



2025 School Committee Candidate Questionnaire

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(A) Your Candidacy

1. Why are you running, and what would be your top three priorities if elected to serve?

I'm running because, while I appreciate the many strengths of Framingham Public Schools, I also see the challenges our families face. I've personally experienced difficulties communicating with the schools on behalf of my own child, and other parents have come to me for help advocating for their kids. For many families—especially immigrants or those who had tough experiences as students themselves—navigating the school system can feel overwhelming. I want to help break down these barriers and make the system more accessible for everyone.

If elected, my top priorities would be: a) supporting and retaining our educators; b) establishing and improving partnerships and communication with families and the community; and, c) improving student performance, which has declined severely over the past few years.

At the root of all three of my priorities is clear, transparent communication between schools and families, and ensuring the district is held accountable

2. What qualifies you to hold this office?

I bring both professional experience and personal perspective to this role. I currently run the Master in City Planning program at MIT, where I've held a variety of leadership roles, gaining experience in strategy, collaboration, and working within budgets—skills that are directly relevant to supporting the Framingham Public Schools.

I also bring the perspective of a parent with children in the district and the lived experience of navigating the education system as an immigrant. My husband comes from a long-established Framingham family, and together we chose to raise our children here because we believe in the many strengths of this city.

I am passionate about education because every stage—from PreK through 12th grade—plays a critical role in shaping a student's future. Whether it's building strong foundations in the early years, mastering core skills in middle school, or preparing for college and careers in high school, each step matters. I want to ensure our district supports **every child at every stage** so all students can thrive.

(B) Open-Ended Policy Questions

- 1. Massachusetts has wide racial, income-based, and language disparities in educational outcomes. How would you evaluate your school district's work to improve educational equity? What additional steps would you advocate for?**

Framingham has recently hired a new Assistant Superintendent for PreK-12. I served on the committee to hire her, and I am excited about the changes that she will bring to the district, because she has demonstrated the capacity to do so in a deliberate, thoughtful, and data-driven manner. Ongoing data analysis is critical in understanding and then addressing opportunity gaps that lead to stratified achievement whereby white, middle-class children consistently perform at higher levels. Students who do not achieve are more likely to drop out which can and does affect the school to prison pipeline.

For years, educational outcomes in Framingham have been glaringly poor for students from historically marginalized groups - the opportunity gaps have not been remedied despite many attempts to address the issues. The reason for this, I believe, is that **systems** need to change, **not students**.

Framingham is working on but has yet to fully implement free pre-school for all students so that **all** children can begin kindergarten as prepared as their

middle class counterparts. Teachers need coaching so that they can enact and perfect the professional development that they receive – this would represent a **system** change rather than a bandaid. Policies need to be examined and updated in an effort to create change in our systems.

As a woman of color, myself, I would continually advocate for examining our systems and addressing changes that will benefit **all** students, especially those who have historically been at a disadvantage.

2. Earlier this year, the Trump administration repealed a Biden-era policy that protected schools from immigration enforcement. What steps would you take to ensure that schools remain a safe and welcoming place for all students, regardless of immigration status?

As an immigrant, this issue is very personal to me. Every student—regardless of immigration status—has the right to feel safe and supported at school. I am committed to making sure Framingham Public Schools are spaces where students never have to fear ICE or face discrimination from teachers or peers. More broadly, no form of hate or discrimination should ever have a place in our schools, for any student or staff member. I would advocate for programs and practices that prevent any form of hate or discrimination, so every student feels welcome and valued.

Further, I am concerned with our community as a whole, because children should not have to come to school afraid that their parents will be rounded up at work, in their cars, or at home. This is also applicable to children from mixed status families, i.e., those who are US citizens but whose parents/caregivers are not. I will sponsor any policy that supports additional social workers who will be available to our immigrant students as well as partnerships with community groups that are protective of immigrants.

3. The Trump administration has been targeting LGBTQ students's civil rights. What steps would you take to ensure that schools remain a safe and welcoming place for all students, regardless of gender identity or sexual orientation?

All students deserve to learn in an affirming, welcoming environment where they feel they belong and matter. Our district must embrace differences, including all genders and sexualities—not only among students, but also among staff and families who may face marginalization because of their gender identity, orientation, or gender expression. Protections for these

populations should be clearly written into district policy, and any violations must be investigated and addressed immediately.

4. What role do you see for the school district in the city's response to climate change?

There was a discussion at the school committee on 9/17 precisely around the topic of electric buses. The discussion lingered with different viewpoints presented, sometimes opposing. The director of finance for the Framingham Public Schools maintains that the city has no infrastructure for electric buses. Since there is no infrastructure in place, the School Committee should ask the city government why that is and how such an infrastructure can be developed.

As stewards of Framingham students, it is the School Committee's obligation to vote for policies that ensure students learn daily practices that help preserve our environment, such as composting and recycling. They should also be taught accurate, science-based information about climate change as part of their education. If we hope to leave them an inhabitable world, we must support policies that promote conservation and preservation.

