

2018 EDUCATION MINNESOTA
LEGISLATIVE CANDIDATE QUESTIONNAIRE

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*Education Minnesota is an affiliate of the American Federation of Teachers,
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**THE VOICE FOR PROFESSIONAL
EDUCATORS AND STUDENTS**

Education Minnesota resource sheet for screening questionnaire

A. EDUCATION FUNDING. The basic K-12 formula allowance provides ongoing state funding that allows public schools to offer high-quality educational opportunities for all students. However, this funding has lagged behind inflation for nearly two decades. Investments made in the 2017 legislative session will make a difference for our students but much more is needed

1. Education Minnesota supports a tax system that provides equitable, sustainable, predictable, and sufficient funding for public schools.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: Our MN Constitution requires the state to provide an “adequate” public K-12 education for all young Minnesotans. The debate has been about the definition of “adequate.” First I believe we must agree that “adequate” requires that we tie the basic education formula annually to inflationary increases in order to keep up with the increase cost of doing business. Second, the state legislature has clearly laid out their expectations of MN public school districts in legislation, in particular the World’s Best Workforce. I will advocate that “adequate” funding is aligned to World’s Best Workforce legislative requirements. I will also work towards fully funding educational services like special ed and ELL and other state mandates that chip away at our general per pupil allocation leaving our students with inadequate funding to provide much needed basic foundational programming like arts, counselors, bell to bell nurses, ESPs, and managing class size.

2. Education Minnesota supports a tax system that provides a guaranteed increase in the school funding formula to keep pace with inflation.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

3. Education Minnesota believes the state of Minnesota should fully fund special education programs.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: Currently in MPS for FY18 that equates to \$56 million, \$21 million of which is billing from other Districts serving Minneapolis resident students, which includes charters. We have to look at the loopholes that encourage charter schools to open with over 70% students with IEPs because then the resident district must pay 100% of their special ed costs which are solely determined by the serving District, including transportation. Recent mandates to decrease special education teachers’ student caseload did not include funding which needs to be addressed.

B. OPPORTUNITY (OR ACHIEVEMENT) GAP. On average, Minnesota’s student test scores and graduation rates are among the highest in the nation. However, we also have some of the nation’s biggest gaps in scores between white students and students of color, and between low-income students and those from more affluent families. Closing these gaps is one of Education Minnesota’s top priorities, and we have proposed legislation to address it.

Education Minnesota supports:

- A statewide, district-by-district assessment to determine where effective early childhood services exist, followed by a focused effort to improve those services where necessary.
- Continued funding for all-day, every-day kindergarten for all Minnesota students.
- Significant investments in public school-based early childhood education and ECFE programs.
- Implementation of the full-service community school model for struggling schools. Full-service community schools are a school improvement model based on integrating academics, health and social services, youth and community development and community engagement. Research shows the model improves student achievement, attendance, student engagement, graduation rates, and parent involvement. Schools become centers of the community and are designed to meet the needs of the whole child and their family – all day, every day, evenings and weekends.
- Smaller class sizes.
- Increased investments for professional development and training to support culturally responsive teaching and culturally relevant curriculum.
- Programs that offer students high quality extended learning time beyond the normal school day, such as early start, second shift and summer programs. A requirement that all school districts implement plans to improve parent and community involvement in schools, including programs like parent-teacher home visits and orientation programs for parents and students.

4. Education Minnesota supports funding to allow high-quality, public school based early childhood and voluntary universal pre-K programs taught by licensed educators to be made available to all Minnesota students.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: The current “scholarship” system is merely a voucher and must be completely overhauled to shift to pupil allocations to the local education authority. Allow the LEA to collaborate with other pre-K programs if they do not have the capacity to serve the early childhood needs of their community but retain oversight of the quality of programming offered within the bounds of their District. This should also be paired with opportunities to access capital dollars from the state to build the capacity, renovating underutilized or closed school buildings or purchasing other properties to build the necessary space for early childhood & parent education programs.

