

Candidate for Minnesota House District 33A

Jun 25, 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?

Yes, I am the Vice Chair of the White Bear Lake Area School Board, a director on the Northeast Metro 916 Board, and I work as ICWA (Indian Child Welfare) Guardian ad Litem in the 4th Judicial District where I advocate for youth in the juvenile protection system. I am regularly in our public schools, and I interact with students, educators, administrators, and families as part of my service. Over the past year, I have visited schools and programs across WBLAS's and 916. What continues to stand out to me is both the incredible work happening in our schools and the increasing demands we place on the people doing the work. Our educators are supporting students with increasingly complex academic, behavioral, mental health, and special education needs, often while districts struggle with staffing shortages and costs the state and federal government do not fully fund.

Serving on the school boards has also taught me that education policy cannot be evaluated only by what a proposal intends to accomplish. We have to ask what implementation looks like inside a classroom, what additional responsibilities it places on educators, whether districts have the staff and resources to carry it out, and whether it will be fully funded or not. It is no different than taking into consideration what the student is carrying into the building every day, and I am not talking about school supplies. I am talking about food insecurities, lack of housing, neglect, addiction, abuse both physical and emotional, bullying, anxiety about the pressure to be perfect both in academics and in the social spheres; just a few examples as I know EDMN is well aware. I didn't even touch the topic of gun violence, ICE (they deserve only lower-case status), and the state of unrest in their daily environments.

I would bring that perspective to the Legislature. I believe educators, ESPs, school leaders, students, families, and the broader school communities need to be at the table when education policy is developed because they understand how those decisions actually play out in our schools. My job is not to know all the answers; it is bringing the right voices to the table, reviewing the science and evidence-based data and research, to help me make the most informed decisions I can as a representative of the people.

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 tax system in which those with the greatest ability to pay contribute their fair share, while protecting working families, seniors, and small businesses. Minnesota should continue examining ways to ensure the wealthiest households and large corporations and businesses are paying what they reasonable owe and are not able to avoid that responsibility through unnecessary loopholes or preferential tax codes.

I also believe that raising revenue does not always have to mean raising taxes on MN families. One good example is the bipartisan proposal on the ballot this November involving MN's Permanent School Fund. I support looking for responsible opportunities like this that make better use of resources MN already has, while protecting their long-term sustainability.

I support maintaining inflationary increases to the basic formula, fully funding state and federal mandates, particularly special education, EL services, and transportation subsidies. The costs do not disappear, and they are pushed down to school districts and too often onto local property taxpayers through unpopular levies. This causes inequities, as every district's ability to raise local revenue depends heavily on the tax capacity of the community it serves.

Fully funding public education is a state and federal responsibility, I do not remove the responsibility of the federal government to pay into the greatest resources our country has, our youth. It is absurd to me that they only pay roughly 2-4% of a districts educational funding is truly something I cannot except. I am aware that I do not have capacity to change the federal formulas, but it is always something I like to highlight as an area we need to advocate for change as well.

We should use the resources we already have wisely, ensure our tax system is fair, and reduce the need for communities to repeatedly turn to local property taxpayers simply to provide students with the education they deserve, and the communities of our districts in end benefit from when they go out into those communities with family sustaining careers, SEL skills, and a sense of pride in their accomplishments.

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 most appropriate at the system level, where they can be one data point used to identify broad trends, disparities among student groups, and areas where a district or the state may need to examine curriculum, resources, or supports more closely. I do not believe they should be used alone to make high-stakes decisions about an individual student, educator, school, or district. At the individual level, decisions should be based on multiple measures and the professional judgment of the educators who actually know the student.

As a White Bear Lake Area School Board member since 2020, I am proud of the more holistic approach our educators and administrative leaders have built around student learning and growth. We use multiple measures and tools, including FastBridge progress monitoring, MTSS, BARR, AVID, classroom-based information, and educator observations to identify needs, measure growth, and provide appropriate supports.

We also recognize that what happens outside the classroom affects what happens inside it. Our district has invested in addressing barriers to learning, including an on-site health clinic at our high school where students can access physical and mental health care without leaving school or requiring a parent to miss work for an appointment. Our Support Hub also connects students and families with mental health, physical health, crisis, basic needs, and other resources.

