



FMPSD Trustee Q&A

As a non-partisan organization we present all responses neutrally and do not rank or endorse any candidate. As a non-partisan organization we are required to offer the same level of support and engagement to all candidates, there were requests from some candidates to meet and discuss our issues/questions, due to the enormous slate of candidates we did not have capacity to take on that level of engagement. Candidates on this document are in alphabetical order, our posts on social media are made in the order that they were received. We will note candidates who we have not received a response from, it is possible that our questions ended up in their junk email, or they may have chosen not to respond. We are presenting the information as neutrally and accurately as we can to ensure voters have a fair representation of our interactions with candidates. We are committed to working with whoever gets elected to advocate for the best interests of 2SLGBTQ+ people in Wood Buffalo.

1. What can be done to help 2SLGBTQ+ students and families feel welcome in FMPSD schools?

Angela Adams

FMPSD has a proud legacy as the first school board in Alberta to implement protections for 2SLGBTQ+ students and families, through the adoption of Policy 19: Sexual Orientation and Gender Identity. As a trustee, I continue to support the implementation and strengthening of that policy.

Policy 19 mandates that students and families “are to be respected, accepted and fully supported in every school.” It requires all schools to appoint a safe contact, support GSAs/QSAs, and ensure inclusive and respectful learning environments.

To further build on this, I support:

- Enhanced professional development for all staff on gender diversity and anti-discrimination,
- Ensuring schools visibly signal their commitment to inclusion (e.g. pride symbols, affirming language),
- Expanding access to school-based mental health supports for students navigating identity questions or family rejection.

Welcoming 2SLGBTQ+ students and families is not just policy—it’s a commitment to dignity and safety.

Tiffany Bennett

Every student deserves to feel safe, seen, and supported at school, including our 2SLGBTQ+ students and their families. To make our schools truly welcoming, we need more than policies,



we need action. That means ensuring schools uphold existing protections, supporting GSAs and QSAs, and creating spaces where students can be themselves without fear. It also means ongoing staff training, open communication with families, and clear procedures that respect student dignity and identity while staying consistent with legislation and school policies. As Trustees, we have a responsibility to lead with compassion, promote inclusive practices, and ensure that all students know they belong in every part of school life. When kids feel safe and valued, they thrive, and that should always be our goal.

Pamela Bowie

Creating a safe, welcoming, and inclusive environment for 2SLGBTQ+ students and families at FMPSD requires intentional actions at all levels, from policy to classroom practices. We need to ensure there is an anti-discrimination and anti-bullying policies that explicitly protects 2SLGBTQ+ students. Along with this there needs to be staff training and awareness. Establish safe spaces and support.

Carlo Carabeo

No email listed on the municipal website.

TJ Carabeo

No response received.

Joel Cornish

Email listed on the municipal website bounced back.

Yvette Desmarais

No email listed on the municipal website.

Mohammad Shafiq Dogar

No response received.

Janice Eisenhauer

To help 2SLGBTQ+ students and families feel welcome in the school, all schools should provide rainbow spaces including an opportunity to build networks, participate in recreational activities, learn about sexual health; and harm reduction. Schools should have available to all students, information about what resources that are available in the school and in the community.

Ian Fowlow

No response received.

Bradley Friesen

No response received.



Glen Grouchy

No response received.

Todd Hillier

I believe all students should feel welcome and accepted for who they are in all schools. This starts by having open conversations and discussions at an appropriate age-level about treating people with respect and dignity regardless of their beliefs. This also includes behavioural responses for those that are mistreated by others as well as programs available for those that seek to understand.

Jennifer Kennett

I believe that schools should be safe and welcoming environments for all students and families. Respect and dignity are non-negotiable. Everyone entering a school should feel comfortable being themselves, free from fear of judgment or harm.

From my experience within the public school system, both as a student and now as a parent, I believe that supporting 2SLGBTQ+ students and families begins with genuine respect. Using students' chosen names and pronouns, and treating everyone with dignity, helps affirm their identity and sense of belonging.

Representation also matters. Schools can ensure that classroom materials, events, and visual displays reflect diversity and inclusion so that all students and families feel seen and valued. In addition, providing training for educators is essential to help them recognize bias, respond with compassion, and access appropriate resources. Ultimately, every interaction in a school should be grounded in empathy and understanding. For some students, school may be the only space where they feel truly safe, and it's our responsibility to ensure that safety is protected.

Mariia Khriachtcheva

The candidate requested a meeting to discuss the questions, no response to questions received.

Jonathan Lambert

As a Trustee, I believe schools should be places where every child feels safe, welcome, and happy to learn. Every student deserves to feel like they truly belong. That means we recognize and celebrate who they are, listen to their voices, and make sure our classrooms, activities, and school culture are inclusive for everyone. I will support ongoing training for staff in diversity and inclusion, and I will encourage open, respectful conversations between staff and families so we can build trust and understanding together. When schools are warm and welcoming, students can grow both academically and socially, without fear of being left out or treated unfairly.