5. Education Minnesota supports the full-service community school model as a preferred school improvement strategy.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: Absolutely! MPS has been shifting towards an array of wrap around supports for schools, including school-based clinics (with mental health services) in all high schools, some middle schools and elementary schools, dental, hearing and eye exams, mental health supports, on site assistance for families, preschool programs for teen moms, free breakfast, lunch and, in some schools, snacks and dinner through the USDA school meal program. We are working to

expand our out of school time opportunities to make our schools a stronger partner in their communities so our space is utilized outside of the school day with enriching academic and extracurricular activities for our students, their families and the broader community. I will advocate for funding a full-service community school coordinator for every district that establishes those partnerships.

6. Education Minnesota supports efforts to attract and retain teachers, particularly educators of color, by creating loan forgiveness, mentoring and other programs to give teachers the support they need to stay in the classroom.

Support X Lean Support Lean Oppose Oppose

Comments: Fund licensure programs like MPS Grow Your Own that, coupled with traditional other licensure pathways, provides an opportunity for educational support professionals to attain their teaching license while working in the classroom, applying what they learn alongside their mentor teacher. Having a cohort program also provides these new teachers an automatic support group which is important to retention. Attracting and retaining teachers of color and indigenous teachers also requires comprehensive cultural competency and racial bias training for our current educators, leaders and staff so we ensure all schools are supportive, welcoming and inclusive space for all students and employees. Finally, we must focus efforts to recruit and retain hard to fill licensure areas like high school math teachers, special education and bilingual teachers.

C. VOUCHERS/TAX CREDITS. Education Minnesota believes public tax dollars should be spent on public schools.

7. Education Minnesota opposes the use of public money to fund private and religious schools or to pay for tax credits for contributions to finance private education.

Support X Lean Support Lean Oppose Oppose

Comments: I will continue to speak out against and work on legislation to prevent privatization and corporate influence in our public systems which is pervasive in public education. I am an outspoken critic of privatization, charter schools, and changing our state school choice and “choice is yours” systems because the research data finds they increase segregation, destabilize communities, increase student mobility, and generally do not provide a better education than the resident District. When I ran for re-election in 2014, education reform billionaires, including Michael Bloomberg and Arthur Rock, contributed to a the Progressive Education Fund PAC that raised \$250,000 to try (unsuccessfully) to remove me from office.

D. CHARTER SCHOOLS. Charter schools were created to foster educational innovation and increase student achievement. Charters were exempted from many state requirements to give them the flexibility to address these goals. It is time for a thorough review of the charter school system to determine the schools’ effectiveness.

8. Education Minnesota supports a stronger accountability system with the necessary oversight and reporting to ensure quality management and instructional practices in charter schools.

Support X Lean Support Lean Oppose Oppose

Comments: If the State of MN is going to continue the ruse of categorizing charter schools as public schools, then, beyond receiving taxpayer dollars, they must have to adhere to the same legislative mandates as LEAs. We need greater transparency from charter schools in their financing, administrative costs, teacher and staff pay, and how they are providing a full scope of curricular offerings to their students, not simply teaching to the state standardized tests. However, I believe the entire system is flawed and promotes privatization. Our charter school system with schools that can open and close in a year or two, inadequately pay teachers who burn out because they are asked to work extended days, extended years, and Saturdays, and have high teacher and student turnover is unsustainable and not in the best interest of our students.

9. Education Minnesota supports a moratorium on new charter school approvals in Minnesota until an adequate accountability system is in law and a review of the charter school system has been completed.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments:

E. BARGAINING RIGHTS (PUBLIC EMPLOYMENT LABOR RELATIONS ACT). The Public Employment Labor Relations Act has provided an orderly, effective and efficient process for settling contracts and labor disputes involving public education employees since 1971. Far less than 1 percent of contract negotiations under the law have resulted in strikes; however, the repeal of the Jan. 15 contract settlement deadline in the 2011 legislative session has led to an increase in protracted negotiations and significant challenges.

10. Education Minnesota supports the current right to strike at the termination of the master contract.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

11. Education Minnesota supports the reinstatement of the Jan. 15 contract settlement deadline.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: We are currently working in MPS to establish a timeline for negotiation so we do have a pathway and incentives to completing contracts before they expire.

12. Education Minnesota opposes any changes that weaken tenure/continuing contract, or any other due process rights that give educators a voice and fair representation in the workplace.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: I strongly support due process rights given the uneven power structure in our public school systems, often between administration and teachers, ESPs and other school staff. I believe we should look at how “due process” works and doesn’t work for our employees. For example, I want to ensure that the administrative processes of offering an employee the opportunity to resign, retire, or be demoted are clearly articulated and understood by the employee.

