

Candidate for Minnesota House District 06B

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?

Yes

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?

Pequot Lakes

I am a PreK-12 substitute teacher in the district and am consistently impressed with the quality of instruction materials provided for substitute teachers and additional information (good helpers, behaviors to watch out for) that helps a sub have a good day. Of course, there is always room for improvement, but Pequot has a pretty good thing going on!

Specific observations -

Elementary classes could benefit from smaller class sizes. Behavior related issues can quickly derail a class and smaller class sizes would help minimize the impact. Likewise, including teacher aides in the classroom (along with paraprofessionals as needed for IEPs) could also help with behavior related issues. Limited use of Chromebooks is noticed and appreciated, though introducing keyboarding would be beneficial. Last, kids are kids and NEED to burn energy and get the wiggles out; a couple levels have additional outside time and that "extra recess" could be a great idea to implement across all elementary grades.

Middle Grades -

Overall great interactions between different teams, especially in 5th grade and 6th grade (where they have their own wing). Students seem generally happy, which I think is a reflection of the Middle school being a pretty happy place. Students have recess, but "play" has kind of been left out unless it is athletic play. Some sort of outdoor equipment could benefit, like a Ninja style course or the outdoor bar/exercise equipment seen at some trails and parks. The kids still love to explore, as evidenced by the digging in the stones and exploring in the grass; that childish curiosity should be protected, not rushed for maturity (Embrace the play!). Gaming on Chromebooks between classes might be a concern for some students. ChatGPT is robbing some students of their ability to think critically (cut straights to the answer).

High school -

I have a more limited exposure with fewer appointments in the high school, but overall it too seems to be a pleasant place to be! Phones still prove to be a distraction, even when they're buzzing or vibrating in their caddy and are also quite magnetic at the end of class with kids lining up to ask for access to their phones well before the end of the bell. Using personal devices with privacy features instead of the issued Chromebook can be a concern during class (unable to see what is on the screen), especially while monitoring online tests/quizzes. ChatGPT is robbing some students of their ability to think critically (cut straights to the answer).

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?

Progressive taxes for BOTH corporations and households.

Limiting income tax deductions and credits

Limiting corporate tax exemptions, deductions, and credits

Improved auditing

Closing corporate tax loopholes (shifting profits out of state, for example)

Faster turnover of special-interest exemptions

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

Standardized testing is a snapshot of a situation at a single point in time. *IF* a student is a willing participant, there is data that can be used to inform (but not make conclusions on) progress, identify deficiencies or masteries, or sometimes widespread (grade-level) issues; for example, COVID -> e-learning -> Math scores dropped -> apparently e-learning math wasn't ideal.

As a scientist, I loved working with big datasets. But in the words of my PhD advisor, "garbage in, garbage out." So if a student is not a willing participant, or if they are having a hard day, are unwell, distracted, or something else, the data that is generated could hold little value. The challenge in system-level analysis is trying to pick apart the data generated by students that were willing participants vs. unwilling.

Standardized testing has value to inform, but I do not believe it being exclusively valuable to making conclusions or decisions.

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?

Banned books never made us better, but I also support a person's right to file a complaint.

I am a library volunteer and in my conversations with our local community library leadership and also regional library systems, and the best approach I see is an analytical one. In the library, it is required that the person filing a complaint complete (in detail) a form highlighting the who, what, when, where, how, and why of the proposed book to be banned. When we demand that the book banner put in the effort to ban the book, what we have found is that more times than not, the individual will just leave.

Additionally, it would be excellent to have an state-wide banned books library, where books that have gone through the banning process are submitted, purchased, and made available for inter-library loan or digital checkout. In this way, those that feel like the best use of their time is banning books have their moment, but access to the book(s) is still available.

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?

Trust takes time to build and right now our BIPOC communities have had their trust shattered during Operation Metro Surge. And although much of what happened was in Minneapolis/St. Paul, the impact was felt by the BIPOC communities in rural Minnesota, too.

Outside of supporting support services (especially counselors and psych) and without having deeper conversations, I do not know how to best have schools, educators, and students quickly regain trust. I think time and positive change will help the healing process. Additionally, trust will be built with consistency and stability, (like financial stability and support services) that a student can count on when they need it.

While that trust is being rebuilt, I would like to work toward legislation that would help ensure that something like Operation Metro Surge would never happen again; including no masks for police officials unless under specific instances (those instances must be clearly stated), no stop and frisk, no ICE presence or activity on school grounds or state property.