

King County Democrats 2025 Endorsement Questionnaire

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What type of position are you running for?
School District
Which position are you running for?
Seattle SD Director District No. 4
Are you a Democrat?
Yes
Have you ever been a member of another political party?
Yes
Does your campaign have a code of conduct for staff and volunteers?

Yes

What are your views on charter schools and voucher systems?

The voucher system undermines public education by diverting critical resources away from our public schools. I understand that many families feel disillusioned by Seattle Public Schools and choose alternatives they believe will better serve their children. I respect those decisions. But when tax dollars follow students out of the system, it exacerbates inequities and leaves behind the very communities public education is meant to serve. Public education is a cornerstone of democracy—an investment in our collective future. Instead of disinvesting through vouchers or expanding charter schools, we must address the root causes of public dissatisfaction: inconsistent leadership, lack of transparency, and insufficient support for students and educators. I'm running to help restore confidence in our public schools by making them places where all students—especially those furthest from educational justice—can thrive.

What are your top three priorities for allocating limited dollars in your district?

In a time of limited funding, we must focus our investments on what directly supports student success.

First, safety must be foundational. Students need to feel physically, emotionally, and psychologically safe in order to learn. That means investing in mental health supports, inclusive school cultures, and staff who understand trauma-informed care. Second, we must strengthen academic excellence by investing in what helps students thrive: arts, sports, music, dual-language programs, advanced math, technical education, and special education. These are not extras—they are essential. Third, we must ensure equity in how dollars are distributed, with targeted resources for students and schools furthest from educational justice. This includes multilingual learners, students with disabilities, and communities that have historically been underserved by the district. Every dollar should reflect our values and our vision for the future.

What are the major barriers to effective learning in the classroom in your district?

One of the major barriers to effective learning in Seattle Public Schools is the lack of responsiveness from district leadership. The current board has embraced a hands-off governance model that distances them from what's actually happening in classrooms. As a result, families and educators feel ignored—and students are left in systems that are not designed to meet their needs.

As a parent of four SPS students and an educator myself, I've seen how top-down decisions often fail the test of real-world effectiveness. Students are navigating overcrowded classrooms, under-resourced programs, and growing mental health challenges—all while district leadership remains disconnected from daily realities. We must genuinely focus on the students, listen actively to communities, and prioritize policies that work in practice—not just on paper. We especially need to center the voices of students and families who have been historically underserved and excluded.

What is the role of religion in public schools?

I believe in the constitutional separation of church and state, and that principle must be upheld in public education. Public schools should never promote or privilege any one religion. At the same time, we must ensure that every student feels safe and respected in their identity—including their faith.

A truly inclusive school system creates space for students of all faiths—and no faith—to feel seen and understood. That means allowing students to express their beliefs freely and respectfully, while ensuring that no religious doctrine shapes school policy, curriculum, or operations. It also means rethinking curricula that have historically centered one worldview, and expanding our teaching to reflect the diversity of our student body and the broader

global context. My goal is a school system that affirms each student's background while preparing them to live, work, and lead in a multicultural society.

What are the primary issues with school capacity in your district and how would you like to see them addressed?

School capacity in Seattle is a complex, often misunderstood issue. Some schools are under enrolled while others face waitlists. Yet instead of addressing the specific needs of students and communities, the district has doubled down on flawed centralization strategies and large-scale consolidations that ignore what families actually want.

These decisions are driving more families away from the district—which only worsens capacity and funding challenges. SPS must shift from a facilities-first model to a student-first model. That means listening to families, adapting to enrollment changes with flexibility, and ensuring schools remain responsive to the needs of the neighborhoods they serve. We need more responsive planning, better community engagement, and a commitment to investing in schools where students already are—not just where the district wants them to be. We must stop treating capacity as a numbers problem and start seeing it as a people problem.

Describe a time—professionally or personally—when you've led through conflict or controversy. How did you reach a conclusion and how did it advance the issue being addressed?

As a nonprofit leader, I once led a city-funded program serving youth in schools that was facing budget cuts due to shifting political priorities. The proposed cuts would have eliminated vital services—especially for students of color and those with disabilities. Rather than accept the decision, I organized listening sessions with families, educators, and service providers, and built a coalition that developed a clear, data-informed case for why the program was essential.

We brought our findings to city leadership, elevated student stories, and worked through significant disagreement to restore partial funding—ensuring continuity for hundreds of students. This experience taught me the power of collaboration, transparency, and staying grounded in community voices during times of conflict. It also reinforced that leadership isn't about avoiding controversy—it's about navigating it with courage and clarity in service of those most impacted.

Certification

- The candidate hereby certifies that, to the best of their knowledge, the provided information is true and accurate.