Michelle Landsiedel

Every student deserves to feel safe and seen. I support strong anti-bullying measures, inclusive spaces like GSAs, staff training on respectful language and privacy, and open communication



with families. Inclusion has to be lived in daily practice. I want every student to feel safe, seen, and able to learn. That means visible inclusion in classrooms and hallways, not just slogans.

What I will support

- Clear anti-bullying rules that name 2SLGBTQ+ harassment, with fast response times and data on outcomes.
- Student-led clubs like GSAs that are enabled and encouraged, with trained staff advisors and simple start-up steps.
- Staff training on respectful language, privacy, and de-escalation, refreshed each year.
- Inclusive lessons where appropriate to the grade, and opt-out options for sex education without judgment.
- Parent education nights that explain what schools teach, what they do not teach, and how opt-outs work.

Nathalie Lefebvre

The candidate responded requesting resources, have not received a response to the questions.

Dexter Lodor

No response received.

Kayla Lushman

No email listed on the municipal website.

Chauntelle McCallum

No response received.

Alex McKenzie

No response received.

Tim O'Hara

No response received.

Janet Pardy

No response received.

Lindsey Parsons

Making 2SLGBTQ+ students and families feel welcome in our schools is really about creating spaces where everyone can just be themselves. That means having clear anti discrimination/bullying policies, ones that address 2SLGBTQ, honoring chosen names and pronouns, and keeping students' privacy sacred.

It's about weaving LGBTQ+ history and stories into what we teach, and giving kids age-appropriate lessons in inclusion, empathy, kindness, and acceptance. It's also about showing up in the community, participating in Pride events, and partnering with groups like yours



to bring teachers and students learning and connection that are actually relevant and helpful to the queer community. When we do all of this, schools become places where everyone feels seen, safe, and truly at home.

Kevin Rodgers

I believe that schools need to be a safe place that is welcoming to all. Our board policies include a mandate to foster a welcoming, caring, respectful, safe and inclusive school environment. I would continue to support existing safe space policies and look to encourage and support the expenditure of funds for GSAs and other clubs and community groups that are committed to helping our board meet our mandate. Policies promoting diversity, and fighting harassment are essential for vulnerable populations, which includes 2SLGBTQ+ students.

Jenn Ross

I have really been struggling with this question as I don't have a strong answer. I believe our schools should be a safe and welcoming space for all students. I feel that every school should be using inclusive language, forming GSA's and having age appropriate conversations around 2SLGBTQ+ issues. I know that many schools are already doing this, so as a Trustee I would actively support and advocate for those efforts to continue and grow. My role would be to listen, support and work with staff, students and families to ensure every student feels respected and valued.

Lorna Spargo

FMPSD Board of Trustees has a policy affirming our schools as safe, caring, and respectful places that value and affirm our students. We support and encourage initiatives and practices by staff to make this a reality in our schools.

Tyler Spitzer

I can say with absolute certainty however that I believe in and support inclusivity for all students. Schools must be a safe place for everyone and it cannot be an environment where students are afraid to express themselves.

Kaitlyn Steele

If I am elected I would be happy to receive any feedback from families to help make them feel more included.

Rebeka Sullivan

No email listed on the municipal website.

Harvey Tulk

No email listed on the municipal website.



- 2. The new Provincial legislation requires school authorities to notify parents when a student requests that teachers, principals and other school staff refer to them by a new preferred name or pronouns related to gender identity, and requires that parental consent be provided for any student under 16 before their gender identity-related preferred name or pronouns are used by any school staff. This may put many 2SLGBTQ+ students who are not safe or ready to be outed to their families at risk, and cause significant distress for gender diverse students if their preferred name or pronouns are not able to be used. How will you ensure 2SLGBTQ+ students are safe and respected at school?**

Angela Adams

This new legislation puts many vulnerable students at risk—particularly those who may not be safe coming out to their families. FMPSD’s Policy 19 already affirms the right of students to be addressed by their chosen name and pronouns and to express their gender identity safely in school settings.

As a trustee, I will:

- Work to align existing protections with legal requirements in ways that continue to centre student safety,
- Ensure school staff receive clear, compassionate protocols for responding to student requests and assessing risk of harm,
- Advocate for the confidentiality protections outlined in Policy 19 to be respected wherever legally permissible.

Students must never be forced into disclosure before they are ready. Our duty is to protect, affirm, and listen to them.

Tiffany Bennett

Student safety and well-being must always come first. The new legislation sets requirements for parental notification, but it also recognizes that schools must ensure supports are in place before those conversations happen.

As a Trustee, I will work to make sure our policies and practices are clear, compassionate, and consistent with legislation while prioritizing student safety and dignity. Students should know they will be respected in our schools, and staff should have the tools and training to respond appropriately.

