

| Candidate | Ward | Responded to Survey |
|-------------------|----------------|-------------------------------------|
| Jennifer Barrett | 1 | <input checked="" type="checkbox"/> |
| Tanya Napper | 1 | |
| Zachary Nelson | 1 | <input checked="" type="checkbox"/> |
| Sanyal Palash | 1 | |
| Vernon Linklater | 2 - acclaimed | <input checked="" type="checkbox"/> |
| Donna Banks | 3 - acclaimed | |
| Kim Stranden | 4 - acclaimed | |
| Debbie Miket | 5 | <input checked="" type="checkbox"/> |
| Darcy Overland | 5 | |
| Mitchell Sepke | 5 | |
| Jennifer Scherman | 5 | <input checked="" type="checkbox"/> |
| Kirk Jones | 6 | <input checked="" type="checkbox"/> |
| Gretchen Peterson | 6 | <input checked="" type="checkbox"/> |
| Doug Porteous | 6 | <input checked="" type="checkbox"/> |
| Kath Stevenson | 6 | <input checked="" type="checkbox"/> |
| Lia Storey-Gamble | 6 | <input checked="" type="checkbox"/> |
| Ross Tait | 7 - acclaimed | |
| Connie Kocsis | 8 | <input checked="" type="checkbox"/> |
| Lindsay Olver | 8 | <input type="checkbox"/> |
| Anne-Marie Rollo | 8 | <input checked="" type="checkbox"/> |
| Robin Bellamy | 9 | <input checked="" type="checkbox"/> |
| Kevin Schmidt | 9 | <input checked="" type="checkbox"/> |
| Nadine Zettl | 9 | <input checked="" type="checkbox"/> |
| Angela Arneson | 10 - acclaimed | |

School Division: Saskatoon SD

Name: Jennifer Barrett **Occupation:** Medical Office Assistant

Community: Saskatoon

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What are your plans to address the challenges around class complexity in your school division? Class complexity needs to be addressed in individual, class-specific ways. Teachers need to be able to communicate openly with the school division to request solutions that meet the needs of their classrooms. Solutions could include more one-on-one support in the classroom, access to specific specialists based on student needs, and additional learning supports in the form of physical or people resources. Class size also impacts class complexity, although the relationship is not straightforward. By working with teachers in the spring to focus on the next year's class complexity needs, we can hopefully avoid having too many complex needs in one class, or possibly group similar needs in one class to make efficient use of resources where possible. The ratio of students to teachers needs to be lower, and the ratios of students to specialists needs to be lower. In terms of numbers for those ratios, a combination of teacher feedback on unique student needs and evidence-based best practices need to be implemented, with the understanding that they are to be used as guidelines as they will fluctuate based on student needs.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? The school board trustees submit a budget request to the provincial government yearly. This process MUST include a pre-budget request mechanism directly from teachers, where the teachers are able to communicate their needs both directly with the school division and with their school board trustee. Trustees MUST be aware of individual teacher needs in the classroom, and this can only be done with transparent, open, and direct communication entirely lacking in bureaucratic process. The need for and use of resources by teachers must be evaluated on a quarterly basis, with an opportunity for teachers to provide feedback and requests to the school division and school board trustees. In order to make informed decisions about funding that impacts resources available to teachers, school board trustees must be kept in the loop of this process at all times.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Teachers;Students;Parents;Elders and Knowledge Keepers;Director of Education;School Community Council;Ministry of Education;Community Members;Business Leaders;Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Classroom Violence;Specialist Supports;Class Size;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Not sure**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree
All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

Reducing class size, decreasing student to specialist and student to teacher ratios, and decreasing classroom violence by addressing class complexity and having more one-on-one supports for students requires an increased budget and increased education funding.

Reducing class size means new schools need to be built as soon as humanly possible, as existing schools are already overcrowded. The needs for future new schools are well known ahead of time, and a process needs to be put in place whereby the school division can acquire funding to build new schools from the province before it's too little, too late.

Some of this funding can come from immediately revoking any and all public education tax revenue going to independent or private schools.

The per-student funding levels need to be immediately returned to the 2016/17 levels of approximately \$16,000 per student per year, with yearly increases indexed to inflation. If this increase of approximately \$5,000 per student, immediate upon sitting a new provincial government, does not adequately address reduced class sizes, lower student to specialist and student to teacher ratios, supports to address class complexity, and funding to build new schools, the shortfall needs to be addressed within a year. Public education has been under-funded for so long that even an immediate increase will not be enough to adequately address the needs of older students who are facing graduation. Restoring funding must happen as swiftly as possible.

In order to make informed decisions about allocation of the education budget, school board trustees must be involved in requests for funding at the school level. School board trustees must understand why funding is being requested and be able to adequately assess and prioritize simultaneous funding requests. A quarterly budget review process between the school division and the provincial government must include a mechanism of action for new requests for funding based on emergent student and teacher needs.

School Division: Saskatoon SD

Name: Zach Nelson **Occupation:** Administrative Assistant

Community: Saskatoon

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<https://www.facebook.com/ZachNelsonWard1?mibextid=LQQJ4d>

What are your plans to address the challenges around class complexity in your school division? One of my first priorities is reducing class sizes. When teachers have more manageable class numbers, they can give each student more attention and support. Along with that, I'd advocate for hiring more support staff. Whether it's educational assistants, counselors, or specialists in areas like speech and mental health to ensure teachers aren't left handling everything on their own.