13. Education Minnesota opposes any attempt to pass so called “Right to work” legislation or a “Right to work” constitutional amendment and any legislation promoting the ability of fair share fee payers to receive free benefits paid for by union members.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

- F. HEALTH CARE. The soaring cost of health insurance is seriously affecting school districts' budgets and their ability to offer competitive salaries that will attract and retain high-quality staff. We need to increase the opportunities educators and school employees have to acquire quality, affordable health care at a competitive and stable cost.

14. Education Minnesota supports increasing opportunities for educators and school employees to have quality, affordable health care by providing innovative, cost-sharing initiatives between employees and employers-

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: Through my extensive bargaining experience (15 unions), health care has been something we've been working towards equity across bargaining units with some success but still a ways to go.

15. Education Minnesota believes the current language allowing the Exclusive Representative to unilaterally seek a bid from the Public Employee Insurance Program (PEIP) as the insurance provider for local bargaining units helps to reduce costs and should not be altered.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

G. RETIREMENT. A secure pension is one benefit that attracts good teachers and encourages them to make teaching a long-term career. However, Minnesota's teacher retirement benefits have fallen behind those of many other states. Education Minnesota believes the priorities for Teachers Retirement Fund (TRA) and other major public pension funds must be to ensure the financial stability of the funds and to provide equitable benefits to their members. Many school employees who are not classroom teachers are part of PERA and it is important to Education Minnesota that all school employees have stable and secure pensions. Finally, it is important to note that Minnesota's educators contribute significantly to the pension funds both directly through their paychecks and through deferred compensation.

16. Education Minnesota supports stabilizing retirement funds and providing equitable benefits through proposals that take historical funding ratios into account and distribute the cost fairly among employers, employees and retirees.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: What is "fair cost distribution" between employers, employees & retirees? I support equitable benefits, considering historical funding ratios. Because of my various contract negotiations over the past seven plus years (again, with 15 units in MPS), I believe establishing fair distribution of costs will be the difficult or more debated issue, although not insurmountable.

17. Education Minnesota strongly supports defined-benefit retirement systems for public employees and opposes efforts to move public employee pensions to defined-contribution plans.

Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

G. HIGHER EDUCATION. Education is an investment in the economic future of Minnesota. Minnesotans depend on high-quality, affordable higher education as an essential element in ensuring that our state can continue to compete in the global economy. Minnesota's economic and employment future requires a vibrant and responsive higher education system. The citizens of Minnesota support and expect that our state will make higher education funding a priority.

18. In the 1990s, funding for public higher education was roughly 2/3 state and 1/3 student responsibility. Education Minnesota supports reducing student debt and reinvigorating the state commitment to public higher education by investing in MnSCU and the U of M at levels that would allow us to return to the 2/3 state and 1/3 student responsibilities we saw in the 1990s. Support X Lean Support _____ Lean Oppose _____ Oppose

Comments: My concern about achieving this reality is the support the states used to receive in federal dollars that have dwindled. The cost of higher education has increased beyond inflation, so we must also look at cost control measures or understand why these costs of risen so dramatically.

19. Education Minnesota supports preserving and restoring higher education assets. We believe that a top priority for the legislative agenda must be a commitment to capital bonding investments toward the preservation of buildings, remodeling of classrooms, and keeping our technology assets current. Support X Lean Support _____ Lean Oppose _____ Oppose

H. LICENSURE/CERTIFICATION. Research identifies teacher expertise as the most significant school-based factor in students' reading and math achievement. Strong preparation, high standards and rigorous licensure requirements are key to ensuring that students receive instruction and services from teachers with the expertise to meet their needs.

However, the 2017 legislative session ended with passage of new laws that will dramatically change Minnesota's teacher licensure system and the board that oversees and administers that system. This new law means Minnesota will adopt a tiered licensure system. Teachers in Minnesota will now have either a Tier 1, Tier 2, Tier 3, or Tier 4 license. Education Minnesota has significant concerns over certain provisions in these tiers. Here are a few of our main issues:

Tier 1

- Only requirement is a bachelor's degree, no teacher preparation required.
- Specifically excludes these teachers from the teachers bargaining unit. Excluding Tier 1 teachers from the unit allows districts to set their pay and benefits unilaterally, which will only increase their use. For the first time, teachers required to hold a license from the state will be excluded from the teacher bargaining unit.
- Allows unlimited renewals of Tier 1 license in "shortage" areas. Greatly expands definitions of a teacher shortage area to include almost every area of the state that has moderate levels of racial diversity, but does not even require that the Tier 1 person be an educator of color.