Pamela Bowie

This is an important and urgent question that strikes at the heart of student safety, privacy, and equity. We need to ensure student safety first, that safety plans are put in place with school counsellors. Provide mental and social support. Work within schools and districts to develop inclusive policies and practices that comply with the law but do not go further than required.



Engage with families respectfully and safely. Advocate for policy change. Give the students the opportunity for their voice to be heard in a safe and anonymous way.

Carlo Carabeo

No email listed on the municipal website.

TJ Carabeo

No response received.

Joel Cornish

Email listed on the municipal website bounced back.

Yvette Desmarais

No email listed on the municipal website.

Mohammad Shafiq Dogar

No response received.

Janice Eisenhower

This is a very delicate situation. I believe firstly that no person should be put in harms way. However, parents will eventually find out that their child has changed their name or pronoun. Perhaps working with the student, family, and school counsellor would be the most effective course of action. I am willing to work with the 2SLGBTQ+ community to find a resolution for these situations.

All students should be safe and respected at school. If any student is found to be harassing or bullying any student, the person doing the harassing and/or bullying should be dealt with punitive action.

Ian Fowlow

No response received.

Bradley Friesen

No response received.

Glen Grouchy

No response received.

Todd Hillier

I believe in an open and transparent process between staff, teachers, students and parents. This doesn't mean parents get to dictate what staff and teachers do, it just means they have the right to know and can then act accordingly without affecting others; or knowing the process of what happens when. There are circumstances where staff and teacher's judgment regarding a



child's safety needs to take priority and policies / procedures for this need to be developed to support this. While legislation may be place, I do encourage open dialogue and if a child's safety is in question (be it at school or at home) then further action needs to be taken. There's also legislation that covers this and can take precedence. This can be accomplished on a case-by-case basis with over-arching policies to ensure staff know what to do when a situation arises. While parents do have a right to know what's happening in schools, if a child feels unsafe at home then that needs to be supported by teachers and staff.

Jennifer Kennett

I'll be honest, this legislation is a difficult one for me, as I don't agree with it, but I understand that schools are required to comply. That said, I believe there are still ways to prioritize student safety and well-being while remaining within the bounds of the law.

I think schools can apply policies and practices in ways that are both thoughtful and supportive. For example:

1. Private Conversations and Safety Planning:

Before any notification takes place, a trusted staff member, such as a counselor, administrator, or trauma-informed support, should meet with the student privately. This allows space to listen, understand their situation, and assess whether parental disclosure might pose a risk. If there are safety concerns, the school can work with the student to create a safety plan and identify a trusted adult contact.

2. Reducing Risk Through Inclusive Language:

If the legislation requires parental consent before using preferred pronouns, schools could consider adopting more gender-neutral language in daily interactions. This would help avoid situations where students feel singled out or unsafe, while still fostering respect for everyone. To be transparent, I know this isn't the ideal approach. If I were in a classroom, I would want to honour every student by using the names and pronouns they choose. However, if legislation places students at risk, I will want to ensure we take the safest route possible while continuing to offer understanding, compassion, and a sense of belonging within the school.

Mariia Khriachtcheva

The candidate requested a meeting to discuss the questions, no response to questions received.

Jonathan Lambert

Even though new laws place restrictions on how schools can respond to students' requests about names and pronouns, my priority as a Trustee will always be student safety and dignity. I will encourage staff to handle these situations with care, compassion, and respect for privacy. It's important that schools have clear steps in place to protect students, reduce harm, and make sure young people know there are trusted adults they can turn to. Above all, no student should ever be forced to share more about themselves than they're ready for. Every child deserves to be respected for who they are at school.

**Michelle Landsiedel**

Student safety is not negotiable. I support clear privacy protocols, student choice in trusted adults, and a structured process that respects students while meeting legal requirements. No student should feel exposed or unsafe because of how they identify. Students must be safe at school. Staff also need a clear, lawful process that protects kids and supports families.

My approach:

- A standard intake process for name and pronoun requests that records student wishes, assesses risk, and documents steps.
- A privacy protocol that limits who sees sensitive information, with audits by the board's privacy officer.
- A student choice form that lets students name trusted adults at school, and how they want to be addressed in different contexts.
- Staff consultation with school leadership before any notification, with a clear script and a cooling-off period when risk is flagged.
- Respectful use of a student's chosen name and pronouns at school unless a specific legal barrier applies, and immediate safety planning if risks are identified.

Nathalie Lefebvre

The candidate responded requesting resources, have not received a response to the questions.

Dexter Lodor

No response received.

Kayla Lushman

No email listed on the municipal website.

Chauntelle McCallum

No response received.

Alex McKenzie

No response received.

Tim O'Hara

No response received.

Janet Pardy

No response received.

Lindsey Parsons

We know the new legislation creates real challenges for 2SLGBTQ+ students, especially those who aren't ready or safe to be outed to their families. While school boards can't change the law, there's still a lot we can do to protect and support these students.



Transparency is key. students need to understand the legislation and its implications before having these conversations with staff. For those who can't use their preferred name or pronouns at school, in school counseling and community resources should be available to help manage the grief, stress, or trauma that might arise.