Another key piece of the puzzle is funding. I would work hard to push for a fully funded public education system. Finally, I think it's important to really listen to teachers. Their on the ground experience is invaluable, and any solutions the school board comes up with should be informed by their input.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? Teachers are the professionals in the classroom everyday so ensuring they have what they need begins with consulting teachers. I promise to consult with the STA and SCCs to understand local and systemic issues.

I will not remain quiet on issues that challenge teachers duties and students learning.

I will push for more funding from the provincial government. We need to restore our place as one of the most well-funded public education systems in the country.

I'd also work to increase the number of support staff available to teachers whether that's more educational assistants, mental health professionals, or specialists in areas like speech or behavioral support. Teachers need a team behind them to help meet the diverse needs of their students.

Beyond funding, I believe that the relationship between the board, teachers, and community partners needs to be a strong one. By working together, we can identify gaps and find solutions that provide additional resources or support programs. Challenging the provincial governments policy that bans any external organizations from providing sexual health education in classrooms would be a good start. Along with that topic I will state that I oppose Bill 137

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Teachers;School Community Council;Students;Parents;Elders and Knowledge Keepers;Community Members;Director of Education;Ministry of Education;Business Leaders;Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Increased Budgets;Class Size;Specialist Supports;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**

5. Privatization of education: **No**

6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

School Division: Saskatoon SD

Name: Vernon J. Linklater **Occupation:** Cultural Advisor

Community: Westmount, Ward 2- Saskatoon Centre - Saskatoon West

Contact info: linklaterv@spsd.sk.ca

What are your plans to address the challenges around class complexity in your school division?

Research, ask Community, see who else has the same problem.

It's like a biker using the road, yet no insurance, no license, potential to not abide by the law, yet wants smoother roads, controlled maximum on speed zones. The vehicle owner, has to pay for license, insurance, and abide by the law of the roads, and complain about the same thing, as well as taxpayers who don't have a vehicle, but bike/ walk and Uber I think all should be listened to, but the ones that pay the "tax" and the other doesn't. Bottom line that's all of our Children walking beside the road!

How will you ensure teachers in your school division have the resources they need to support students in the classroom? Not an official teacher, yet I still listen to the Elders, Parents, community members, 10 years of reconciliation, I would ask our leaders what have you done via your organization, and what have you done individually?

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Community Members;Students;Parents;Elders and Knowledge Keepers;Director of Education;School Community Council;Teachers;Business Leaders;Ministry of Education;Other;

If you placed "Other" above last place - please describe below.

Instinct;)

What do you think are the top 3 priorities for improving the quality of education in your school division? Student Mental Health;Classroom Violence;Classroom Resources;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Not sure**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Not sure**

Investing in public education furthers the development of a just and democratic society: **Agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Agree

Is there anything else you would like to add?

Who is your highest ranked Indigenous leader, who is your highest ranked Métis leader, who is your highest ranking new Canadian?

School Division: St. Paul's RCSSD (Greater Saskatoon Catholic)
Name: Debbie Miket **Occupation:** Self Employed/Retired Teacher
Community: Saskatoon Ward 5
Contact info: 306-229-6803
Facebook Deborah Miket
miketdeborah@gmail.com

What are your plans to address the challenges around class complexity in your school division? I taught for many years at the elementary level. A class of 20 students with 5 boys who had many difficulties was way worse than 30 students who were interested in learning. School Principals need to be actively involved to help teachers with special needs students. There needed to be an additional classroom for all of those boys in grade five who refused to participate in the class activities. One of the boys was violent towards the intern, me and the other students. Thankfully, we went online in 2020, and he couldn't attack us anymore. Fewer students in the classroom is important so the teacher can help each student.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? There seem to be more students who have difficulties in the classroom. School principals need to know about their students and with teachers develop plans to help these students. Careful analysis of the students in the classroom should be the first step to determine the supports that are required. Class size should be reduced when there are students with special needs.

As a school board member, from whom would you seek advice or input in weighing key decisions?
[Rank the following options] Elders and Knowledge Keepers; Teachers; Parents; Director of Education; Community Members; School Community Council; Ministry of Education; Students; Business Leaders; Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Class Size; Classroom Violence; Classroom Resources;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**
A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...**Strongly agree**
All students have a right to see their realities and family situations positively reflected in curricula and learning resources: **Strongly agree**

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: **Strongly agree**

Is there anything else you would like to add?

I taught for many decades and my students and their parents were for the most part supportive. The students who were not interested in participating needed help and there wasn't much support. Each

school needs to determine, which children need help and provide extra support. Meeting these needs is a complex situation.

School Division: Saskatoon SD

Name: Jennifer Scherman **Occupation:** Healthcare Technology Entrepreneur

Community: Ward 5

Contact info: I'd love to hear from you!

Please email me at: JenSchermanForWard5Trustee@gmail.com

Or call/text me at: (306) 491-1477

Or check out my campaign website at: JenniferScherman.wixsite.com/Jennifer-Scherman-fo

What are your plans to address the challenges around class complexity in your school division? All paths to genuinely addressing class complexity require increased funding.