Tier 3:

- Creates a path to a full professional license with unlimited renewals for a person who has not completed a teacher preparation or training program.
- For the first time, Minnesota will grant a full license to a person who has not met the traditional teaching standards required by the state. This will be a major disservice to students, parents, and districts, and not to mention other teachers.

20. Education Minnesota supports maintaining Minnesota’s high and rigorous licensing standards established by the Board of Teaching for all educators who provide services for students.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: As long as our licensure standards do not disparately impact people of color, indigenous people and individuals for whom English is a second language. And if you are hired solely to teach a foreign language or elementary school art, then there could be flexibility in licensure restricting an educator to a specific curricular area.

21. Education Minnesota supports amending the language in Tier 1 to allow these people to be included in the teacher bargaining unit.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: That seems to be an alarming work around to hiring union teachers, so I fully support amending this language.

22. Education Minnesota supports deleting the option in Tier 3 that allows a person to receive a full professional license without completing a teacher preparation program.

Support _____ Lean Support X Lean Oppose _____ Oppose _____

Comments: I would like to better understand if there is professional development or assessment of skills in classroom management, delivery of instruction, etc. that could be required instead of the completion of a teacher prep program. This is incredibly burdensome for someone who has had a career and would like to teach their area of expertise without spending the time and incurring the expense of going back to school.

I. TEACHER DEVELOPMENT AND EVALUATION/ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEMS. The 2011 legislature passed a comprehensive teacher development and evaluation (TDE) statute, but provided no funding for its implementation. The 2014 legislature passed legislation merging the TDE statute with Qcomp, an existing alternative compensation program. The 2014 legislation creates two tiers of school districts, those that just follow the requirements of the 2011 law, and those that follow those requirements but also follow their local Qcomp plan. The Qcomp districts receive additional state funding for implementing their local plans, Education Minnesota supports the 2011 and 2014 legislation, but believes more funding is needed. We also support:

- Full funding for TDE that includes financial support for not just training but also the costs of implementing the peer and principal observation and student growth model portions of the mandate

- Professional development that is implemented through District and Site-Based Professional Development Committees (of which teachers are members) in order for the TDE professional development needs to be addressed.

23. Education Minnesota supports state aid to school districts to assist teachers in earning National Board Certification and to reward those who obtain certification.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

24. Education Minnesota believes alternative pay systems must be negotiated locally and must include multiple methods of measuring student performance, as well as a strong professional development component.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

25. Education Minnesota supports full funding of the mandates laid out in the 2011 Teacher Development and Evaluation statute.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: The state mandates (and additional requirements in local school district teacher evaluation systems) are onerous and costly, shifting much needed resources away from student instruction and support to TOSAs and POSAs that observe and document. MPS completes just over half of their evaluations which calls in to question the validity of the data. Many educators I speak with do not get quality and timely feedback from the current evaluation system. I believe a much deeper, more comprehensive look at how and if the system is working to improve student outcomes is required.

J. SCHOOL PREPAREDNESS. A preponderance of research on early childhood education indicates that these programs are an excellent investment. However, Minnesota’s funding for early childhood programs has failed to increase in proportion to the need.

26. Education Minnesota believes in full funding for preschool screenings, and full funding and guaranteed access to early childhood education programs and voluntary universal pre-K for all children, provided through the public school system and taught by licensed educators

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: This must include parent education programs.

27. Education Minnesota supports continued full funding for all-day, every-day kindergarten for all districts that choose to participate

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: This should also be coupled with access to capital funding from the state to create a LEA’s capacity to provide all-day, every-day K as an equity issue.