We can also create classroom practices that protect everyone's dignity: using inclusive language, addressing students with gender neutral terms, or even using last names in certain contexts. These small, thoughtful strategies help students feel respected and safe, without singling anyone out. Ultimately, it's about creating a school environment where every student feels seen, valued, and cared for, no matter what the law says.

Kevin Rodgers

This is a delicate contemporary issue. In many ways provincial legislation ties the hands of school districts when it comes to policies like this. As an individual, I recognize that coming out is an important moment for members of the 2SLGBTQ+ community and believe strongly that the timing of coming out should be left up to the individual. I also recognize that there can be dangerous situations at home for students who are "outed" prematurely by schools and have personally witnessed this in my career. Being "deadnamed" repeatedly can also create a negative self-image and harm individuals' sense of self-worth. I believe strongly that teachers and administrators must exercise duty of care for their students and as such, they are required to report any cases of abuse that they witness or suspect. Teachers and staff members can and do support their learners at school, but must also be cognisant of the home environment while following the requirements of both the Education Act and other legislative documents.

My job as a trustee would be to advocate for all students and this includes members of the 2SLGBTQ+ community who could be directly impacted by changing legislation and to represent their point of view when I meet with government.

Jenn Ross

I wish I could change the Provincial legislation to be honest, and as a Trustee, I would try to use the platform to raise these concerns with a stronger voice. I agree that outing a student before they are ready is unacceptable. I can see that any formal document name changes might need parent consent, but I see no issue with a teacher calling a student by their preferred name or pronouns in class. If a student isn't comfortable discussing with their parents, they need the opportunity to speak freely with a trusted adult. As a child, I didn't need permission when I decided Jenny was too childish and wanted everyone to start calling me Jenn, I believe every student should have the choice to be addressed in a way that feels right for them.

Lorna Spargo

Although this legislation is law which must be complied with, I will continue to advocate to the Department of Ed on the irreparable harm that these new rules cause to the young people in our Division who are already vulnerable.



Tyler Spitzer

I can't say with complete certainty what policies FMPD has in place but I am aware of some of the stuff our provincial government has come out with over the last year. I understand why there might be some apprehension on the part of Wood Buffalo Pride as a result of this new legislation but I am committed to navigating it as best we can so all students feel valued, heard and respected - and this would start by having an open back and fourth dialogue with you or your group so I can best understand your points of view.

Kaitlyn Steele

It may not be the politically correct answer, however as a mother I am torn. I would hope that my children would come to me with a decision such as this, and would be very sad if they did not and see it as a failing on my part, however I would also hope a school member might keep me informed of such an important decision. I understand this puts staff and teachers in an impossible situation as not all families are as liberal in their mindset.

Rebeka Sullivan

No email listed on the municipal website.

Harvey Tulk

No email listed on the municipal website.



- 3. The new Provincial legislation requires school authorities to ensure students are provided with counselling or other assistance prior to parental notification of a student request to use a new preferred name or pronouns related to gender identity, if the notification is reasonably expected to result in psychological or emotional harm to the student, or at the student's request. In light of this requirement, how will you ensure that appropriate mental health counselling and additional resources are in place to support school staff, students, and parents?**

Angela Adams

Policy 19 already requires the Division to promote inclusive education and provide supports for students who identify as 2SLGBTQ+. However, the new legislation creates an urgent need for immediate, well-resourced counselling access—especially before any parental notification that may pose emotional harm.

As a trustee, I will:

- Push for increased investment in mental health professionals at the school level,
- Support the development of trauma-informed protocols for staff to follow in these sensitive situations,
- Ensure that all counselling services are inclusive, confidential, and responsive to the diverse needs of 2SLGBTQ+ youth.

Mental health supports cannot be optional—they must be a core part of student safety planning.

Tiffany Bennett

The legislation requires schools to provide counselling and supports before parental notification where harm may be possible, and that is something I strongly support. Students need access to mental health services and caring adults they can trust, and staff need clear training to navigate these sensitive situations.

As a Trustee, I will advocate for strengthened school-based mental health resources, and for partnerships with community organizations that can provide additional support. Families also deserve access to resources that help them have these important conversations in a safe and understanding way. This approach meets the requirements of the legislation while ensuring no student feels alone.

Pamela Bowie

As a school board, we will need to ensure that our staff has the proper training and resources to help our students make sure they understand their legal obligations while upholding their ethical responsibility to support student well-being.



Carlo Carabeo

No email listed on the municipal website.

TJ Carabeo

No response received.

Joel Cornish

Email listed on the municipal website bounced back.

Yvette Desmarais

No email listed on the municipal website.

Mohammad Shafiq Dogar

No response received.

Janice Eisenhauer

If there is not enough resources in the school system to work with school staff, students, and parents, we should work with community resources such as the Canadian Mental Health Association, and Wood Buffalo Addictions and Mental Health.