Class complexity has many causes & many solutions. In some cases we need to increase the available spaces for students in the specialized programs where they will be best supported (i.e. Functional Life Skills), in others it's a matter of increasing the general classroom supports (i.e. more EAs, increased access to reading or EAL specialists, etc.) and in some cases it's a matter of increasing access to screening processes and professionals (i.e. EdPsych) so that the student needs to be met can be fully understood in the first place.

This problem is an even greater challenge for our school division (Saskatoon Public) given the erroneous assumption within our provincial funding formulas that the proportion of students with intensive needs is consistent across each and every school division. As the largest division in the province, which includes John Dolan School, and within the city home to the provincial children's hospital and the vast majority of our province's specialized pediatric health professionals, this leads to significant underfunding of our students and our schools. Even when our school division invests everything it can in classroom supports and programming, it still falls short, and leaves little remaining to meet any of our other priorities of providing safe, well-resourced learning environments for all of our students.

My biggest fear is that any potential "resolution" of the issue that involves only policy changes (such as quotas or ratios), without providing the additional funding required, will only create more problems. Inadequate funding to truly address classroom complexity will result in more "robbing Peter to pay Paul," where divisions are forced to cut from other areas that would negatively impact students and staff. After the last 7 years of cuts and "survival mode" management, any such cuts are likely to have serious consequences.

We need to secure adequate funding, and then we need to make sure that we:

- always have enough room for students in the specialized classrooms they need
- reduce class sizes, particularly in those classrooms with larger numbers of higher-needs students
- increase access for classroom teachers and students to Educational Assistants, Reading Specialists, EAL programming, other specialized Resource Teachers, Teacher Librarians and Technologies for Learning
- increase classroom teachers' access to the targeted Professional Development they feel they need most to meet (appropriate levels of) class/student needs
- increase access to early universal screening, Educational Psychologists and Speech Language Pathologists so that students needing support get it early and at a sufficient level to prevent more significant needs later. (Increased use of available evidence-based universal screening tools would help to avoid delays when specialist availability/recruitment is problematic.)

As a school board trustee, I would first confirm that we truly understand the level of funding that is required to achieve the above, then advocate for it, and finally put clear accountability measures in place within the division to monitor progress and impact towards reducing classroom complexity and improving student outcomes.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? We often hear the argument that "no two schools are the same," which I genuinely believe to be true. Unfortunately, this statement is sometimes used as an excuse to pass the buck and not address ANY school's particular needs effectively. However, the alternative is often to roll-out costly division-wide programs that help some, but miss the mark for others.

I believe that our school board requires more granular information on the challenges, successes and needs of each individual school within the division. We discuss individual communities' needs when it comes to capital (i.e. building new schools), but when it comes to classroom- and school-level challenges, learning outcomes and resources, we seem too often to only discuss division-wide, which can hide the greatest needs in different areas.

My vision is that the school board would, over time, be able to track important metrics such as teacher retention, school violence, class sizes, student needs, class complexity, academic outcomes & universal screening results at a school-by-school level. This would enable targeted investment in the resources that are needed most by each individual school, while also giving the board the visibility to track trends over time, and ensure that the investments made are achieving the intended results.

This is the type of accountability a school board is responsible to provide, and I believe it would result in more impactful targeted investments in the resources each and every classroom needs most, with the granular oversight needed to ensure that the investments are leading to meaningful results for students and classrooms.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Director of Education; Teachers; Parents; Elders and Knowledge Keepers; School Community Council; Ministry of Education; Students; Community Members; Business Leaders; Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Class Size; Increased Budgets; Specialist Supports;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**
A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set... **Strongly agree**

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

Regarding my response to #9 (Who to seek advice from):

Teachers rank high on my list from whom to seek advice and weigh input when making decisions, because they are on the front lines of our system and know best what is needed, what is working, and what isn't.

I understand that as a school board trustee, my first "go-to" for teacher input would always be the Director, who would collect the input from the Superintendents, who collects that input from school Principals/Vice Principals, who collects it from the classroom teachers. I would of course follow this necessary and usually most effective "chain of command."

That said, as a school board trustee, it is always my role to hold division leadership accountable for the smooth functioning of this flow of communication, ensuring that the input of the front-line teaching staff is well-represented at decision-making tables. I would do this by asking the right questions and watching for blindspots when teacher input is presented at the board table.

In my other leadership experiences outside of education, this is why leaders frequently "walk the floor" and speak directly to front-line staff. It allows them to ensure that what they hear at the board room table is a representative echo of the reality on the ground. This would be the approach I would take as a trustee.

Regarding my response to #11 (Top 3 Priorities):

Class Size and Specialist Supports are my top two priorities, because adequate focus on these two priorities can help to address so many of the other issues listed (i.e. Classroom Violence, Student Mental Health, etc.)

The third priority is Increased Budgets, because it is required to effectively address Class Size and Specialist Supports. While there may still be minor efficiencies to be found within Saskatoon Public School Division finances, no meaningful impact on reducing Class Sizes, reducing Class Complexity and increasing Specialist Supports can be achieved without Increased Budget. It is not a game of reshuffling the deck yet another time, increased division budgets are required to get the additional people in the building to meet our student needs.

Regarding my response to #12 (Standardized Testing vs Universal Screening):

While I don't believe additional standardized testing (particularly as a summative assessment) is required, I truly believe that increased UNIVERSAL SCREENING is a necessity, eventually.

