

My hope is that you're willing to answer these questions, and allow your responses to be published in a public way, whether you are incumbent, acclaimed, or campaigning. When published, I will add no editorial comment to the pages upon which they are published, and I will let you know where you can find your responses published, as well. If, once posted, you realize you wish to edit something, I'd be happy to update your responses with your edits. It's important to me that I accurately represent your voice in how you choose to respond to these questions.

1. A significant issue brought up during the strike is class size and complexity. How do you see your potential role as a trustee addressing that issue?

For this question, I am going to rely on the document titled, [CASS RESEARCH REPORT | SEPTEMBER 2023 CLASSROOM COMPLEXITY GRANT: SUPPORTING AND STRENGTHENING THE STRATEGIC PURPOSE](#) The College of Superintendents have defined classroom complexity and had opportunity to analyze the hundreds of factors contributing to complexity in the classroom. CASS listed the most frequently mentioned factor as well as the least. In addition, participants in the CASS survey were asked to identify the top 3 factors they expect to impact classroom complexity as they move into the 2023-2024 year. Participants were then asked what current strategies are in place to address classroom complexity and these strategies can be categorized as related to: (i) Systemic learning and programming; (ii) Personnel and Resources. This year, the [Funding Manual for School Authorities 2025/26](#) reports a 20% increase in the Classroom Complexity grant under a new AEM "Adjusted Enrollment Method" funding model. The Government of Alberta reports to invest \$186 million in 2025/26 school year to support enrolment growth. Education (property) Taxes will increase which will earn the approximately \$600 million for 2025-26. Respectfully, the funding does not allow Divisional Authorities to address classroom complexity. We have the map. We need the funding. We need only look to our own Divisional Budget for 2025-2026 to example the impossible choices that School Boards are facing.

Christ the Redeemer's budget for 2025-26 is running a \$1.235 Million dollar deficit. The decision was made to invest in smaller classrooms while reducing some of those class-complexity factors as identified by stakeholders in the CASS research report. How do I see my potential role as a trustee addressing that issue? While I am not warm to the decision to approve a deficit budget, largely because it's not sustainable, I can shift my thinking by looking at the expenditures as an investment and CTR's Return on Investment will include a model of governance that prioritises reducing classroom size and addressing those complexities to hopefully result in a Standard of Excellence that we can example to the Minister of Education in advocacy for adequate funding. As a board, we need to demonstrate, by example, the fruits of increasing funding for classroom complexity grants

by illustrating the full potential of how learning is impacted with smaller class sizes which fosters global teacher and student wellness.

2. Alberta spends the least per student of any Canadian jurisdiction on public education. As someone running to represent a region in a publicly-funded school jurisdiction, do you believe this funding is appropriate? What funding choices will you advocate for to support public education?

In addition to my submission under Question 1, I am amenable to returning to a fee schedule for instructional materials in K -6. In Catholic Education, we believe parents are a child's primary educator. I am open to investments that would expand on parent engagement and parent contributions that could assist in those complexities identified where family, home, community and health supports work as an integrated team.

3. A great many initiatives have targeted education recently, including book bans, names of 2SLGBTQIA+ youth in schools, females in sport, and alternative pathways to teacher certification. How do you view these initiatives as supportive or unsupportive of student learning in a strong public education system?

Book bans – “A Book ban” is not an “Alberta Education” initiative. The “Book Ban” is the initiative of the UCP Government, under the authority of the Minister of Education by way of “Ministerial Order - M.O. ” This is a critical distinction. There is no public office or public servant employed under the Ministry of Alberta Education that deals specifically with book bans. Alternatively, the M.O. directs school authorities to ensure “explicit sexual content” is removed from school libraries. The Criminal Code of Canada expressly provides for the legal definition of sexually explicit materials: R.S.A. 1985, c. C-46, s. 171.1(5) - (Reference: <https://laws-lois.justice.gc.ca/eng/acts/c-46/section-171.1.html>). By that standard, there are no contraventions in existence at Christ the Redeemer and most school authorities in the province I would humbly assert. This said, School Authorities have competent librarians and staff working in their learning commons. Further, parents have very strong rights afforded to them under School Council regulation, if and when a controversial publication is of concern and that concern is brought through the appropriate, legislated channels of school council.

I am aligned with Margarot Atwood’s comments in response to the Premier and the Minister of Education’s determination to keep this dumpster fire burning though I thought this esteemed Canadian author could have provided more adjectives to describe the Crown’s

politicalized stunt. Dumpster fires have no place in supportive learning throughout our public education system.

Females in sport – I presume this question relates to the recent enactments, The [Fairness and Safety in Sport Act](#) and [Regulation](#), coming into force on September 1, 2025. (Formally Bill 29). I can see no probative value to support student learning, but I can identify foreseeable charter challenges forthcoming not to mention the divisiveness it will continue to bring within school communities, which, incidentally, runs contrary to the Education Act's provision that me must ensure a safe, welcoming, respectful school and school authority. It will be interesting for the Courts to determine which statute shall prevail. In the interim, Chapter F-2.5, s. 1(a)(i),(2)(a),3, and 4 are relevant to a Trustee's responsibility to create policy in accordance with the statutes. I will participate proactively in bringing forth sound policy suggestions if elected as your trustee. If not, I will participate as a parent through the mechanism of school council regulation.