Ian Fowlow

No response received.

Bradley Friesen

No response received.

Glen Grouchy

No response received.

Todd Hillier

Mental Health supports are critical for our schools in order to ensure student success. One of my priorities is to advocate for easier access and additional mental health supports for all students by leveraging technology, NGOs and 3rd party programs to accomplish this.

Jennifer Kennett

I fully support the counselling requirement for students, if that support comes from a dedicated, trauma-informed counsellor who is trained to handle disclosures with care and sensitivity. Students need to feel truly heard and supported in these moments, and that can only happen when the person helping them understands both the emotional and identity-based complexities involved.

There should also be additional support to help facilitate conversations between students and their families if the student requests it. These discussions can be deeply personal and



emotional, and having a trained professional present can help ensure that they are handled with empathy and respect.

I also see a great opportunity for schools to partner with community organizations such as PrideYMM to provide specialized resources and guidance for both students and parents.

Working together could help families move toward understanding and acceptance, while giving staff the tools they need to support everyone involved.

Mariia Khriachtcheva

The candidate requested a meeting to discuss the questions, no response to questions received.

Jonathan Lambert

The need for counselling reminds us how important it is to have strong mental health supports in our schools. As a Trustee, I will advocate for better access to trained counsellors, useful resources, and partnerships with local organizations that truly understand the needs of our students. I'll also support ongoing training for staff, so they feel confident and prepared when sensitive conversations arise. When we make mental health a priority, every student benefits and those who are most vulnerable get the extra care they need.

Michelle Landsiedel

Mandates require resources. I will push for counselling ratios that match need, same-week access for students in crisis, staff training on gender diversity, and strong partnerships with community mental health supports. Mandates without resources fail. We need real capacity, not posters. What I will push for:

- Minimum ratios for counselling access by school size, published each fall.
- A triage pathway that gives same-week access for students in distress, with escalation to community mental-health partners when needed.
- Annual training for principals and counsellors on gender diversity, suicide risk, and family mediation.
- A referral map for staff and parents that lists in-district and community supports, wait times, and contacts.
- A confidential feedback loop where students can rate support and report gaps, with quarterly reporting to the board.

Nathalie Lefebvre

The candidate responded requesting resources, have not received a response to the questions.

Dexter Lodor

No response received.

Kayla Lushman

No email listed on the municipal website.



Chauntelle McCallum

No response received.

Alex McKenzie

No response received.

Tim O'Hara

No response received.

Janet Pardy

No response received.

Lindsey Parsons

No response received for this question only, candidate was notified that this response was missing from the received responses.

Kevin Rodgers

As school divisions across Alberta deal with this evolving issue, I believe it is important to make sure that boards support students with the personal counselling necessary to address any psychological or emotional hardship that can come to students. Students should be made aware of the supports that are available to them. As a trustee, I would support increasing the accessibility of counseling while encouraging community stakeholders like Pride YMM to help craft additional resources for our youth.

Jenn Ross

Student safety and well being is a major priority for me. FMPSD does have many qualified, caring counselors in the division already. I will prioritize this continuing and expanding as necessary. More opportunities for parent engagement and learning surrounding these topics may be required, particularly at the junior and senior high level. Evening workshops for parents and staff professional development on 2SLGBTQ+ topics need to continue on a regular basis.

Lorna Spargo

I will continue to seek the data needed to push back on this requirement in order to protect our students.

Tyler Spitzer

Having mental health counselling resources available to all students and staff is a must in my opinion, that's a policy item that cannot afford to be ignored. If I am elected I would love to sit down with Wood Buffalo Pride and get your input as we move forward in shaping policies. At the end of the day my goal in this role is simple - provide an environment for students that is the



most conducive to learning and that starts with everyone feeling comfortable the minute they walk into their school.

Kaitlyn Steele

I am not sure how I would best help implement mental health resources as, if elected, I would be new to the position, however it is something I strongly support.

Rebeka Sullivan

No email listed on the municipal website.

Harvey Tulk

No email listed on the municipal website.



4. Given the public health concerns that result from a lack of comprehensive sexual health education, how will you ensure students remain healthy and informed on consent and their bodies?

Angela Adams

Sexual health education is a public health issue—and an equity issue. I fully support access to comprehensive, age-appropriate, evidence-based education that empowers students to understand consent, personal boundaries, reproductive health, and diverse identities. Policy 19 commits FMPSD to “promote inclusive education and healthy relationships.” That includes:

- Providing teachers with training and curriculum tools to deliver inclusive sexual health education,
- Ensuring all students see their identities reflected in learning materials,
- Partnering with local and provincial health professionals to bring accurate, inclusive content into schools.

Withholding information about consent, safety, or identity leaves students vulnerable. We must continue to deliver education that protects their well-being and respects their autonomy.

Tiffany Bennett

Accurate, age-appropriate sexual health education is essential for student safety and well-being. Students need clear information about their bodies, consent, and healthy relationships so they can make informed choices.