I believe that our schools have become used to "making do" without many of the specialized supports they need, for example adequate levels of EAs, reading specialists, ESL specialists and resource teachers. In our current environment, there is little to no point in providing much universal screening, as there are limited interventions our teaching staff can realistically provide our students access to.

We first need the funding required to rebuild trust and invest adequately once again in supports for learning. If this happens, we can change this mentality, and move beyond our "making do" environments. First we must put in place the type of programming and supports that we need to support children with learning disabilities more effectively, for example, or to provide longitudinal interagency case management for students at-risk for violent behavior. Once we have achieved this goal, increased universal screening will help teachers to identify sooner which students will benefit most from access to these resources. We could then finally be able to move from firefighting to prevention.

This is unfortunately a longer-term priority. The cart can't come before the horse. First step is to ensure we are investing sufficiently in education.

School Division: Saskatoon SD

Name: Kirk Jones **Occupation:** Retired Teacher

Community: Saskatoon

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<https://www.facebook.com/kirk.jones.716>

What are your plans to address the challenges around class complexity in your school division? 1.

Increase number of educational assistants. There are classrooms with multiple students designated for 1 on 1 EA support, with only one, even only a half time EA. This is not sustainable and only increases long term needs for the student and school.

2. Place a priority on complexity when deciding on class size and class sections (in Saskatoon High Schools), at present the complexity issues are often addressed after classes and schedules have been assigned, an often impossible task for teachers and school based administrators.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? We need to ensure maximum efficiency of spending to get money into the schools and into the classrooms. We need to highlight the incredible work done by our schools and teachers, but make clear to the provincial government current funding levels are not adequate.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Teachers;Parents;Students;Other;Elders and Knowledge Keepers;Director of Education;Community Members;School Community Council;Business Leaders;Ministry of Education;

If you placed "Other" above last place - please describe below.

School uniqueness. Each school is different, and the students staff and parents of particular schools can help a trustee what makes that school different from others, and how best to help that school.

What do you think are the top 3 priorities for improving the quality of education in your school division? Class Size;Increased Budgets;Teacher Wellness;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

Health care and public education are the pillars of Canadian society. Both areas are under assault and both need to be protected. Canada routinely places highly on international assessments of education.

Considering our multiculturalism, diversity, and inconsistent funding, and proximity to the poor performing USA school system, Canada's education system has been exemplary. But, at this time Canadian education

is under assault and often derided. Schools and teachers are asked to do more and more, with less each year. Trustees need to be people that understand these issues and support public education.

School Division: Saskatoon SD

Name: Gretchen Peterson **Occupation:** Lutheran clergy

Community: Saskatoon

Contact info: gretchenfortrustee6@gmail.com

IG: gretchenfortrustee

FB: <https://www.facebook.com/profile.php?id=61565566072276>

<https://gretchenpeterson.ca/>

What are your plans to address the challenges around class complexity in your school division? I plan to advocate for more funding from the gov't. I plan to be an active listener at SCC mtgs at my schools so I can bring those concerns to the Board. I plan to be an active participant in budget decisions. I plan to continue advocating for our students and teachers and their needs.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? For me, this is linked to Question 7. So it's the same answer for me.

I also think teachers need access to ongoing relevant professional development and support in taking care of themselves.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Students;Parents;Teachers;School Community Council;Elders and Knowledge Keepers;Community Members;Director of Education;Ministry of Education;Business Leaders;Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Specialist Supports;Increased Budgets;Student Mental Health;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Not sure**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree
All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

It was really hard to only choose 3 priorities from question 11. There are many things on that list that I will advocate for if I am elected Trustee. I strongly believe that safe classrooms need to be safe for teachers and students. I believe in advocating for a strong public education for all students.

School Division: Saskatoon SD

Name: Doug Porteous **Occupation:** Retired school teacher (30 years) - Retired manager Meewasin Valley Authority (19 years)

Community: River Heights Saskatoon

Contact info: dougporteous@shaw.ca

What are your plans to address the challenges around class complexity in your school division? Our schools are experiencing insufficient supports for learning with the increased number of students in need of specialized programs, specialized supervision, reduced funding and inflation. Since 2009, the school boards are 99% reliant on provincial decisions. The local school Boards access to local funds to address local issues is very limited because public schools are underfunded, and because there is a lack of trust in the province to do the right thing. If we believe in the importance of quality public education, the funding model has to change. Local Boards have to have the flexibility and means to address local issues.

Once actual costs for quality public education are recognized and provided, then classroom complexity issues can be addressed.

My plans are to work with an engaged Board to show the general public and government what the actual costs of quality public education are, and then with the support of the Board to take leadership in using whatever political means are available to have them implemented.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? (near same answer as 7)

Our schools are experiencing insufficient supports for learning with the increased number of students in need of specialized programs, specialized supervision, reduced funding and inflation. Since 2009, the school boards are 99% reliant on provincial decisions. The local school Boards access to local funds to address local issues is very limited because public schools are underfunded, and because there is a lack of trust in the province to do the right thing. If we believe in the importance of quality public education, the funding model has to change. Local Boards have to have the flexibility and means to address local issues.

Once actual costs for quality public education are recognized and provided, then teachers will have the resources needed to support students in the classroom.