28. Education Minnesota supports additional resources for Early Childhood Family Education and Adult Basic Education

Support X Lean support _____ Lean Oppose _____ Oppose _____

29. Education Minnesota supports changes to current law to include our fully-licensed Early Childhood Family Education and Adult Basic Education teachers in the continuing contract law. Support _____ Lean support _____ Lean Oppose _____ Oppose _____

K. WORKING FAMILIES AND SOCIAL JUSTICE. As a member of the Minnesota AFL-CIO, Education Minnesota believes strongly in guaranteeing the rights of workers and providing working families the opportunity for success. Education Minnesota supports:

- The right of workers to organize unions
- Affordable health care for all Minnesotans
- Stable defined-benefit pension systems that guarantee workers a secure retirement
- A living wage for all workers
- Prevailing wage laws that guarantee that building and construction trades workers are paid a fair wage for their work on state-funded projects.
- Project labor agreements that guarantee that unionized building and construction trades members are used on state-funded projects

30. Education Minnesota strongly supports Minnesota’s current laws requiring local units of government to implement gender-based pay equity systems. Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

31. Education Minnesota opposes the weakening or repeal of Minnesota’s current prevailing wage and protect labor agreement laws. Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

32. Education Minnesota supports equal opportunities for all citizens in all aspects of life and opposes any legislation weakening or repealing civil rights protections for any or all Minnesotans. Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

L. MARKET-BASED EDUCATION REFORMS. Education Minnesota believes our schools are democratic institutions that belong to all of us and decision-making should be led by parents, educators, youth and community. Our school districts should be guided by a commitment to provide *all* children with the opportunity to attend a quality public school in their community. The corporate model of school reform seeks to give more decision-making power to for-profit private interests and encourages *competition*—as opposed to collaboration—between schools and teachers. These strategies take away the public’s right to have a voice in their local schools, and inherently create winners and losers among both schools and students. Our education policy should not be guided by corporate executives, entrepreneurs or philanthropists. Top-down reform doesn’t address the real needs of schools or students.

33. Education Minnesota opposes school closure policies based on standardized test score data. Support _____ Lean Support _____ Lean Oppose _____ Oppose _____

Comments: I will also push to change any weakening of a parent’s right to opt out of standardized testing, like the Commissioner of Education’s definition of opt out as a score of not proficient.

34. Education Minnesota opposes the use of public money for privatized for-profit school services.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: I am running to be your State Representative because our progressive values centered around inclusion, stewardship and justice are being threatened at all levels of government. Here at the local level, it is clear now more than ever that the sustainability and health of our communities are threatened by privatization and gentrification. All of these issues are interconnected. Public schools, public housing, public safety and community corrections must all remain in public control. When we introduce privatization, we introduce profit; and inevitably profits, not people, become the primary focus. It is imperative that policy-makers at the state level steer us off this path of privatization, thereby ensuring that *everyone* receives access to these basic rights.

35. Education Minnesota opposes competitive or punitive funding mechanisms that pit districts against each other.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: As an AMSD representative for the MPS Board of Education for six years, an executive committee member for three, and AMSD Chair for one year, I was engaged in wonderful conversations transitioning our thinking away from “us versus them” to what rural, urban, suburban, and greater Minnesota schools districts have in common, like transportation and capital needs, teacher shortages and access to quality early childhood education. I will work with legislators that do not want to vilify any particular school district and acknowledge the tremendous needs across our school communities, the differentiated needs of students experiencing challenges like poverty, mobility, and trauma, and the fact that public education is severely underfunded. Finally, the state choice system itself pits districts against each other because first and second tiered suburbs have built schools that require out of district students to remain open.

36. Education Minnesota opposes appointment of corporate lobbyists to education policy making entities.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

M. TESTING. Education Minnesota believes that our nation's school systems have been spending growing amounts of time, money, and energy on high-stakes standardized testing, in which student performance on standardized tests is used to make major decisions affecting individual students, educators, and schools. The over-reliance on high-stakes standardized testing in state and federal accountability systems is undermining educational quality and equity in U.S. public schools by hampering educators' efforts to focus on the broad range of learning experiences that promote the innovation, creativity, problem solving, collaboration, communication, critical thinking, and deep subject-matter knowledge that will allow students to thrive in a democracy and an increasingly global society and economy. It is widely recognized that standardized testing is an inadequate and often unreliable measure of both student learning and educator effectiveness. The over-emphasis on standardized testing has caused considerable collateral

damage in too many schools, including narrowing the curriculum, teaching to the test, reducing love of learning, pushing students out of school, driving excellent teachers out of the profession, and undermining school climate. High-stakes standardized testing has negative effects for students from all backgrounds, and especially for low-income students, English language learners, children of color and those with disabilities.