As a Trustee, I will support evidence-based and medically accurate education that equips students with the knowledge they need, while staying consistent with curriculum requirements and legislation. Silence or misinformation only creates risks for students, and our priority must always be to protect their long-term health and success.

“Students need to understand consent, boundaries, and their bodies in a safe, age-appropriate way. I’ll work to ensure our schools provide accurate, respectful education that protects health, involves parents, and empowers young people to make safe choices.”

Pamela Bowie

Once again we need to make sure our staff is properly training and working collaboratively with public health. Make sure materials reflect diverse identities and experiences, including 2SLGBTQ+ students and those with disabilities. Use inclusive language and address common myths and stigmas to ensure all students feel seen and respected.

Carlo Carabeo

No email listed on the municipal website.



TJ Carabeo

No response received.

Joel Cornish

Email listed on the municipal website bounced back.

Yvette Desmarais

No email listed on the municipal website.

Mohammad Shafiq Dogar

No response received.

Janice Eisenhauer

To my knowledge sex education classes are available to students whose parents have opted for their child to participate in age appropriate classes. I am not sure if the content includes what consent means. Not only should the content include what consent means but it should also include how to stay safe from sexual exploitation on social media, and how to protect yourself from sexually transmitted infections.

Ian Fowlow

No response received.

Bradley Friesen

No response received.

Glen Grouchy

No response received.

Todd Hillier

My primary framework for a successful school system is open conversation amongst all levels (parents, teachers, staff, students, etc). I believe in a parents right to choice what their child is taught in school but I don't tolerate one parent's concerns to influence the entire student population. I want to advocate for more comprehensive sexual education being taught in schools, but being open about this education so parents have the option to remove their child if they so choose. I believe in a science-level approach to this topic and feel the vast majority of parents will knowingly want to have their child learn the appropriate levels of knowledge regarding all aspects of sexual education, orientation and gender-identity.

Jennifer Kennett

I believe schools should provide age-appropriate education on consent, healthy relationships, and body autonomy. These lessons give students the knowledge and confidence to make safe, informed choices as they grow.



It's also important that lessons and materials are inclusive, reflecting diverse family structures, relationships, and experiences. When students see themselves and others represented, it helps build understanding and respect for all people. Censorship is not the key to inclusion.

Representation is what will help fuel understanding and equity.

I recognize that some parents may have concerns about what is being taught. Often, that worry comes from not fully knowing what's included in the curriculum. I would encourage parents to attend information sessions or reach out to learn more about the content, so they can align their conversations at home. Transparency and open communication can go a long way in building trust and dispelling misconceptions about sexual health and consent education.

Mariia Khriachtcheva

The candidate requested a meeting to discuss the questions, no response to questions received.

Jonathan Lambert

Age-appropriate sexual health education is an important part of helping students stay safe, healthy, and informed. This means teaching them, in ways that fit their age and stage, about consent, healthy relationships, and respecting one another's bodies and boundaries. As a Trustee, I will support curriculum and programs that are evidence-based and inclusive, so students have the knowledge they need to make good choices and protect their physical, emotional, and mental well-being.

Michelle Landsiedel

Students need honest, age-appropriate information about bodies, consent, and relationships. I support evidence-based curriculum, opt-out options without judgment, and clear communication with parents about what is taught. Students need accurate information about bodies, consent, and boundaries. Parents can opt their child out, and should be treated respectfully when they do. Standards I will back:

- Evidence-based, age-appropriate instruction on consent, anatomy, healthy relationships, online safety, and where to get help.
- Opt-out that is easy to request, with a respectful alternative activity and no penalty to the student.
- Parent previews of materials and plain-language outlines of what is taught at each grade.
- Quality control through teacher training and vetted resources rather than ad hoc materials.

Nathalie Lefebvre

The candidate responded requesting resources, have not received a response to the questions.

Dexter Lodor

No response received.



Kayla Lushman

No email listed on the municipal website.

Chauntelle McCallum

No response received.

Alex McKenzie

No response received.

Tim O'Hara

No response received.

Janet Pardy

No response received.

Lindsey Parsons

I will always advocate for young people to have the tools to understand their bodies, make informed choices, and navigate relationships with respect and confidence. The reality is that we live in a world of diversity, where students need honest, age appropriate information about consent, boundaries, and healthy relationships, as well as the mechanics of their bodies and sexual health.

To make sure students stay healthy and informed, I think it's important to ensure that schools are providing inclusive, evidence based curriculum that applies to every group of people, not just the in the box categories. I believe in partnering with trained health educators, community organizations, and local resources ensures that students get accurate, trustworthy information. And just as importantly, emphasising those policies around creating a safe, judgment free space that allows students to engage without shame or fear, because every student deserves a comprehensive sexual health education that is accurate for the body that they are living in.

