



Alaska Parental Rights in Education Candidate Survey

The following questions pertain to your educational experiences and the policies you will support or oppose if elected as a state lawmaker. Laws and regulations inherently make some activities lawful and others unlawful. To the extent that you may personally prefer a particular policy you may indicate your preference, but these questions ask how you will actually govern if elected as a member of the 35th Alaska State Legislature (2027-2028).

1. What types of education did you personally experience as a child (K-12)? Please check all that apply:

- | | | |
|--|---|---|
| ☒ Public | ☐ Tutor | ☐ STEM/STEAM |
| ☐ Private | ☐ Team Teaching | ☐ Democratic/Free |
| ☐ Charter | ☐ Montessori | ☐ Fine Arts |
| ☐ Correspondence | ☐ Waldorf | ☐ Outdoor/Expeditionary |
| ☐ Magnet | ☐ International Baccalaureate (IB) | ☐ Agricultural |
| ☐ Lottery | ☐ Foreign | ☐ Dual credit (HS/College) |
| ☐ School at home | ☐ University-Model | ☐ Sudbury |
| ☐ Hybrid | ☐ Military/Prep | ☐ Community School |
| ☐ POD | ☐ Boarding | ☐ Reggio Emilia |
| ☐ Vo-Tech | ☐ Career and Technical | ☐ Acton Academy/Adventure |
| ☐ Classical | ☐ Language Immersion | ☐ Progressive |
| ☐ Co-op | ☐ Dual Language | ☐ One Room Schoolhouse |
| ☐ Microschool | ☐ Bilingual | ☐ Other _____ |
| ☐ Online/Virtual | ☐ Tribal | |

Comments:

2. What types of education have your children experienced (K-12)? Please check all that apply:

- | | | |
|---|---|---|
| ☐ Public | ☐ Tutor | ☐ STEM/STEAM |
| ☐ Private | ☐ Team Teaching | ☐ Democratic/Free |
| ☐ Charter | ☐ Montessori | ☐ Fine Arts |
| ☐ Correspondence | ☐ Waldorf | ☐ Outdoor/Expeditionary |
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| ☐ Classical | ☐ Language Immersion | ☐ Progressive |
| ☐ Co-op | ☐ Dual Language | ☐ One Room Schoolhouse |
| ☐ Microschool | ☐ Bilingual | ☐ Other _____ |
| ☐ Online/Virtual | ☐ Tribal | ☒ I have not had children |

Comments:

3. What does “School Choice” mean to you and is this something you will support if elected?

To me, school choice means every Alaskan family has a real option that fits their kid and their community, whether that's a public classroom, homeschooling, a correspondence program, or something in between. Correspondence and homeschooling especially deserve real support in rural Alaska, where the nearest school might be hours away and families have long relied on them out of necessity as much as preference. Choice means removing practical barriers to access, things like broadband, transportation, and distance, not opening the door to for-profit alternatives that compete with public education for funding. I'll support policy that expands real options for rural families, alongside strong, well-supported public schools, not instead of them.

4. Do you support mandatory testing for Alaska K-12 students?

☐ Yes ☒ No ☐ Unsure (Please explain)

Alaska is one of a kind, and rural Alaska especially, and our approach to education should reflect that instead of importing standards built for the Lower 48. I want students who are competent and ready to succeed, but relentless, tedious testing in subjects disconnected from real life is wasteful and doesn't measure what our kids actually need to thrive. I'd rather see assessment built around real-world competency: filleting a salmon, processing a moose, opening a bank account, changing your oil and a flat tire. Skills like that tell you more about whether a student is ready for adulthood than a standardized test score ever will.

5. Do you recognize the fundamental right of parents to direct the education of their children?

☒ Yes ☐ No ☐ Unsure (Please explain)

Parents have the final say in directing their child's education, alongside a state that supports and assists rather than one that gets out of the way entirely. Part of that partnership means parents trusting teachers to choose and execute curriculum, and supporting them in doing it, rather than treating schools as adversaries. Directing your child's education and working with the people teaching them aren't in conflict; they go hand in hand.

6. Who is ultimately responsible to direct the education of a child?

☒ Parent(s)/Guardian(s) ☐ Teachers/Experts
☐ The State ☐ Other (Please explain)

Parents hold the ultimate responsibility. When a parent chooses to place their child in a classroom, that choice comes with an obligation: to support the teacher leading that education fully, not undermine them.

7. Do you support the right of parents to opt out of educational content they do not believe to be in the best interests of their child?

☒ Yes ☐ No ☐ Unsure (Please explain)

Parents should have the option to opt their child out of content they believe isn't in that child's best interest, and that choice belongs to them. At the same time, limiting a child's knowledge or shielding them from certain topics can do them a disservice. Kids will be exposed to difficult topics eventually, and they need that exposure to formulate their own thoughts, morals, values, and priorities. The stronger foundation is one where parents build enough trust with their children to face difficult topics and work through how to respond for themselves.

8. If current state laws with respect to correspondence schools should be changed how would you improve them?

Broadband is the piece holding correspondence and homeschool families back in rural Alaska; without reliable connectivity, families can't fully use the programs already on the books. I'd prioritize broadband as core infrastructure and look at models like the Chugach School District's competency-based approach, which gives families flexibility without sacrificing quality, whether they're learning through correspondence, at home, or some mix of both.

