

Identify the 3 most important policies that you either support or would like to implement.

Selecting a policy of importance is more easily referenced as areas of importance.

Policies of Fiscal Management

Although the Board of Education holds the superintendent accountable for managing the district's budget, the board is ultimately responsible to our taxpayers to ensure transparency in every aspect of fiscal management. This includes oversight of policies that address revenue, expenditures, facilities, and long-term financial planning.

With 20 years of experience as a principal and district leader, I bring extensive knowledge in managing school budgets, including both state and federal funding. I understand the importance of balancing immediate needs with long-term sustainability, while ensuring that every dollar is used to support student learning.

Policies of Physical Safety of Students

Ensuring that policies are in place for the physical safety of our students is a central responsibility of the Board of Education. As a school principal, I know firsthand the importance of well-practiced safety protocols and having adequate facilities that are designed to protect students in emergency situations such as lockdowns.

As a board member, I will give equal attention to: 1) the facilities and school environments, and 2) classroom safety as it relates to student behaviors.

Teachers have raised concerns through negotiations that student behavior is impacting safety within classrooms. Parents have also raised this concern, and in some cases, families have left district schools. It is the school board's responsibility to acknowledge these concerns and to provide clear expectations of the superintendent to ensure that effective strategies are in place to ensure safety within our classrooms.

Policies to Ensure Teacher Retention

Competitive compensation and benefits policies are critical to retaining high-quality staff. The policy (GBBA) addressing compensation and benefits, revised January 21, 2003, should be reviewed to ensure we are taking every measure to attract and retain high-quality teachers to District 51.

The school board sets the tone for the district's culture and climate, and that culture directly impacts our ability to attract and keep quality educators. In today's tight funding climate, coupled with declining enrollment, it is more important than ever that the board and teachers build strong, collaborative relationships.

Why do you want to serve or continue to serve on School District 51 (SD51) Board of Education, and please describe your qualifications and experience that can give voters confidence you should be a SD51 Board member.

It has been my life-passion to serve children in this community. Over the past 30 years, I have served as a principal and a teacher—giving me a perspective no other board member can claim. This experience has taught me the value of building strong partnerships with our families and the wider community.

My husband and I raised our two children in the Grand Valley, where they both attended and graduated from District 51 schools. Like every parent, we wanted the very best schools and the very best teachers for our children—and that is exactly what every family in our community should expect from District 51.

I bring a unique perspective—one grounded in decades of leadership and service—that equips me with a clear vision of what is possible in our schools. With the right focus and commitment, our schools can achieve at the highest levels and become a model of excellence for students, families, and the entire community.

As a school board member, it is my responsibility to foster community support and strengthen understanding of public education. I recognize that our community is ready for the Board of Education to return to what matters most - our students' success.

Describe your vision of public education. What specific changes, if any, would be needed for SD51 to implement your vision.

My vision for public education is where every student graduates prepared for college or career, and prepared for a successful life. District 51 schools should be an innovative learning environment where excellent teachers and leaders inspire students to achieve.

The long term focus of our schools should be academically preparing our students with both professional and technical skills. This underlines the importance of preparing our students beyond graduation. Currently, the number of students leaving our schools prepared to move into the workplace is unacceptably low. This requires a careful review of our core curriculum from elementary, middle and high schools to determine if we are inspiring our students to connect their classroom learning to the workplace. This review is an investment in time, and more importantly an investment in our students' future success.

While District 51 schools are making some academic gains, overall performance remains in the mid-range compared to districts of similar size. Our graduation rate is still below the state average, and strained relationships between teachers, the school board, and central administration hinder progress. Our community deserves a vision for excellence that pushes us beyond average and commits to building a truly top-performing school district.

Too often, community members see the board preoccupied with personal or political agendas. These distractions also take the focus away from where it belongs—on student learning. As a board member, I will work to restore trust and confidence in our schools, strengthen collaboration, and ensure that we are focused on the work of our students.

What does ensuring transparency look like to you when making Board decisions, and how will you make sure public/stakeholder input is considered in Board decision making?

The Board of Education can strengthen transparency by creating clear pathways for stakeholder input. This includes advisory committees, surveys and polling, two-way communication platforms such as online forms or chat portals, and structured public comment opportunities during board meetings. By actively listening and incorporating feedback, the board builds trust and ensures that decisions reflect the voices of the community it serves.

One pressing issue that demands this level of openness is declining enrollment, which reduces district funding and may impact staffing. This challenge must be communicated clearly—not only when school closures are being considered, but also throughout the transition process for students, families, and staff moving into receiving schools.

