out of a near-strike last year. And this year our city recreation department closed with almost no notice, ending long-term summer programs that had supported hundreds of low-income children in our community.

Serving our kids is a whole-community job, and so is paying for it. A school runs on everyone in the building, the janitor, the cook, the para, the teacher, and the principal, and our children are served by people at every one of those levels. As a legislator I will push for the funding and the coordination that lets all of those people do their work, and I will fight to protect the after-school and summer programming that families count on so that no program disappears overnight and no family is left scrambling. We have to do better at serving our children, our teachers, and the people who care for them at every level. We are obligated to one another, and so is our government.

**Q10. Education Minnesota believes in restoring fairness to the state tax code by raising revenue from the very wealthiest corporations and richest households and reducing the reliance on local levies to fund schools. What progressive, equitable ways to raise state revenue do you support?**

I believe everyone should pay their fair share, and honest work should get honest pay. Right now Minnesota asks too little of the people and corporations most able to contribute, and leans too hard on local property taxpayers to fund our schools. I support raising revenue from the top and from the largest corporations so we can fund schools with stable state dollars instead of one referendum after another.

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Specifically, I support:

-Closing the loopholes that let the largest corporations move profits offshore and off their Minnesota books. The state came within a single vote of requiring worldwide combined reporting, and I would carry that fight. A profit earned here belongs on the books here.

-Protecting the taxes Minnesota already placed on the very top, like the surcharge on investment income over a million dollars, and making sure the wealthiest households pay a rate that reflects what they take in.

-Repealing the sales tax exemption for data centers. These are some of the largest, best-resourced companies on earth, and there is no reason our taxpayers should subsidize them while our schools pass referendum after referendum.

-Requiring large companies that enter a Minnesota market to pay for the burden they place on our utilities and communities, rather than leaving that cost on the public ledger.

On local levies, the current system ties a school's budget to the property wealth around it. A district with a smaller tax base has to ask the same families to tax themselves again and again just to keep the lights on, and when a referendum fails, those kids get less. I would move more of that funding into the state general education formula and restore the state's share of equalization, so a child's education does not depend on how much property happens to sit inside their district lines. That is the fair way to fund schools, and it is the right way for rural Minnesota. We are obligated to one another, and so is our government. Funding our schools fairly is one of the clearest places that obligation shows up.

## **Q15. What individual or system-level decisions in education do you believe are appropriate to make based on standardized test scores?**

Standardized test scores are one snapshot, and they are useful when we treat them as exactly that. I support using them as a diagnostic tool: to help a teacher see where a student needs more support, to show a district where to direct resources, and to help the state see patterns across communities so we can find where kids are being underserved and send help. Used that way, the Minnesota Comprehensive Assessments can do real good.

What I do not support is using a single test score to make high-stakes decisions about the people in the building. A score should not be the basis for evaluating or disciplining a teacher, for ranking or closing a school, or for holding an individual child back or denying them a diploma. Those decisions involve far more than any one number can capture, and treating a snapshot as the whole picture leads to the wrong conclusions and punishes the people working hardest in the toughest situations.

I think like someone who was raised early in my profession on formative assessment. The point of measuring a learner is to help that learner improve, to find out what they need and adjust, not to rank them or rank the people teaching them. A standardized test is a summary taken once, after the fact. It can tell you something happened, but it cannot tell you why, and it cannot do the work that good ongoing assessment does in a classroom. When we turn test scores into a tool for punishment, we push schools toward teaching to the test and narrowing what kids actually learn, which serves no one. I would rather use these measures honestly: to understand, to target support, and to hold the state accountable for funding the help the scores point to.

**Q16. Most educators believe students should have access to a wide range of age-appropriate books that include relatable characters and situations that reflect the diversity of Minnesota families. However, certain politicians and big money groups are trying to remove books from school libraries across America, particularly books with LGBTQ+ characters or those that deal with racism in America. How should Minnesota protect its students' freedom to read?**

Once a librarian, always a librarian. I hold an MLIS and I spent years in libraries, so I will say this plainly: the freedom to read is not negotiable. Every student deserves access to a wide range of books, including books with characters and families who look like theirs and books that open a window onto lives different from their own. A child who can find themselves on a shelf, and who can meet someone unlike themselves there too, is a child we are doing right by. That is the whole point of a library.

Minnesota has already taken a strong step. In 2024 the state enacted the Access to Library Materials law, which bars public and school libraries from removing a book based solely on the viewpoint or ideas it conveys, requires every district to adopt a real materials policy, and puts the decisions where they belong, with trained library professionals rather than politicians or out-of-state pressure groups. It also protects librarians from being punished for following the law. I support that law fully and I will defend it.

A law is only as good as its enforcement, and bans are still happening here. We have seen districts try to outsource their judgment to anonymous third-party rating websites, and it took lawsuits from Education Minnesota and the ACLU of Minnesota to push back. I would close that gap: give the law real teeth, require a clear and professional reconsideration process so challenges are handled fairly instead of by whoever shouts loudest, and firmly protect the librarians and educators caught in the middle.

A parent has every right to guide their own child's reading. No politician, and no outside group, has the right to decide what every other family's child is allowed to read. Removing books about LGBTQ+ kids or about the real history of racism in this country does not protect students. It tells some of them they do not belong, and it keeps all of them from learning. I hold a hard line on this, because protecting the freedom to read is protecting the kids who need their library most.



## **Q27. How would you support schools, educators and students in recovering from the trauma and financial impacts that Operation Metro Surge inflicted upon our state, especially BIPOC communities?**

After Renée Good was murdered, over MLK weekend, my best friend and I started delivering food and supplies to families in the St. Cloud and metro areas who were too afraid to leave their homes. We raised the money ourselves and gathered donations by hand. We helped a dozen families that weekend and kept helping five for months after. A mother who had never met us asked us to take her child to be vaccinated. Another family had gone two weeks without diapers. And the children, every one of them, just wanted to go outside, go to school, see their friends, catch up on their homework, build a snowman. Those days are the reason I am running for this seat.

Recovery must be built around the lives the operation upended, starting with the communities hit hardest, Latino, Somali, Southeast Asian, Native, and Black Minnesotans.

For students, recovery means trauma-informed care inside the schoolhouse: more counselors, social workers, and culturally responsive mental health support, in the languages and from the communities our kids come from. A frightened child cannot learn, and no test score will tell you what that fear is costing them. For educators, it means real resources and training to carry those students, and support for the school staff who were targeted or who lost family themselves. For families, it means emergency relief, because lost wages, lost housing, and not being able to safely leave home do not stay outside the school doors. They walk in with the child every morning.

The financial damage ran into the hundreds of millions, and the affected districts and cities are still asking the state for help to recover. I would back that recovery funding, and I would make sure relevant parts of rural Minnesota are part of it, because the fear and the economic hit did not stop at the metro line. The people who work our resorts, our restaurants, our farms, and our processing plants felt it too, and so did their kids.

And we have to make sure it never happens again. The surge was launched on the pretext of rooting out fraud, then used to terrorize whole communities over the actions of a few. Real fraud should be prosecuted, person by person, on the evidence. It is never a license to put a child in the back of a squad car or to make a whole people answer for a handful. I support the state's effort to have this operation declared unlawful, and I would defend Minnesota's right to protect its own residents from that kind of federal occupation.

I met those families as strangers, and I will carry them with me as friends to St. Paul. We are obligated to one another, and we are now government. I believe our schools, and our kids, are essential, essential that that obligation to