My plans are to work on changing the funding model as per the answer above, and assure that the Director of Education and Administrators have recognized through a consultative process, the resources needed to support students and teachers and support staff in the classroom. Once those resource needs are determined, my plan is to see that the school system acquires them and makes them available to our school staffs and students.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Director of Education;Ministry of Education;Teachers;Parents;Elders and Knowledge Keepers;School Community Council;Students;Business Leaders;Community Members;Other;

If you placed "Other" above last place - please describe below.

Depending on the situation - They all have a role to play.

What do you think are the top 3 priorities for improving the quality of education in your school division? Student Mental Health;Teacher Wellness;Increased Budgets;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**

2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Not sure**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

I believe in the importance of quality public education accessible to all. I hope to improve upon what we have developed in Saskatoon since 1884.

Our Saskatoon board needs the means to address local issues. The right answers are available. I shall see that they are heard and acted upon.

School Division: Saskatoon SD

Name: Kath Stevenson **Occupation:** Consultant

Community: Nutana

Contact info: www.KathStevenson.ca

What are your plans to address the challenges around class complexity in your school division? I'd frame the issue of complexity broadly. It's about inclusion and diversity in all its forms - ensuring safety, effective learning, and meaningful social development for all. Complexity can't be reduced without isolating and marginalizing some of the most vulnerable members of our community. Complexity is here to stay and it offers opportunities (inherent in diversity) as well as challenges. We need to challenge funding formulas that are based on hypotheticals and use actual data and good analysis to predict and match needs and supports. We need to update our understanding of what constitutes complexity and test ways of quantifying the demand that different types of complexity might bring. We need to bolster the voices of lived experience with data and evidence about the benefits of effectively managing complexity through adequate resources. We need to stand up as collective boards of education, see the system as a whole, and advocate with one voice for increased resources. It's time to stand up and speak out.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? By believing the voices of teachers and students and advocating courageously

By ensuring that our next strategic plan is informed by those voices

By measuring our ability to deliver on those needs

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] School Community Council; Teachers; Students; Parents; Elders and Knowledge Keepers; Community Members; Director of Education; Ministry of Education; Business Leaders; Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Increased Budgets; Specialist Supports; School Environments and Maintenance;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Not sure**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal settings... **Strongly agree**
All students have a right to see their realities and family situations positively reflected in curricula and learning resources: **Strongly agree**

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: **Strongly agree**

Is there anything else you would like to add?

As a system we also need to face the reality of the environment we now live and learn in - extreme heat at unexpected times, wildfires, and extended viral seasons. It will take planning and resources but our kids deserve to learn in schools that don't make them sick from heat, smoke, and illness. The bonus is that if we can gradually update ventilation, filtration, and climate control, our children will do better cognitively and learn more effectively.

School Division: Saskatoon SD

Name: Lia Storey-Gamble **Occupation:** Educational Assistant

Community: Saskatoon

Contact info: You can follow me on Facebook at Lia Storey-Gamble or on Instagram at lia.storey.gamble my website is liastoreygamble.com

What are your plans to address the challenges around class complexity in your school division? As someone who has seen class complexity first hand, I know funding more EAs barely scratches the surface. We need a holistic approach which includes, decreasing class sizes, more opportunities for access to mental health services, occupational therapy, speech pathology, and educational assessments. I have a comprehensive plan to deliver these services to students that includes lobbying for increased funding and looking at alternative temporary means such as offering student health insurance that would be covered by the division to low income families. The other thing that would help aid class room complexity is ensuring that students have their basic needs met by providing food to students needing it, I want to make sure that Saskatoon classrooms are some of the first classes to be beneficiaries of the national universal lunch program.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? One of the biggest barriers to teachers' access to resources is the provincial government's lack of funding. I have been a lobbyist and will use my skills to advocate for increased funding. We also need to make sure teachers and staff feel supported in mental wellness and the bargaining room by their trustees.

As a school board member, from whom would you seek advice or input in weighing key decisions?
[Rank the following options] Students;Parents;Teachers;Other;Elders and Knowledge Keepers;School Community Council;Director of Education;Ministry of Education;Community Members;Business Leaders;
If you placed "Other" above last place - please describe below.

Support staff including educational assistants.

What do you think are the top 3 priorities for improving the quality of education in your school division? Classroom Violence;Specialist Supports;Class Size;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

For question 11, Classroom size and complexity is the most important issue, I tried to make my answer

reflect that. It is also required for school boards to have balanced budgets which is why I didn't select it. I am also running in Ward 6.

School Division: Saskatoon SD

Name: Connie Kocsis **Occupation:** Strategic Business Advisor

Community: Greystone Heights

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What are your plans to address the challenges around class complexity in your school division?

Properly funding EA's/para educators, counsellors and school psychologists; perhaps investment in technology to be able to assist with a variety of learning

How will you ensure teachers in your school division have the resources they need to support students in the classroom? Current resources need to be directed where they are needed the most and assess how to resources that are aligned with the greatest need, ensure contracts come in on budget or underbudget.

Prioritize teachers not using their own resources to fund their classrooms.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Community Members;Parents;Students;Teachers;School Community Council;Elders and Knowledge Keepers;Director of Education;Ministry of Education;Business Leaders;Other;

If you placed "Other" above last place - please describe below.