Names of 2SLGBTQIA+ youth in schools – I respectfully submit, I did not support Minister Eggan's GSA nondisclosure provision to parents. Though the Honorable Minister was well intentioned to safeguard the rights and safety of our LGBTQIA+2S students, in that day, there no exemptions provided such as disclosure for a parent of a severely disabled child who does not have sufficient capacity to make certain decisions. In this government era of 2024 -2025, the Alberta legislation on transgender youth, the use of pronouns and sex education is untenable. Whenever legislation is created to disproportionately serve a group while disparaging another, we will find ourselves in charter infringement territory. I rely on the Courts to bring clarity to concerns as charter challenges will continue to come forward. I look to the Diocese for truth and to reconcile because at the end of the day, we do not want to bring harm to any educator or student in our schools.

Alternate Pathways to teacher Education: Good Example #1: I support the originating intent and program requirements under The Bridge to Teacher Certification Program. Intent: enable school boards to access funding to authorize interim employment for trad journey-certified tradespeople and eligible health care professionals people working in the classroom while that individual completes their post secondary degree and meets the requirements of Teaching Quality Standard (TQS) to be registered as a Teacher in Alberta. hiring journey-certified tradespeople and eligible health care professionals/information technologies to teach Career and Technology Studies – The intent of this program was for

education stakeholders to collaborate to increase “specialty” teachers in the field. **Good Example #2** I am open to the Federal program, Pathways to Teach Canada Consortium (official launch November 2024). This program supports internationally educated certified teachers by providing a single point of entry for international teachers to apply and certify in partner provinces (which Alberta is not) and streamlines processes for fair, timely, provincial certification. The program is rigorous in its jurisprudence, and one unintended favorable consequence is there are now certified teachers who can readily support some ESL learners which, in turn, can support classroom complexity.

Alternative Pathways to teacher Education: Bad Example: The Minister of Education, and Child Care, the Honorable Demetrios Nicolaides received his [mandate letter](#) on September 22, 2025, from the Honorable Premier. Notwithstanding the incongruent nature of pairing childcare and education together under one Ministry, Premier Smith directed Alberta’s Education Minister to create an “abbreviated” teacher training program:

Implement an abbreviated process for those with a university degree, diploma or trade certifications in relevant fields to become certified teachers without the need of earning a full teaching degree.

Certifying teachers under this mandate would presumably fall under the authority of AR 123/2022 Certification of Teachers and Teacher Regulation and AR 124/2022 Professional Conduct and Competency For Teachers and Teachers Leaders Regulation. What is not well understood is that when a complaint is brought against a Teacher, you are actually bringing the complaint against the Minister who issued the Teacher’s Certificate and so the complaint process involves the Minister defending the decision to issue the Teacher’s Certificate and in this quasi-judicial process, it is one of the few legal areas that do not permit the complainant to participate in the proceedings. Where am I going with this? Once a teacher is fast tracked and issued a certification without an Education degree, an appeal of this decision is near impossible. Don’t take my word for it, ask the Registrar. The intent of this Regulation is to protect Alberta Education, our TEACHERS, and the integrity of the teacher certification process. I strenuously oppose any alternative pathway to teacher certification that serves to undermine the teaching profession and/or impugn the jurisprudence of the teacher certification process. I am not supportive of this alternative in our publicly funded education. Is there middle ground? (ie Registered Nurse – Licensed Practical Nurse ie; Certified Teacher – Licensed Practical Teacher)

4. Open forum - the strike is obviously top of mind. Are there any thoughts you would like to share that may be connected to the strike?

With respect to funding, the current government had mindful intent to stop counting classroom size numbers commencing in 2019. Sweeping changes took place with respect to reducing Program Unit Funding (PUF) and disbanding Regional Collaborative Service Delivery services throughout the province that once provided intense, wrap around services between school, health and social services.

It is my understanding, though not confirmed, that FSCD applications are taking two years to be processed.

It is my understanding, though not confirmed, that early diagnosis' children are experiencing delays and inaccessible barriers.

Experts have long advised the Government of Alberta that early intervention supports involving parent, school, health and community resources is the key to entering grade one with minimal complexity or complexities with established supports that do not require a teacher to manage. We took something that was working and completely defunded it and annihilated services and the UCP government knew this was the path because this is why it was decided at our policy meeting that we need to stop counting class sizes.

Please also share with me the preferred method of contact you would like advertised (if you want it advertised), so that if others have any clarifications they would like to seek, they know how best to contact you.

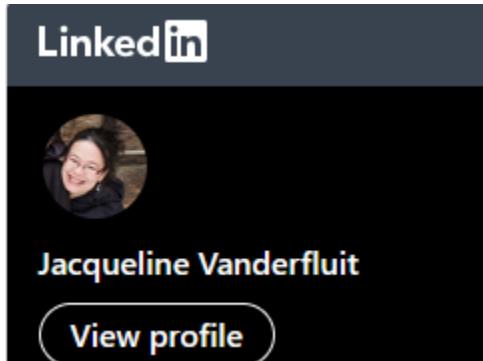
My website is <https://jacquivanderfluit.ca>

My email is: jacqui@jacquivanderfluit.ca

I can be reached by text: 403-625-8807 day or night

#RedForEd #ILoveCatholicEd

YouTube Page: <https://youtube.com/shorts/2jOnEooYIBc?si=FjmHkR63mYwW632j>



A screenshot of a LinkedIn profile for Jacqueline Vanderfluit. The profile picture shows a woman with glasses and dark hair. The name 'Jacqueline Vanderfluit' is displayed in blue text, and a 'View profile' button is in a white button with a black border.

<https://www.linkedin.com/in/jacqueline-vanderfluit-6ba723146/>

Thank you for allowing me the opportunity to respond to your questions. Please feel free to reach out to me at any time.

In service,

Jacqui Vanderfluit

Once again, thank you for putting your name forward.

Yours for students,

Joel Windsor