This is personal for me. As an ICWA Guardian ad Litem, I advocate for kids carrying experiences outside the classroom that can profoundly affect their ability to learn and how they perform on any given day. I understand that personally, too. Childhood abuse significantly affected my educational experience, and I barely graduated from high school. Nearly three decades later, I returned to college as an adult while working and managing life's responsibilities and graduated with honors. My ability did not suddenly appear as an adult. It was always there. What changed were my circumstances and the opportunity to succeed.

Children are not standardized. A test score can help us see where we should be asking questions at a system level, but it cannot tell us the whole story of an individual child. We need to understand what each student knows, how they are growing, what barriers may be getting in their way, and what support or opportunities they need to succeed.

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?

MN should protect students' freedom to read by ensuring they have access to a broad range of age-appropriate books that reflect different families, identities, cultures, histories, and experiences. We should also protect strong, transparent processes for reviewing challenged materials rather than allowing a complaint, political pressure, or outside organizations to result in the immediate removal of a book.

Books should be considered as a whole and evaluated for age-appropriateness, educational purpose, literary value, and curricular relevance. Educators, media specialists (This is another spot for improvement. We need media specialists in our schools; they are an invaluable resource.), curriculum professionals, as well as students, parents, and community members of a broad range; outside the complainant. A book should not be removed simply because it includes LGBTQIA+ characters, addresses racism, or presents an identity or experience that makes some uncomfortable.

I have seen the importance of this process firsthand during my time as a board member. A parent challenged "The Absolutely True Diary of a Part-Time Indian," our district followed its established curriculum review process. A multidisciplinary team reviewed the book against academic standards, age and maturity considerations, and whether it fostered cultural diversity and multiple perspectives. The professional recommendation was that it remain in the curriculum.

I personally expressed my concerns about the author as he had been excused of sexual harassment and made an acknowledgment. I raised concerns about the author, only, and made a recommendation that we consider other contemporary American Indian authors in the future. But my personal concern over the author's behaviors did not give me the right to override the review process or decide that the book should be removed. Instead, I made a suggestion that we should consider alternative options in the future. I also did not advocate to remove the book from our media centers; it was more so about finding another book for an all grade reading assignment in the future.

Parents should have a voice in their own child's education and the ability to make choices for their children. But one parent, school board member, politician, or outside organization should not be able to make that choice for every other family. Protecting the freedom to read also means protecting each family's ability to make those decisions for

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 created fear and trauma that did not stop at the school entrances. I saw that firsthand. Families were afraid to leave their homes. Educators and school leaders were helping children get safely from bus stops to their homes because parents were afraid to come outside. I bought food and supplies for community pantries helping families who were afraid to leave their homes. Children should never have to wonder whether getting on or off a school bus could put someone they love at risk.

As a legislator, I would work to make sure our schools have clear guidance about what immigration enforcement can and cannot do in and around our schools, and what educators should do when it happens. I would expect federal agents operating in Minnesota to follow the law, and when there are allegations that legal or constitutional protections were violated, they should be investigated and there should be accountability. Our educators should not be left trying to figure this out in real time while also trying to keep children safe and then try to act as if it is just another regular school day.

We also need to recognize what educators were asked to carry during this operation. They were teaching while supporting frightened students, communicating with families, helping children get home safely, and responding to trauma in their school communities. I would support funding for the additional costs schools incurred as well as continued investment in counselors, social workers, psychologists, nurses, and school-based mental health services.

As a Northeast Metro 916 School Board Director, I have seen how important it is for students to have trusted adults, and meaningful mental health supports at school. We are expanding school-based DBT programming that teaches students skills such as managing strong emotions, coping with distress, mindfulness, and navigating difficult situations. Through grant funding, 916 is also providing this training to mental health professionals and special education staff in our member districts, including White Bear Lake. That collaboration helps build capacity across our schools while reducing the need for each individual district to fund and develop the same training on its own. This is the kind of regional partnership and investment I want to support at the Legislature: sharing resources, using public dollars wisely, and getting meaningful support directly to students.

Most importantly, recovery has to include listening to the BIPOC students, families, educators, and communities who lived through this. We need to ask what they need, address the harm and financial impacts our schools experienced, and make sure protections are in place going forward.