



Candidate for Minnesota Senate District 07

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?

As a school board director of Independent School District 701, I make every effort to connect with educators, students, and families in the Hibbing Public Schools. I have visited all buildings within the Hibbing district on numerous occasions over the course of the last year. I have also visited buildings in other districts and parts of the states over the course of this last year and for various reasons. For example, I have been to Rock Ridge High School, Chisholm High School, Nashwauk-Keewatin School, Duluth East High School and others.

Additionally, I serve as a delegate for the Minnesota School Board Association and was responsible for working with other school board members from across the state in order to formulate legislative priorities for the 2026 legislative session. At various events we have conversations about matters most important to each. By and large our districts face similar challenges.

It is through the above experiences I have learned rural schools across Senate District 7 and the Iron Range are facing a set of similar challenges that are shaped by geography, economic transition, and long-term population shifts. One of the most pressing issues is the difficulty in recruiting and retaining qualified educators and support staff. Schools are competing with larger districts and other sectors for a limited workforce, and shortages are especially acute in special education, mental health services, and substitute coverage.

At the same time, school districts are being squeezed by rising costs across the board, most notably health insurance premiums, other employee benefits, transportation, utilities, and general insurance. These cost increases, combined with broader inflation, have far outpaced the growth in school funding, leaving districts effectively behind each year even when state investments increase. In addition, the special education cross-subsidy continues to place significant pressure on general education budgets, forcing districts to redirect funds from classrooms to cover mandated services.

Many districts are also dealing with aging infrastructure and the increasing cost of long-term facilities maintenance. Older school buildings require ongoing repairs, upgrades, and modernization to meet safety, accessibility, and educational needs, yet funding for these capital and maintenance costs often does not keep pace with what is required to responsibly maintain them over time.

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?

In rural Minnesota and across the Northland, we see firsthand how heavily our schools are increasingly forced to rely on local property taxes during a time when our tax base continues to shrink and shift. That creates real inequities between communities like ours and those in more affluent parts of the state.

I believe a strong public education system should not depend on whether a community has a large tax base or struggling industries.

I support a fair and balanced tax system where Minnesota asks more of those who have benefited most from our economy, namely large corporations and the highest-income households, so Minnesota can strengthen public schools statewide. That includes closing tax loopholes, ensuring multinational corporations pay their fair share, and modernizing the tax code so it reflects today's economy rather than yesterday's.

For rural districts like those in SD7, this is especially important. We need stable, predictable state funding that reduces reliance on local levies and helps address the unique challenges we face such as declining enrollment, aging infrastructure and buildings, transportation costs, and workforce shortages. Schools should not be put in a position where educational opportunity depends on where you call home or local wealth.

My focus is on building a tax system that supports strong public schools in every corner of Minnesota—so students in the Northland have the same opportunities as students anywhere else in the state.

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

I am aware of the Office of the Legislative Auditor's March 2017 Standardized Student Testing report and, as a future State Senator, I take great heed to the findings and recommendations contained therein.

I believe standardized tests, such as MCAs, can provide valuable high-level information to identify trends and help direct resources and support / intervention measures to where they are most needed. They also help in identifying how well schools and students are meeting academic standards. However, I believe they should be used as one measure among many, and they should not serve as the sole evaluation basis.

I also believe it is important to use tests such as FASTBridge or Star to measure student growth. It allows teachers to monitor progress, help with intervention planning, and measure student growth.

I do not believe either type of test should be used for evaluating teachers, determining compensation, or making major personnel 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?

I believe parents play an important role in their children's education, and schools have a responsibility to ensure that library materials are age-appropriate. At the same time, I do not support politically motivated book bans.

I believe decisions about school library collections should be made by qualified educators and library professionals, not political pressure groups. Students deserve access to a broad range of age-appropriate books that reflect the diversity of Minnesota communities, experiences, and viewpoints. While parents should remain involved in guiding their own children's reading choices, no individual or group should be able to restrict access for all students.

I believe protecting students' freedom to read helps develop critical thinking skills, encourages understanding of different perspectives, and ensures that all students can see themselves and their communities reflected in the books available in their schools.

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?

I believe Operation Metro Surge created significant trauma and disruption for students, families, and educators across Minnesota.

I believe the fear and uncertainty experienced by many students, and especially in immigrant, refugee, Black, Indigenous, and other communities of color, had real impacts on attendance, learning, and student well-being.

Schools cannot effectively educate students when families are afraid to send their children to school or when students are worried about their own safety or experiencing ongoing trauma.

To move Minnesota forward, Minnesota should invest in additional mental health services, school counselors, social workers, and culturally responsive support staff. We should provide resources to address learning loss, improve attendance, and help schools rebuild trust with students and families. Schools serving communities most affected by Operation Metro Surge should receive targeted support to address both the educational and financial impacts of the crisis.

We must also ensure that every student feels safe, welcome, and able to learn regardless of their immigration status, race, ethnicity, or background. Recovery efforts should be guided by educators, families, and community organizations working together to meet the unique needs of the most impacted communities.