37. Education Minnesota supports a reexamination of public school accountability systems in this state, and the development of a system based on multiple forms of assessment which does not require extensive standardized testing, more accurately reflects the broad range of student learning, and is used to support students and improve schools.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: In 2012 and again in 2016, I was appointed by the United States Secretary of Education to represent local school boards on the **National Assessment Governing Board** (NAGB), an independent and nonpartisan board in charge of policy-making for The Nation’s Report Card. I currently serve as Chair of the Reporting and Dissemination Committee and on the NAGB Executive Committee. As a result of this policy work at the national level, I was able to bring a unique and informed perspective to multiple task forces for the MN Department of Education including the Educator Quality Task Force, the Test Reduction Task Force, and the Teacher Equity Advisory Committee. I was disappointed that we did not make much headway in reducing standardized assessments. Our testing culture, promoted by for profit testing corporations, the business community and privatizers, is oppressive and excessive. And if we are not fully funding an adequate education that meets the differentiated needs of our diverse student population in Minnesota, standardized testing is more of a reflection of who the student is than what they know or their capacity to learn and grow academically. I would support a change to our ESSA plan that includes ideas like a nationally normed high school test but with college and career pathway options like ACT, Workkeys, SAT, or Accuplacer and using the 4th and 8th grade NAEP every other year, using a sampling of students to report state level data for 4th and 8th grade biannually.

N. 21st CENTURY LEARNING ENVIRONMENT. Education Minnesota believes that our students and school staff need and deserve a modern, supportive and safe learning environment that includes up-to-date technology for instruction and testing and the space necessary for pre-K programs, wrap around services and day-to-day classes.

38. Education Minnesota supports monitoring and reviewing district discipline policies and enforcement practices, training students, parents and staff in restorative practices and trauma-informed instruction and addressing the disparity in suspension rates among racial groups.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: As policy chair my first two years on the MPS Board of Education, I led the work to review and revise our “discipline policy” to our current Behavior Standards Policy, aimed at reducing disparities in discipline and referrals to special ed services, especially under the EBD label. We have worked to shift practices away from punitive to restorative, reactive to preventative trauma informed care. Our struggles have been with funding to train and hire necessary staff and establishing space and time with necessary supports in schools to implement restorative practices. We are also just now addressing our need for an SRO

program that prevents our students from being exposed to the criminal justice system without needing to have a weaponized police officer full time in our middle and high school buildings. This need for change in our District discipline enforcement practices is mirrored in an urgent need for criminal justice reform. We must never consider children as adults in the criminal justice system but develop systems that serve children that commit adult-like crimes. Incarceration is not a replacement for mental health support systems or drug and chemical dependency treatment. Restorative practices should be the default response to non-violent criminal offenses. And we must support community policing efforts that engage community experts with beat cops and peace officers that protect and serve the community. Our SRO program should be structured the same.

39. Education Minnesota supports legislative efforts around technology and school construction and renovation that would offer financial support to local school districts and ease the burden on property taxpayers.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

Comments: This is an example of a policy change that would alleviate the local property tax burden that disproportionately impacts our fixed and low-income households and adults with disabilities. I support policy changes that ensure our local and state laws do not have the unintended consequence of pricing people out of their homes, as owners or renters.

O. RECRUITMENT AND RETENTION. Education Minnesota supports policies and programs that effectively support and retain credentialed and diverse professional educators.

40. Education Minnesota supports career change and recruitment incentives for education support professionals and others working in education, with special emphasis on implementing a process of minority recruitment and retention and diversifying our teaching workforce.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

41. Education Minnesota supports designated funding for mentoring and induction programs for probationary teachers to provide them with support and training

Support X Lean Support _____ Lean Oppose _____ Oppose _____

42. Education Minnesota supports establishing state-run loan forgiveness/tuition reimbursement programs to attract postsecondary students to teaching in teacher shortage areas and to the profession in general.

Support X Lean Support _____ Lean Oppose _____ Oppose _____

43. Education Minnesota supports increasing preparation time to make it adequate and equitable for all licensed staff.

Support _____ X Lean Support _____ Lean Oppose _____ Oppose _____

ADDENDUM TO LEGISLATIVE SCREENING QUESTIONNAIRE

Dear Candidate – please answer the following questions below. You can either answer in the space provided, or attach a Word document.