What do you think are the top 3 priorities for improving the quality of education in your school division? Specialist Supports;Teacher Recruitment;Student Mental Health;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Not sure**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

School Division: Saskatoon SD

Name: Anne-Marie Rollo **Occupation:** Education Curriculum Specialist, University of Saskatchewan

Community: Saskatoon

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Move to Grow : <https://www.facebook.com/watch/?v=350049262313397>

TedX: https://youtu.be/AtWHC2_dpG4?si=p13ii70ka6mH6Muy

What are your plans to address the challenges around class complexity in your school division?

Teachers enter the profession with a deep passion for educating students. However, they are increasingly overwhelmed by large class sizes, complex student needs, and insufficient resources. Teachers are being asked to juggle behavioral challenges, mental health issues, and other gaps in support services, which detracts from their primary role: teaching. Currently, the provincial funding formula does not adequately address the realities of urban classrooms, which face growing enrollment and increasingly complex needs. With Saskatchewan experiencing significant population growth, classrooms are becoming more diverse, and students require a wider range of supports. However, the current funding model has not kept pace with these changes, creating gaps that impact both students and staff.

As a trustee, I will address these challenges through the following strategies:

1. Advocate for a Sustainable Funding Formula:

The funding model must reflect the evolving needs of urban schools, which often require additional resources to address classroom complexity. I will push for a review and revision of the funding formula to ensure it reflects the realities of growing enrollment and complex student needs. Predictable, multi-year funding allows for better long-term planning and resource allocation that benefits students, staff, and communities.

2. Smaller Class Sizes:

Smaller class sizes lead to better academic outcomes and greater student engagement. Reducing class sizes allows teachers to provide individualized instruction and meaningful feedback, fostering deeper learning. I will advocate for class size limits, particularly in schools with the highest complexity, ensuring that students receive the attention they need to succeed.

3. Integrate Essential Services:

For decades, our education system has embraced the importance of inclusivity, recognizing that every student deserves the opportunity to succeed in a supportive environment. However, the balance needed to implement this model effectively is not currently in place. Since the late 1990s, when we first began to adopt an inclusive education framework, the resources for our schools have not kept pace. If we truly value inclusion in our public education system, we must provide schools that are equipped to support this model. This includes both specialized programs and embedding necessary health services such as mental health professionals, registered counselors, SLP, OT, Elders, nurses and specialized educators - within schools. By doing so, we can alleviate some of the pressure on teachers, allowing them to dedicate their time and energy to instruction, while children get the additional support they need.

4. Ensure Targeted Resource Allocation

My close connection to teachers, staff, and administrators gives me insight into the areas where resources are needed most. I will prioritize investments in reducing class sizes, enhancing professional development, and deploying specialists where they are most needed.

5. Collaborative Relationships

Education succeeds when everyone works together. I will foster open communication with teachers, parents, administrators, and community organizations to ensure decisions reflect the realities of schools. Collaborating with health services, Elders, and other partners will help us build a well-rounded, evidence-based system that supports all students.

With over 15 years of experience as a teacher, consultant, and administrator in Saskatoon Public Schools, I have firsthand knowledge of how classroom complexity affects educators. My experience equips me to ask the right questions at the board level, ensuring that decisions benefit both students and staff. By advocating for a revised funding model and building a more supportive system, I will ensure that teachers can focus on quality instruction.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? To ensure teachers in our division have the resources they need to support students effectively, I will champion a data-driven, student-centered approach to resource allocation. This begins with advocating for sustainable, predictable funding—an essential foundation for long-term success. Short-term solutions erode the quality of education, and we need a renewed commitment to stable investments that foster both student achievement and community pride.

1. Prioritizing Resources

When making budget decisions, it is crucial to prioritize and value the specialized resources that significantly impact our schools, such as educational assistants, resource teachers, support staff, specialized teachers and EAL teachers. These professionals are the backbone of quality education and play a critical role in ensuring that every student has the opportunity to succeed. It is essential to halt cuts to these vital programs and preserve what works as we move forward.

2. Adequate Funding for Classrooms

Just as a surgeon relies on the right tools to perform their job effectively, teachers need access to high-quality curriculum materials and support to engage students and enhance learning outcomes. As educational practices have evolved over the years, so too have the materials available to teachers; to ensure they are at their best, we must provide them with research-driven resources that reflect the latest advancements in pedagogy.

3. Specialized Supports in Schools

Teachers are often stretched thin trying to meet the diverse needs of their students without adequate support. I will advocate for embedding specialists, such as mental health counselors, social workers, and speech therapists, directly into schools. These professionals provide real-time support for students' emotional, behavioral, and academic needs, helping to alleviate the burden on teachers and create a more effective learning environment.

4. Ongoing Professional Development

Teachers' professional growth is critical to student success. I will advocate for continuous, research-based professional development that equips teachers with up-to-date methods and strategies to enhance their effectiveness in the classroom. Investing in teachers' skills ensures they can meet the diverse needs of their students.

With over a decade of experience in education, I have witnessed firsthand how classroom complexities can strain both students and teachers. My background equips me to advocate for targeted resources that reduce class sizes, expand professional development, and provide timely interventions for students who need them most. As trustee, I will focus on prioritizing and strengthening our existing resources while driving long-term, sustainable investments. By ensuring that teachers and students have the tangible support they need - ranging from curriculum materials to technological tools - we can preserve what works and enhance the quality of education across our division.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Teachers;Parents;Students;School Community Council;Other;Elders and Knowledge Keepers;Director of Education;Community Members;Ministry of Education;Business Leaders;
If you placed "Other" above last place - please describe below.