Currently, these transitions are placing significant strain on receiving schools, with real concerns about academic performance—especially for students already facing learning delays from schools designated as **Priority Improvement** or **Turnaround** status. This situation deserves immediate attention, transparent communication, and ongoing, credible support to ensure that all students have the opportunity to succeed.

What is your view of the curriculum and instruction being taught in SD51? Elaborate

In Colorado, school boards are required by the state to determine the educational programs offered in schools. Curriculum is the organized plan used by teachers to ensure the Colorado Academic Standards are met across all grade levels. The superintendent directs the district's curriculum and instruction department to oversee a cyclical review of all areas of study, ensuring teachers have access to high-quality instructional resources.

District 51 has board policy to guide this process. Specifically, Policy **IGA, Curriculum Development** (revised April 19, 2022) and Policy **IJJ, Instructional Resources Selection** (revised May 21, 2024) outline these expectations. Under the direction of the superintendent, teachers and district staff—trained experts in instruction—select curriculum aligned to state standards. Their recommendations are then brought to the Board of Education for adoption.

It is the board's responsibility to uphold these policies and either accept or decline the expert recommendations of teachers and staff,

How do you view the future funding needs of SD51? How do you think these needs should be met?

District 51 is underfunded—a challenge our community and state have faced for decades. As accountability has increased through state assessments and graduation requirements, the cost of providing a high-quality education has also grown. Declining enrollment reduces Per Pupil Funding, the amount of funding received from the state for each student.

It is likely that enrollment will continue to decline, and it is critical that we face this reality with proactive planning rather than reactive decisions. District 51 can work with its demographer to project what our schools might look like in five years. Transformation requires clear vision, intentional planning, and courageous leadership.

What is your long term vision of the financial sustainability of SD51 and how do you see the role of the Board in achieving that vision?

Colorado schools have limited options for increasing revenues, which makes it essential to control expenses within the resources we have. When reductions are necessary, they should be made in areas that have the least direct impact on classroom instruction. Long-term financial sustainability requires more than careful stewardship of existing revenues. Because the School Finance Act is state law, meaningful change to the funding formula can only come through legislative action. The school board plays a critical role in this process—by advocating with state legislators, building partnerships with other districts, and engaging the community to join in efforts that press for the changes our school funding formula needs.

This underscores the importance of District 51 demonstrating continuous and meaningful improvement—not only in academic performance, but also in preparing our students to succeed in the workforce. When our community sees progress and a clear vision for student success, confidence grows in our ability to become a top-performing school system, especially when supported by adequate funding.

It is vital that our community stands united in support of the district, particularly regarding the challenges presented by the School Finance Act. We must shift the narrative: rather than viewing District 51 as a passive victim of the state's funding formula, we need to become strong, proactive advocates for reform. Real change will only come through collective action and a shared commitment to securing fair and effective funding for our schools.

How will you ensure that policies are developed, implemented and followed to protect students' physical health, mental health and emotional well-being?

Successful learning for every student begins with their readiness to learn—physically, mentally, and emotionally. Monitoring data related to student well-being is essential to ensure that district policies respond to real needs and challenges.

Currently, District 51 uses the **Panorama Survey**, administered annually, to gather feedback on student well-being. As a building principal, I saw firsthand how valuable this data can be when staff use it to make meaningful, school-level changes for both students and educators.

At the district level, this data must drive goal setting, continuous improvement, and accountability. Leadership should use these insights not only to measure progress, but to ensure that every student is supported in ways that allow them to thrive in school and beyond.

Staff retention is one of the most challenging issues facing SD51. What would you recommend SD51 do to attract and retain quality classroom teachers, administrators, and support staff?

Retaining dedicated teachers and school staff is a top priority for any school board. As a board member, I will advocate for competitive compensation and the support educators need to do their best work.

In any top-performing organization, strong leadership creates a culture where employees feel valued, their voices are heard, and they are part of creating solutions. When teachers and staff are respected as partners in success, schools become places where talented educators want to stay. These are the conditions that attract and retain the high-quality teachers and school staff.

By now, you have read and considered the eight political principles we feel should guide political conduct in Western Colorado. Please tell us whether you agree with the principles and will observe them or whether you disagree with them and why.

I respect the work of Restore the Balance and their commitment to bringing the spirit of respectful dialogue and debate to important issues in our community.

At the same time, I am true to my position as a candidate. School board elections in Colorado—and in more than 85% of states across the country—are nonpartisan. I am running for District E to push back against the division that comes when partisan politics are brought into a nonpartisan effort: ensuring a high-quality education for all students. For me, this work begins with our shared values, not with political party labels.