1. What have you done to become informed on issues relating to public education? What organizations and individuals do you go to for your information?

I have been a citywide school board member in Minneapolis Public Schools for over seven years. While on the School Board, I have served various leadership positions—Policy Chair for two years, Treasurer and Finance Chair for four years, and Chair of the Board in 2017. I also had the opportunity to represent the School Board in other capacities at the local and state level including the City Planning Commission, Achieve Minneapolis Board, MN Education Equity Partnership Board, Minneapolis Community & Technical College Concurrent Enrollment Committee, and the MN School Districts Liquid Asset Fund Board. My experience also entails serving as the School Board representative for both the MN School Board Association (MSBA) and the Association of Metropolitan School Districts (AMSD), where I was Chair of AMSD in 2015-16. MSBA and AMSD function primarily to advocate for PreK-12 education at the State Capitol. A significant amount of my time was spent in legislative committee hearings and working with state legislators, not only in education but in numerous areas that impact our students and families' ability to succeed in and outside of the classroom.

2. What should the role of unions be in public education?

Unions play an invaluable role to ensure our greatest tools, our school employees, to achieve academic success and improve student outcomes are paid fairly, trained, supported, treated with respect, and have a safe, inclusive and welcoming work environment. Our school employees that interact daily with students, our teachers, educational support professionals, engineers, bus drivers, food service workers, secretaries, nurses, support staff, counselors, etc., are public education.

3. What strategies do you believe are the most effective in solving the achievement gap? What would you do as a legislator to promote or expand those strategies?

Educating the whole child with wrap around supports, smaller class sizes so educators and staff can build relationships with students and understand and meet their differentiated academic and social/emotional needs, and robust out of school time academic and extracurricular activities to reduce the opportunity gap that contributes significantly to gaps in educational outcomes. I would champion legislation that ends the promotion of privatizing public education, stops siphoning public dollars to charter schools, review and revise our choice system to address research findings, and do costing models for all legislative mandates and remove those that are not fully funded.

4. How do you envision working with Education Minnesota if you are elected/re-elected?

I have many relationships with educators and educational professionals, even outside the greater metro because of my work with MSBA, AMSD and as a member of MSDLAF (the MN School District Liquid Asset Fund). I will work with Ed Minnesota as a resource

and will be looking to Ed Minnesota and our local unions to better understand the issues before me and how they impact working people on the ground.

5. If elected/re-elected, how will you balance competing priorities that might exist between Education Minnesota and other education groups?

If you are referring to education reform groups, I will always prioritize public PreK-12 education. I have become well versed at following the money, the relationships, and the alliances in education groups, to determine if, in fact, their interest is public education or privatization. The biggest issues and struggle I believe I will have is the lack of resources available and the need to dismantle a system that imbeds privatization in our public school policies, supports big testing and curriculum companies, and prioritizes accountability over educating the whole child.

6. Have you visited a public school in your district in the past year? If so, which one? What were your observations from your visit? How will that experience inform your work as a legislator? If not, would you like us to help arrange a visit?

Yes, in classrooms, lunchrooms, watching performances, games, recess, and celebrating students. I've visited Anwatin, Franklin, Northeast, Sanford and Justice Page Middle Schools, Lake Harriet Upper, Barton, Loring, Green, Hale/Field, Windom, Burroughs, Lyndale, Jefferson, Kenwood, Bethune, Lucy Laney, Nellie Stone, and Armatage Elementary Schools, and Southwest, Washburn, North, Patrick Henry, Edison, South, Longfellow, and Roosevelt High Schools. I've also visited some of our alternative sites and community ed programs.

7. Do you have an educator in your district you can use as a resource on education issues? If so, who? If not, would you be open to us identifying someone for you?

Yes, many. Valerie Rittler, Carolyn Hooper, my daughter's middle school teachers at Anwatin and Justice Page, Ken Vreeland, Sean Keir, Samantha Dibble, Cynthia Callanan, Janet Glocker, Mavis Mantila, Shannon Nordby, retired teachers such as Mary Leoni, Nancy Ledesma, and Judy Bjorke.