5. How would you model transparency and accountability if elected?

Transparency and accountability are central to my platform and a big reason I am running for this position. I am not satisfied with the lack of transparency I've seen from the district toward families—families need to be aware of the decisions that affect them. Communication cannot be limited to announcements on the FPS messaging app or social media posts; the district must actively go out into the community, meet families where they are, and ensure information reaches everyone effectively.

Transparency is non-negotiable. In today's world, there should be no secrets from the public, and relying on FOIA requests to uncover information is not enough—yet that is exactly what has happened in our community. A striking example is the \$55,000 paid to Anthony Pope after he was no longer employed by the district, even as significant cuts directly affecting students and teachers were being made. Situations like this are a breach of trust and a stark reminder of why accountability must be a top priority.

The situation with busing in our district has been unacceptable. Families have struggled to secure transportation for their children, often with little success, while the district asks for patience—patience is not a solution. This issue highlights both the lack of transparency and accountability in FPS. Although

the district has recently acknowledged that these delays are unacceptable, this recognition came far too late. A transparent process from the start could have prevented many of these challenges and spared families unnecessary frustration, which in some cases has even kept children from attending school.

While we have a capable and personable superintendent, leadership comes with responsibility. The superintendent must be held accountable for all outcomes, and I support tying economic incentives in his contract to student performance to ensure our district's leadership is aligned with student success.

6. How will you engage stakeholders, including students, in budget decisions?

One of my top priorities is hearing and seeing community and family members who have been traditionally left out of conversations that affect and impact them, but who have been excluded for a number of reasons. Oftentimes, families who bring valid points to the district are perceived as problematic or difficult, and are immediately dismissed without any resolution to their issues.

When a budget decision is introduced, I would propose gathering data from my constituents, (through meetings, on zoom if necessary, or through questionnaires and surveys), to surface the issues that are most important to them. In fact, my continual outreach would allow me to have information from the community so that I am consistently aware of their priorities.

I would also invite teachers to communicate with me regularly regarding their specific needs that are often dictated by budget decisions. Our students, particularly older students, have a keen sense of where district policies do not prioritize them and align with their needs. I would be interested in visiting student groups at the high school, e.g., the Black Student Union, Asian Association, GSA, Student Government, and others so that I can be more aware of and sensitive to needs that are not being acknowledged or acted upon from their perspective.

7. How will you use your position to advocate at the state level for increasing education funding, especially to provide additional support for students in historically marginalized districts/communities?

As a member of a historically marginalized community, this question is critical to me. Chapter 70 funding is crucial to our schools' resources, and helps us to

promote equity. Students who have learning differences, students with trauma and/or mental health issues, and especially, at this time, our immigrant students, require maximum funding so that their needs can be properly met. But, the bottom line is that **all** students have needs and **all** students' needs matter. If we lose students, we lose Chapter 70 funding, and our ability to respond to our students' needs diminishes.

As a member of the school committee I would develop relationships with and work alongside our state legislators to ensure that we are able to retain our funding, even if we do lose students. Simply because we lose students does not mean that those who remain have fewer needs.

8. How will you use your position to combat the Trump administration's war on public education?

As a member of the Framingham School Committee, I will remain vehemently opposed to Trump's policies. His policies have already negatively affected our most vulnerable students - students experiencing poverty and/or are unhoused, immigrant students, multilingual learners, students with learning differences, and those whose families have the highest needs.

Trump's policies destroy families and parents'/caregivers' ability to care for their children. Students who do not have quality medical care, nutritious food to eat, reliable transportation to get to school, or a stable place to live begin behind and catching up becomes close to impossible. I will vote against any policies that attempt to inhibit anyone's civil rights or liberties. Framingham Public Schools must promote inclusivity, social justice and anti-bias practices without exception. With the current assault on free speech and lack of due process, it is not safe to assume that anyone is safe and we must be vigilant as a community. This response should be led by those elected to lead our city government.

(C) Yes/No Policy Questions

1. Do you oppose the expansion of charter schools? **YES/ NO**
2. Do you support police-free schools? **YES/ NO**
3. Do you support teaching comprehensive, medically accurate, consent-based, LGBTQ-inclusive sex ed in schools? **YES/ NO**

4. According to the American Library Association, in 2022 there were at least 45 attempts to restrict access to books in MA schools, disproportionately books that speak to the experiences of LGBTQ students and students of color. Would you oppose such book-banning efforts if they occurred in your city? **YES / NO**

(D) Additional Comments

(Use this space to make any final comments you deem important for progressive voters assessing your candidacy.)

I'm not a politician, and doing this does not advance my profession in any way—I'm not looking to chase office or boost my career. I want this seat so I can ask the tough questions and bring the necessary inquiry on behalf of constituents, making sure every decision is rooted in what's best for **all** of our students.