Kevin Rodgers

I strongly believe in the saying that health is wealth. Schools should be encouraged to provide strong, effective and inclusive sexual health / sexual education programming. Sexual education that ignores the plurality of gender and the plurality of relationships in the year 2025 poorly prepares students for a healthy life. This should include age-appropriate materials where students are introduced to a program of sexual health that reflects their identity and sexual experiences. We do not want to recreate ghettos of silence and misinformation that can lead to the rise in STIs and / or abusive relationships. As a trustee, I would advocate for age-appropriate meaningful sexual health programming for all students.



Jenn Ross

It is very important that parents are well informed of the changes surrounding the opt in as opposed to the former opt out for sexual health education. There are many parents that would never opt out of sexual education, but might be unaware that they have not opted in. As a Trustee I would do my best to ensure this information is widely shared with families and I will also advocate for the government to change back to an opt out system.

Lorna Spargo

I have been a strong proponent of honest, comprehensive sexual health education. We cannot protect young people if we do not educate and empower them first.

Tyler Spitzer

Question not directly answered. If I am elected I would love to sit down with Wood Buffalo Pride and get your input as we move forward in shaping policies. At the end of the day my goal in this role is simple - provide an environment for students that is the most conducive to learning and that starts with everyone feeling comfortable the minute they walk into their school.

Kaitlyn Steele

I am not sure what exact powers a trustee would have in this matter, but I would certainly be open to hearing suggestions of extra-curricular programs or ideas that would better help in this section of education.

Rebeka Sullivan

No email listed on the municipal website.

Harvey Tulk

No email listed on the municipal website.



5. Ministerial Order #30/2025 outlines new standards for school library materials and requires school boards to implement policies to support these standards. How will you ensure students will have continued access to diverse representation of identities in school library materials? How will you ensure that the board policies for selecting, managing, and reviewing library materials under these new standards remains fair, equitable, and transparent in their implementation?

Angela Adams

Our school libraries must reflect the diversity of the world our students live in. Policy 19 sets the tone by affirming the importance of visibility and representation of 2SLGBTQ+ identities across all areas of education.

In response to the new Ministerial Order, I will work to ensure:

- Inclusive books and materials remain available, including those that reflect 2SLGBTQ+ lives, Indigenous stories, newcomer experiences, and racial diversity,
- Any review of library materials follows a transparent, evidence-based process—not reactive censorship,
- Librarians and educators are empowered to make decisions based on pedagogy and student needs, not political pressure.

Representation matters. Books save lives by helping students feel seen, affirmed, and understood.

Tiffany Bennett

Libraries are the heart of our schools, and students deserve access to resources that help them learn and see themselves reflected in stories. Under Ministerial Order #30/2025, boards must implement new standards for library materials.

As a Trustee, I will work to ensure our policies for selecting and reviewing materials are transparent, equitable, and consistent with legislation. That means making sure families can trust the process, while also protecting diverse and inclusive representation in our libraries. Fair and balanced policies strengthen trust, while ensuring all students can learn in an environment that values dignity and belonging.

Pamela Bowie

I am committed to intellectual freedom and inclusion. I hope as a board we could develop transparent and balanced policies, establish inclusive and multi-stakeholder committees, and maintain access to diverse material. Have students' voices heard on these policies and have them start student committees on recommendations for school libraries.



Carlo Carabeo

No email listed on the municipal website.

TJ Carabeo

No response received.

Joel Cornish

Email listed on the municipal website bounced back.

Yvette Desmarais

No email listed on the municipal website.

Mohammad Shafiq Dogar

No response received.

Janice Eisenhauer

First of all I do not agree with censorship of books. I believe this is a violation of the Canadian Rights and Freedoms and I will advocate against book banning. If books are removed from school libraries, I will advocate for students to use the Public Library and online resources.

Ian Fowlow

No response received.

Bradley Friesen

No response received.

Glen Grouchy

No response received.

Todd Hillier

Common Sense overrules any and all feelings when it comes to this topic. No book with an explicit theme should be allowed in schools, but the term "explicit" needs to be clearly defined and agreed upon. Any overt sexually-themed material should be excluded (this being obvious sexual pornography and graphic material), but important material that addresses topics like gender identity, sexual orientation and sex education do have a place in age-appropriate areas of our school system and need to be allowed. By having clear definitions of what is "explicit" and ensuring that is understood will lead to successful standards where inclusive messaging is still available to all but parents are confident no "openly pornographic" material is found.

**Jennifer Kennett**

I believe it's essential that board policies are clear, direct, and thoughtfully written to prevent ambiguity or the unintended removal of books that help students explore identity, relationships, and diverse experiences, including those related to sexuality and gender.

Policies should clearly define what constitutes "explicit content" or a "visual depiction of a sexual act," to reduce subjectivity and ensure consistent decision-making.

With the new requirements for transparency and public lists of resources, there will naturally be increased scrutiny. A well-defined, formal policy will help schools and administrators explain their decisions clearly, whether certain materials remain in collections or are removed, and ensure that these choices are made fairly and consistently.