9. Should teachers and school administrators be legally required to promptly inform a parent or guardian if a student has requested to change their gender identity?

☐ Yes ☒ No ☐ Unsure (Please explain)

Parents who are close to their kids and genuinely engaged in their lives already know what's going on, because their child tells them. That's the real fix here: not a legal mandate on teachers, but parents building the kind of relationship where their child wants to come to them. A law can't manufacture that trust; a strong family does. Teachers should respect student privacy.

10. Do you support the inclusion of biological male (non-XX) students on girls athletic teams or in spaces set aside for girls under any circumstances?

☐ Yes ☐ No ☐ Unsure (Please explain)

The numbers of students this actually affects statewide are very small. In a lot of District 36 schools, coed teams are already a practical benefit; small communities don't always have enough kids to field separate teams for every sport. I'd rather see our energy spent on the things every rural family cares about: whether their kids have a team at all, a coach, transportation to games, and a gym that doesn't have a hole in the roof. That's the real fight for rural athletics.

If so, under what circumstances? (Please explain)

11. Should families that choose a correspondence program that is not affiliated with their local school district be required to go through their local school district to access the correspondence program they have chosen?

☐ Yes ☐ No ☒ Unsure (Please explain)

Parents should be free to homeschool their children through whatever avenue works for them, including options not affiliated with their local district. But public education dollars should stay with public schools; a correspondence program that isn't affiliated with the local district shouldn't draw on the same public funding as one that is. At the same time, requiring families to physically travel to a school just to access a correspondence program is an unfair barrier in a district this size, where that trip alone can mean hours on the road. The right answer here depends on how it's structured, not a simple yes or no.

12. Should students participating in non-district education programs be permitted to participate in competitive athletics alongside their peers in their local school district?

☒ Yes ☐ No ☐ Unsure (Please explain)

If it's feasible for a student to participate, they should be welcomed on the team. Socialization matters for every kid, and how a student is schooled shouldn't determine whether they get the chance to build friendships, learn teamwork, and be part of their community. We want well-rounded kids coming out of District 36, and competitive athletics are part of that, regardless of whether a student sits in a district classroom or learns through a correspondence program.

13. Do you support the presence of a school chaplain on school campuses?

☐ Yes ☐ No ☒ Unsure (Please explain)

District 36, like all of Alaska, is home to many different beliefs, including Alaska Native spiritual traditions that a chaplain role wouldn't typically reflect. I don't support chaplains in public schools; I'd rather see that role go to a licensed mental-health professional with the training to recognize what a student is really dealing with. Private schools are a different matter: they should be free to make that decision for their own community of families.

14. Do teachers and school employees have a right to self-defense with a firearm at their place of employment, or do teachers and school employees lose their right to self-defense by virtue of working on a school campus?

☐ Yes ☐ No ☒ Unsure (Please explain)

Rural Alaska is one of a kind: a teacher on a school playground in many District 36 communities faces real risk from wildlife, bears included. Each district knows its own risks and its own community best, and each should be able to make its own decision here rather than have one rule imposed from outside. I'll support districts' ability to make that call for their own schools.

15. Should Alaska high school graduates be eligible to apply for the Alaska Performance Scholarship (APS) based on college entrance exam scores (ACT/SAT/WorkKeys) alone, regardless of which school or home school a student graduated from?

☒ Yes ☐ No ☐ Unsure (Please explain)

A strong score on a college entrance exam should be able to prove competency on its own. Right now, APS requires both a specific state-approved curriculum track and a qualifying score, and getting that curriculum track recognized is an extra hurdle for homeschool and correspondence students, who already have to go through a separate DEED approval process just to have their coursework count. A student who tests well has demonstrated what the scholarship is actually meant to measure. They shouldn't be excluded because their path there looked different, especially in rural Alaska where access to a specific course sequence isn't always realistic.

16. Should charter schools be permitted to choose accreditation through either a local school district or the Alaska Department of Education & Early Development (DEED)?

☐ Yes ☐ No ☒ Unsure (Please explain)

I believe strongly in autonomy and choice for families and educators, but that's exactly why this decision should stay local rather than move to a state-level pathway. Rural schools often play far more roles in a community than just educating kids; they're a gathering place, sometimes the only public building for miles, sometimes the anchor for other services altogether. Spreading that role across competing state and local approval pathways risks stretching an already thin resource even thinner. I want to see our public schools strong and properly supported, and I don't support pulling charter accreditation into a for-profit model; education should be focused on students, not money.

17. Should Alaska immediately end state policies that discriminate against high school graduates applying for employment in corrections and law enforcement on the basis of whether or not a high school graduate's diploma is from an accredited school?

☒ Yes ☐ No ☐ Unsure (Please explain)

Corrections and law enforcement agencies should be evaluating candidates on who they actually are: their character, their capability, their fitness for the job, not on whether their diploma came from an accredited school. A homeschool or correspondence graduate isn't automatically a weaker candidate, and the agency itself is in the best position to judge who's right for the job, not an accreditation rule that filters people out before they're even considered.

18. Have you requested or received an endorsement or other support from the NEA or any of its affiliates?

☒ Yes (Please explain) ☐ No

NEA-Alaska PACE has endorsed my campaign this cycle. I support public school teachers, and that endorsement reflects it.

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