

Candidate for Minnesota House District 46A

Jun 22, 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?

No

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

No

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?

This past year, I had the opportunity to tour Mound Westonka High School. I was incredibly impressed by the diverse pathways they provide, balancing a rigorous academic curriculum of advanced placement and elective courses with excellent alternative tracks, such as early job training and preparation for the skilled trades. The level of commitment teachers and staff have to the students was evident.

My experience running in 2024 included visits to Waconia, Minnetonka, Orono, and Westonka school districts. The visits to the local schools and my conversations with the educators in my district deepen my appreciation for the hurdles they face, especially with differentiating instruction to address the needs of English Language Learners and Special Education students without adequate, stable state funding. In addition to my commitment to all local teachers, I am in constant conversation about the needs of the field of education from my brother and son, who are both teachers.

Furthermore, as a former nonpartisan city council member, I view school infrastructure as vital community infrastructure. In St. Paul, I will partner with our educators, labor groups, families, and local school boards to make sure that public schools are given the resources they need to provide world class public education in safe schools to every family in Minnesota.

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 support a fairer tax system that provides stable, long-term funding for Minnesota's public schools without placing a greater burden on working families or local property taxpayers. That means ensuring large corporations and the wealthiest households pay their fair share by closing tax loopholes, strengthening enforcement to collect taxes already owed, and preventing tax avoidance schemes.

I also believe that it is important to see how we can make everyone who benefits from Minnesota public spending pay their fair share of Minnesota taxes. I believe that tax mechanisms for private equity and wealth management can be altered so that high-earning managers' take home profits of the funds are taxed as bonuses, rather than long-term capital gains. Next, loopholes of the ultra-wealthy to borrow against unrealized gains to avoid ever paying taxes on that money is an unfair mechanism to be changed, especially compared to the taxes that everyday workers pay on hard earned wages. Additionally, I support taxing income that people earn working for Minnesota companies virtually in other states. Finally, non-homestead properties for out of state residents should be taxed at higher rates, and perhaps this could be earmarked for education.

I also support responsible affordability measures, such as property tax relief for seniors, while opposing efforts to divert resources away from public education. Minnesota's students deserve a reliable revenue base that reduces overreliance on local levies and invests in the state's future.

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

I believe standardized test scores are valuable as a system-level tool, but they should never be the sole measure of student, teacher, or school success. They can help identify achievement gaps, track statewide trends, and guide decisions about where to direct additional resources, reading interventions, and student supports. Used appropriately, they provide important information about whether our education system is meeting students' needs.

At the individual level, however, standardized test scores should not be used punitively to evaluate educators, determine compensation, or drive funding decisions for local schools. Overreliance on test scores encourages teaching to the test, narrows the curriculum, and fails to capture the many factors that contribute to student growth and success. As both a parent and someone with a business background, I believe the best decisions are made by looking at multiple measures of performance, with standardized testing serving as one important data point rather than the entire story.

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 am opposed to partisan overreach in schools and believe Minnesota must stand firm against the current environment of politicization in our classrooms and school libraries. I believe our public schools must be safe, welcoming, and inclusive environments for every single student, regardless of their background or identity. We protect the freedom to read by trusting our licensed library media specialists and professional educators to curate age-appropriate collections that reflect the diverse, real-world experiences of all Minnesota families. I will support state-level protections that safeguard local school boards and librarians from outside political pressure groups attempting to ban books or censor historically marginalized voices, including LGBTQ+ individuals and communities of color.

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?

Operation Metro Surge and the impact it played in our community played a key role in my decision to challenge the incumbent. I saw the severe social, emotional, and financial trauma inflicted across Minnesota on the people and communities that are so dear to me. I heard from educators and families about the educators being unable to work, sudden drop-offs in student attendance, public services being disrupted and overall community health being damaged. The distress left on students, families, educators, and the broad community is lasting.

To support our schools in recovering, we must treat the damage of Operation Metro Surge, and also prevent future federal overreach. To respond to the trauma, I will fight to expand emergency state funding dedicated specifically to school-based mental health resources, counseling, and trauma-informed support staff to help students heal and feel safe.

Additionally, the academic impacts should be treated; I will advocate for state stabilization aid packages for impacted school districts to address sudden enrollment fluctuations and remediation for missed lessons, ensuring that local property taxpayers are not left carrying the financial fallout of federal overreach while our public schools work to repair the educational damage.

Lastly, if elected, I will champion and pass safeguards to protect our schools and communities—like HF3435—to officially ban immigration enforcement agents from entering public school buildings without a valid, signed judicial warrant and explicit clearance from school administration. Learning cannot happen in an environment of fear. I support strict regulations requiring any authorized federal official on school grounds to identify themselves openly and banning enforcement agents from wearing masks or tactical face-coverings to protect children, and others, from unnecessary intimidation and emotional trauma. When this critical, common-sense protection came before the House, the incumbent voted against it, choosing partisan gridlock over classroom safety.