That said, this places an additional burden on schools and staff who are already stretched thin. It will be important for board members to advocate to the provincial government about how these requirements could unintentionally harm marginalized students and limit intellectual freedom.

Ultimately, I believe there's a delicate balance to be maintained. Ensuring that materials are age-appropriate while still offering diverse representation. Students should be able to see themselves and others reflected in the stories they read. We can support that balance by being transparent about intent, communicating openly, and resisting the urge to "play it safe" by removing too much valuable content from our school libraries.

Mariia Khriachtcheva

The candidate requested a meeting to discuss the questions, no response to questions received.

Jonathan Lambert

School libraries are special places where students discover, learn, and feel represented. As a Trustee, I will work to make sure FMPSD library policies stay clear, fair, and inclusive, even as new provincial standards come into effect. This means involving teachers, parents, and students in choosing and reviewing books, and protecting access to stories that reflect many different experiences and identities. Every child deserves to see themselves in the books they read, while also exploring the rich diversity of the world around them.

Michelle Landsiedel

Libraries should reflect the diversity of students. I support professional selection by educators, transparent review processes, and protecting books from removal based on viewpoint. Parents can set limits for their own children, not for others. Libraries should reflect the diversity of students and be managed by professionals. Selection and review must be transparent and fair. Policy I will champion:

- Professional selection led by teacher-librarians and educators, guided by age-appropriateness, curricular value, and literary quality.
- A public catalogue and a simple way for parents to set family-specific limits for their child until high school.



- A clear reconsideration process for challenged titles: written request, expert review, reasoned decision, and a public log of outcomes.
- Protection against viewpoint bans. No book is removed solely because it includes 2SLGBTQ+ characters or themes.
- Annual reporting to the board on collection diversity, challenges received, decisions made, and timelines.

Nathalie Lefebvre

The candidate responded requesting resources, have not received a response to the questions.

Dexter Lodor

No response received.

Kayla Lushman

No email listed on the municipal website.

Chauntelle McCallum

No response received.

Alex McKenzie

No response received.

Tim O'Hara

No response received.

Janet Pardy

No response received.

Lindsey Parsons

When we think about school libraries, it's really about giving every child a chance to see themselves reflected in the world. Representation matters and books can make students feel seen, understood, and less alone.

Board policies should be clear.... books with explicit sexual content can be appropriately restricted, but educational, informative, and diverse stories should always have a home on our shelves. Clear guidelines like this protect students' access to the richness of human experience, ensuring that libraries remain safe, inclusive, and full of voices that help every child feel like they belong.

Kevin Rodgers

This is another ongoing issue where we have seen change in recent months. Government has set new standards for school library materials, and I believe it will take some time to fully understand the ramifications of this policy. As an educator, I believe that literature helps shape



our lives and provides us with a sense of purpose and personal understanding. As such, our books need to be meaningful to us as readers. I am encouraged by the government's retraction and clarification of the original ministerial order which (as we saw in Edmonton) could deprive students of important literature when they need it the most. To remain fair and unbiased, I believe it is important to communicate with our expert staff who understand classroom libraries and as well as their teaching outcomes. Plurality and cooperation are essential to ensure that school book shelves, whether in the library or in the classroom, are full of rich material that benefits the learning and growth of our children.

Jenn Ross

It is so disappointing that the government has decided to set such standards. I believe that the school libraries should be left to the schools, or division to manage. While I agree that graphic visual materials are probably not best suited to school libraries, I don't think that there should be a limitation on the representation of different identities. I feel that it is a slippery slope when we start pulling books off our shelves because we don't personally identify with the characters or storylines.

Lorna Spargo

As the library book question is operations rather than governance, I am unable to answer this with specifics. However, I know that we do not have curriculum or resources that reflects the realities of all of our students. Not having information that supports them forces these students to seek answers from online people and sources, leaving our students more vulnerable and exposed.

While Trustees don't set the procedure, we provide the Superintendent with the overarching direction. I will continue to support the efforts of the Division which provide students with honest, accurate, and age-appropriate resources in safe and supportive environments. I will continue to seek information from the senior leadership team regarding the experiences and emotional repercussions of these new mandates. Further, I will continue to advocate to the Department for changes to this legislation using the data and realities shared with me for this purpose.

Tyler Spitzer

Question not directly answered. If I am elected I would love to sit down with Wood Buffalo Pride and get your input as we move forward in shaping policies. At the end of the day my goal in this role is simple - provide an environment for students that is the most conducive to learning and that starts with everyone feeling comfortable the minute they walk into their school.

Kaitlyn Steele

Again, because I am new I am not well versed in what the powers of the board are in implementing policies however I am against removing books from libraries, just keeping younger kids with age appropriate sections. Perhaps this means moving books with adult themes to



higher shelves or age restricted sections, but this might be best to have as an open table conversation with stakeholders.

Rebeka Sullivan

No email listed on the municipal website.

Harvey Tulk

No email listed on the municipal website.