Essential Services: mental health professionals, SLP, OT, registered social workers and counsellors, nurses, etc. *IMPORTANT Note: I struggle with this question. See question #14 for details.

What do you think are the top 3 priorities for improving the quality of education in your school division? Class Size;Increased Budgets;Specialist Supports;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**
A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...**Strongly agree**

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: **Strongly agree**

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: **Strongly agree**

Is there anything else you would like to add?

Important Note: I struggle with the ranking question (#9) in this survey. While the question aims to capture how various critical groups influence key decisions, the lack of specific context makes it difficult to provide an accurate response. The reality of decision-making in education is that the importance of different voices fluctuates depending on the nature of the decision being addressed - whether it's about advocating for services, improving academic outcomes, policy development, or resource allocation, etc. Asking respondents to rank these groups in a static order oversimplifies the complexity of how I would weigh various inputs in different scenarios. I express my thoughts on this matter because I approach decision-making with careful, strategic consideration.

Public education exists to serve all students, and if we lose sight of this mission, we risk undermining the very foundation of our society.

As a mom, I want nothing but the best for my children's future, and teachers share this as fellow parents. I want to be in the loop about what's happening in my children's schools because open communication and

genuine engagement between families and educators are essential. I too have questions and concerns about things. It is essential that parents and caregivers engage in discussions about their children's education.

Ward 8 is home to several outstanding Saskatoon Public Schools, and I am dedicated to ensuring that I am present and actively advocating for their continued success. My attention will also be focused on the Brighton and Holmwood community, which currently lack access to a school within their own neighborhood. It is essential that we prioritize the timeline of this new school so it serves the needs of its residents, and with my assistance as trustee, can also showcase the best in academic achievement. I am committed to securing the necessary resources to ensure that all schools in our ward provide a high-quality educational experience for every child.

Please reach out if you have any questions. Feedback is always appreciated.

School Division: Saskatoon SD

Name: Robin Bellamy **Occupation:** Self-Employed

Community: Saskatoon

Contact info: Robin Bellamy r.bellamy@caldaj.ca, 306-230-0045

Facebook page: https://youtu.be/aXKK_NtsK-g

Healing Hearts: Journey to Reconciliation link: reel <https://adilo.bigcommand.com/watch/8DJgMUtl>

What are your plans to address the challenges around class complexity in your school division?

Several years ago I had the opportunity as a school trustee on the Saskatoon Public School Board to support the request from the administration of the day and placed a maximum number of students in classrooms from K-Grade 3. That was then, not like today. Today we are short of classroom space, more behavioral issues, learning disabilities and of course many more language barriers.

As a trustee my goal would be to be a strong voice in pushing for school divisions as well as the government to bring together members of the teaching profession, professional members from the health field and other professionals in creating a clear goal in dealing with class complexity. A joint committee much like what they apparently have in Prince Edward Island.

I believe with an open mind, and a willingness to listen and search for improvements that we can see a more positive classroom atmosphere for learning. Trying to plug holes isn't working we need a clear vision what we want the classroom to look like and then a plan to move towards that. We need an environment to allow teachers to teach.

How will you ensure teachers in your school division have the resources they need to support students in the classroom?

I recognize the importance of supporting our teachers to ensure their effectiveness in the classroom. One key area is professional development, where we must continue to offer ongoing training and workshops focused on the latest teaching strategies, technology integration, and classroom management. Additionally, continue to support the great work teachers are doing through collaborating with their peers and other professionals.

Moreover, hiring qualified support staff such as health professionals and EA's. To gain more funding we need to find more ways to bring our divisional concerns to the government and at the same time continue to build more community partnerships with local businesses and organizations to secure donations or sponsorships. This is very possible with the right plan. One way is to take the classroom environment to the government and local businesses.

Most importantly, for major change to occur, I believe we must establish opportunities for trustees to see and hear what is happening in the classroom today. With the support of administration and school staff, trustees should be invited to observe classrooms at various times throughout the year, ensuring that this type of observation is welcomed by participating teachers. To make informed decisions at the Board table, it's essential to understand that many of us learn best from direct observation rather than just from words on paper. Experiencing firsthand what teachers and staff encounter every day will provide valuable insights into their challenges and successes. This comprehensive approach will not only enhance our understanding but also ensure that our educators are well-supported in their efforts.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Director of Education;Other;Teachers;School Community

Council;Parents;Ministry of Education;Students;Business Leaders;Community Members;Elders and Knowledge Keepers;

If you placed "Other" above last place - please describe below.

The Director of Education is accountable to the Board and is responsible for ensuring that all necessary information reaches the Board of Trustees. Given this role, it is unclear how significant input could come from outside the Director's office and administration. However, as a trustee, having the opportunity to visit a few classrooms and possibly attend a staff meeting or two would greatly help me understand the needs in the classroom. I recognize that staff may feel hesitant to share their thoughts and suggestions directly with trustees and administration may view this as a way to undermine their work. Because of these possible concerns I would be glad to hear from committees composed of teachers, administrators, other school staff, and school council members, as this would facilitate open communication and provide valuable insights into the needs of our schools.

