



★ W Y O M I N G **FAMILY ALLIANCE ACTION** ★

2026 SCHOOL BOARD CANDIDATE SURVEY

John Weber

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Candidate-submitted response. The answers below were received through the 2026 school board candidate survey form and are reproduced as submitted, with only formatting changes. Publicly researched positions were not used. Publication does not constitute an endorsement by Wyoming Family Alliance Action.

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1. Student achievement in core academics, especially reading and math, should be the board's first priority when setting district goals and budgets.

RESPONSE Disagree

I disagree with "first," not with the importance of reading and math. Core academics are vital to our mission, and I'd want the board regularly reviewing proficiency data and asking how each budget request supports it. But students can't learn, and teachers can't teach, in a place that isn't safe, so I treat safety as an equal priority, not a second one. The board works within a funding framework set by the Legislature, and I'd want to hear from staff and families about where it's falling short. Since this form has no space for a candidate profile, I'm adding one here. I'm John Weber, a dad, a husband, and a candidate for the LCSD1 Board of Trustees in Area 2, the East Triad. I have five kids in LCSD1, and my wife is a special education paraprofessional, which is why I'm all in. My roots run deep: I'm a sixth-generation Wyomingite and a third-generation LCSD1 graduate, and my family has worked for the Air Force and UPRR and has had a Miss Frontier. Saying you're here for the kids is the obvious part. What matters is your approach. Mine comes from leading teams in sales and hospitality, where I built a culture of communication and accountability and worked shoulder to shoulder with my teams so they had the support and tools to take care of our clients. That's how we give our kids what they need to succeed: give teachers and staff the support, tools, and voice they need. I answered every question here. Many focus on national debates that rarely come up in our classrooms day to day, and the teachers and families I talk with are focused on the kids in front of them. That's where I'll keep my focus on the board. If any of these topics matter to you, I'm glad to talk about them.

- 2** *2. Districts should use reading curricula built on systematic evidence based literacy instruction and not on three-cueing systems. (SF 59-2026)*

RESPONSE Strongly Agree

Reading is the skill every other subject depends on, and the evidence favors explicit, systematic instruction over teaching kids to guess at words. That doesn't mean one size fits all. As a parent of a child with an IEP, I've seen how visual supports and individualized accommodations can help a student access the same instruction. I'd want the board to ask for written confirmation of what our reading programs include, review screening data, and hear from teachers and families of struggling readers about whether the supports are working.

- 3** *3. Parents, not the school, are the primary decision makers in their children's education, health, and upbringing. (SF 9-2024)*

RESPONSE Agree

Parents know their children best, and they should be the primary decision makers in their education, health, and upbringing. The school's job is to be a partner: to listen, to share information openly, and to give families a real voice. The one exception is when a child may be at risk of abuse or serious harm at home. In those cases the school's first duty is the child's safety, working through counselors, trained staff, and the reporting laws already in place. Those cases are rare, and the default should always be working with families.

- 4** *4. District staff should promptly inform parents of any significant change in their child's well-being at school, including a request to be treated as the opposite sex. (SF 9-2024)*

RESPONSE Agree

Parents should be informed promptly about significant changes in their child's well-being at school, and state law and district policy already require it. The exception is where a child may be at risk of harm at home, and in those cases the school's first duty is the child's safety, working through counselors, trained staff, and the agencies already responsible. As a trustee I'd focus on making sure staff are trained and clearly understand the policy so families get consistent communication, whichever school their child attends.

- 5** *5. Parents and community members should be able to easily review all curriculum, instructional materials, and supplemental materials used in district classrooms. (SF 62-2022)*

RESPONSE Agree

Parents and community members should be able to see what our students are being taught, and that includes the adopted curriculum, textbooks, and instructional materials. I'd want those posted in one place that's easy to find, with a clear, simple process to request a closer look at supplemental materials. The goal is trust and communication, not adding paperwork for teachers, so I'd want teacher input on how it works. When families can see what's in the classroom, it builds the kind of trust that makes everything else easier.

- 6** *6. Students should receive sex education only with a parent's written permission in advance. (SF 9-2024)*

RESPONSE Agree

Agree. Parents should be the ones who decide, and written permission in advance makes that clear. I'd want the district to explain plainly what is covered, when, and who teaches it, with materials open for review (see Q5) so a parent can make an informed choice.

7

7. School libraries and classrooms should not offer sexually explicit material, while keeping age-appropriate, factual materials on human biology and health. (HB 10 Engrossed-2026)

Required: Please explain where you would draw that line and what review process you would support for parents who raise concerns.

RESPONSE Agree

School libraries and classrooms should have age-appropriate materials, and students need accurate, factual information on health and biology. I trust our librarians, who do an excellent job building collections that meet students where they are, and I'm not aware of materials in our libraries that fit a sexually explicit definition. I don't support removing books lightly. If a parent has a concern, there is a fair review process and a way to appeal. Parents also keep the right to limit their own child's access.

8

8. The district should fully uphold Wyoming law that keeps girls' sports, restrooms, locker rooms, and overnight accommodations separated by biological sex. (SF 62-2025; SF 133-2023; HB 32-2025)

RESPONSE Agree

As a father of five kids in LCSD1, and the dad of a competitive high school soccer player, I take this question personally. My daughter has told me how much fairness in girls' sports matters to her, and I've heard the same from other student athletes. State law sets these rules, and as a trustee I would make sure our district follows them, with clear, consistent implementation and training so every school applies the policy the same way. The law also provides for reasonable accommodations, and I'd want those handled with privacy and respect so every student has a safe place to learn. This is a hard topic for many families, and I want all of them to feel heard.

9

9. District curriculum, programs, and staff training should not divide people into classes of "oppressed" and "oppressor" based on race, sex, or other group identity. (HB 147-2025)

RESPONSE Agree

Every student should be treated as an individual, not sorted into categories by race, sex, or any other group, and state law already requires that for our district. That doesn't mean avoiding hard history. Students should learn about slavery, discrimination, and institutional racism fully and accurately, and Wyoming law leaves room for that. On staff training, I'd start by asking our teachers what trainings they receive and which ones help them in the classroom, and then ask administration to confirm that everything complies with state law. The goal is classrooms where every student feels respected and every teacher has the support to teach.

10

10. Students should be free to express their sincerely held religious beliefs at school without fear of penalty or retaliation.

RESPONSE Strongly Agree

Students should be free to express their sincerely held beliefs at school, whatever their faith or none, without fear of penalty or retaliation. That's their right under the Constitution, and a respectful school supports it. The school's role is to protect that freedom for every student, to not promote any one belief, and to keep the classroom safe and focused on learning so students can talk with one another, respectfully.

11 *11. The board should respect parents' freedom to choose public, charter, private, or home education, and should welcome homeschool and private school students in district activities as state law now requires. (HB 199-2025; HB 46-2025; HB 23-2026)*

RESPONSE	Agree
Parents know their children best, and families should be free to choose public, charter, private, or home education. As a trustee I would follow state law and welcome homeschool and private school students into district activities on the same terms as other students, because they're our community's kids too. I'd also ask the Legislature to cover the cost of including them, since those students don't generate per-student funding for the district. My job is to make LCSD1 a school families choose, and to treat every family with respect whichever option they pick.	

Candidate responses are shown verbatim except for typographic normalization needed for document rendering.