What do you think are the top 3 priorities for improving the quality of education in your school division? Teacher Wellness;Specialist Supports;The difficult part in choosing is that one plays heavily on the next possible choice. I strongly believe that we need more schools which then could play a role in smaller classroom sizes which would also increase the budget and then with smaller classrooms I would assume that classroom violence would lessen. ;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Not sure**
4. Increased standardized testing: **No**
5. Privatization of education: **Not sure**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree
All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

I support the teaching of sexual health education to a point but this did not clarify to me what that means. Are you speaking about the present curriculum or a broader understanding of that.

School Division: Saskatoon SD

Name: Kevin Schmidt **Occupation:** Content Curator

Community: Saskatoon

Contact info: email - kevin.schmidt.publiceducation@gmail.com

website - electkevinschmidt.ca

Facebook - Kevin Schmidt

What are your plans to address the challenges around class complexity in your school division? My plans to address challenges around classroom complexity involve school board advocacy for adequate education funding, including engagement and collaboration with education stakeholders to drive change that will address these challenges.

The funding of education should start with ensuring that all collected education taxes be put directly into education. The Government of Saskatchewan must be held accountable for providing adequate education funding. I would strongly advocate for trustees and the Saskatchewan School Boards Association to use their collective voice to demand that the amount of education taxes collected be made transparent, so taxpayers know the taxes they remit for education are spent on education.

Classrooms are very complex interpersonal environments and the needs vary from class to class, school to school, and community to community. To create plans to address and manage classroom complexity requires gathering information from stakeholders such as teachers, school-based administrators, educational assistants, counsellors and parents. Creative, flexible solutions can be found when the complex challenges are understood and there is a collective will to change for the good of all.

My plans will require communicating and collaborating with other trustees to create a recognition that school boards must advocate more strongly for adequate funding. It is the duty of trustees to act in the best interests of those who have bestowed their trust and it is in the best interests of all education stakeholders to overcome the challenges of classroom complexity.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? School divisions must receive sufficient funding from the provincial government in order to provide teachers with the resources they need. My role as a trustee will be to work collaboratively with all trustees to bring forth an amplified voice for proper education funding to ensure teachers can access the necessary resources to allow their students to thrive.

As a school board member, from whom would you seek advice or input in weighing key decisions?
[Rank the following options] Director of Education; Teachers; Parents; Elders and Knowledge Keepers; Students; School Community Council; Ministry of Education; Other; Business Leaders; Community Members;

If you placed "Other" above last place - please describe below.

University Education professors as they have research that might assist in weighing the decision

What do you think are the top 3 priorities for improving the quality of education in your school division? Increased Budgets; Class complexity; Classroom Resources;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **No**

5. Privatization of education: **No**

6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set...Strongly agree

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: Strongly agree

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: Strongly agree

Is there anything else you would like to add?

Local collective bargaining between boards of education and their various employee groups is an important opportunity to gain understanding about the pressures faced by both groups. I feel it is a critical communication mechanism that should be utilized to it's maximum potential.

School Division: Saskatoon SD

Name: Nadine Zettl **Occupation:** Executive Director

Community: Saskatoon

Contact info: nadine4nine@gmail.com

FB: Nadine Zettl for Ward 9 Saskatoon Public School Board Trustee

What are your plans to address the challenges around class complexity in your school division? We need more space and more teachers. There's no way around that. We need EAs, who receive good training, on how to support individuals with complex behaviours. We need some sort of scale, such as that used in the disability support sector, where a student's needs and behaviours are observed and that funding be based on need. The more intensive the supports needed, the more funding that goes to that individual and the money follows the student. The funding model needs to be based on PER STUDENT funding.

How will you ensure teachers in your school division have the resources they need to support students in the classroom? Adequate and sustainable funding is imperative. We need to pressure the provincial government and partner with other school boards to pressure the province to do better for students and teachers. Best practices and evidence-based strategies that include teachers, students and parents are also part of the solution.

As a school board member, from whom would you seek advice or input in weighing key decisions?

[Rank the following options] Director of Education; Teachers; Students; School Community Council; Parents; Elders and Knowledge Keepers; Ministry of Education; Community Members; Business Leaders; Other;

If you placed "Other" above last place - please describe below.

I think it is difficult to rate in question 11 because many stakeholders should be involved.

What do you think are the top 3 priorities for improving the quality of education in your school division? Class Size; Increased Budgets; Classroom Violence;

Do you support:

1. Diversity, equity and inclusion initiatives: **Yes**
2. Treaty education: **Yes**
3. Sexual health education: **Yes**
4. Increased standardized testing: **Yes**
5. Privatization of education: **No**
6. Regular engagement with your local teachers' association: **Yes**

Investing in public education furthers the development of a just and democratic society: **Strongly agree**

A fully funded education system is a shared responsibility and benefits all members of society: **Strongly agree**

Achieving equity requires a shared commitment to the removal of systemic barriers that prevent students, teachers and others from achieving their full potential in all educational and societal set... **Strongly agree**

All students have a right to see their realities and family situations positively reflected in curricula and learning resources: **Strongly agree**

An inclusive learning environment actualizes the Truth and Reconciliation Commission of Canada's Calls to Action: **Strongly agree**

Is there anything else you would like to add?

Question 11 is difficult to just pick 3 because many of the issues are interrelated and are a result of chronic underfunding. Teacher wellness would be improved if classroom violence was eliminated (we have mission zero for health and safety of workers - I don't know how or why classroom size, composition and violence isn't being addressed as an occupational health and safety issue.