



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Building Brighter Futures Together at the Ottawa-Carleton District School Board



For further information on this agenda or how the Committee of the Whole meeting works, please contact, Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or nicole.guthrie@ocdsb.ca

COMMITTEE MEMBERS:

All Trustees

STAFF:

Camille Williams-Taylor, Director of Education and Secretary of the Board

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternate: Rob James

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell
Alternates:

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), TBC, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Elaine Hayles

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or nicole.guthrie@ocdsb.ca

IN CAMERA MEETINGS:

- Under provincial law, *"A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,*
 - (a) *the security of the property of the board;*
 - (b) *the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - (c) *the acquisition or disposal of a school site;*
 - (d) *decisions in respect of negotiations with employees of the board; or*
 - (e) *litigation affecting the board."*

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or nicole.guthrie@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, February 11, 2020, 6:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Pages

1.	Call to Order - Vice-Chair of the Board	
2.	Approval of Agenda	
3.	Interviews	1
	<i>(5 minute presentation followed by an 8 minute question and answer period)</i>	
3.1	Ron Gallipeau	7
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3.11	Janet Spencer	33
3.12	Roman Mukerjee	35
3.13	Peter Biasone	37
3.14	Adam Gibbard	39

*** A 5-minute recess will be held following all interviews ***

4.	Appointment of Election Assistants by the Director and Secretary of the Board (2)	
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5. Nomination of Candidates
6. Election of Trustee, Zone 10 (Somerset/Kitchissippi)
7. Motion to Destroy Ballots
8. Adjournment



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

**Interview Schedule for Candidates for the Office of Trustee, Zone 10
(Somerset/Kitchissippi)
Tuesday, 11 February 2020**

First Name	Last Name	Interview Time	Arrival Time
Ron	Gallipeau	6:05 p.m.	---
Carolyn	Kropp	6:20 p.m.	5:50 p.m.
Christine	Moulaison	6:35 p.m.	6: 05 p.m.
Jerry	Kovacs	6:50 p.m.	6:20 p.m.
Deborah	Owusu-Akyeeah	7:05 p.m.	6:35 p.m.
Jessica	Vis	7:20 p.m.	6:50 p.m.
Justine	Bell	7:35 p.m.	7:05 p.m.
Serge	Lafontaine	7:50 p.m.	7:20 p.m.
Lucas	Malinowski	8:05 p.m.	7:35 p.m.
Omotayo	Sodeinde	8:20 p.m.	7:50 p.m.
Janet	Spencer	8:35 p.m.	8:05 p.m.
Roman	Mukerjee	8:50 p.m.	8:20 p.m.
Peter	Biasone	9:05 p.m.	8:35 p.m.
Adam	Gibbard	9:20 p.m.	8:50 p.m.

****Please arrive at the OCDSB's Administration Office, 133 Greenbank Road, 30 minutes prior to your scheduled interview time.****



Guidelines for a Meeting to Appoint a Trustee to Zone 10

Guidelines for Candidates

1. The order of the candidate presentations will be determined by a draw of all candidate names. A copy of the interview schedule will be provided to all candidates.
2. Each candidate will have 5 minutes to make a presentation to the Board about why he/she is the right candidate to fill the trustee vacancy.
3. Candidates are asked to arrive 30 minutes prior to his/her scheduled interview time. Upon arrival, please go to the Trustees' Committee Room.
4. Candidates shall refrain from using electronic communication devices prior to or during the meeting.
5. Candidates will not be permitted in the Boardroom during the meeting until they have been invited for their interview. After his/her interview, a candidate may remain in the Boardroom for the duration of the meeting.
6. Candidates may not use electronic media for their presentation.
7. Candidates may not distribute written material at the meeting. All trustees have received a copy of each candidate's application and resume.

Guidelines for the Meeting

1. The agenda will list the candidates in the order of the interview schedule.
2. Each candidate will be invited to make a five minute presentation. Following the presentation, the Committee will have a maximum of eight minutes to ask questions of the candidate. In the interest of time and procedural fairness, the following process is recommended for handling questions:
 - The speaking order for questions will be done by rotation based on electoral zone. At the start of the first question period, the Committee Chair will draw an electoral zone number and that trustee will be invited to ask the first question. For example, for the first candidate, if the Chair draws Zone 6, the Trustee for Zone 6 will be invited to ask the first question, followed by the Trustee for Zone 7 and that order will continue



until the 8 minute question period has elapsed. The rotation will resume from where it left off for the second candidate (if the last Trustee to ask a question of the first candidate was the Trustee for Zone 8 then the Trustee for Zone 9 will be the first to ask a question of the second candidate).

- Student Trustees will be able to ask questions and therefore will be included in the question rotation at the end of the elected trustees.
3. The purpose of the question period is to seek clarification of the candidate's application and experience and his or her understanding of the roles and responsibilities of a trustee. Questions should be concise and reasonable in terms of complexity and ease of response. The question period is not intended to engage candidates in debate.
 4. As a general guideline, questions should take no longer than one minute to ask and no more than two minutes for response.
 5. A trustee may, on his or her turn, ask each candidate the same (or a different) question. It is understood that all candidates may not be asked all of the same questions.
 6. All candidates must be afforded a maximum of 8 minutes for the question and answer period, but this period may be less than 8 minutes if there are no further questions of the candidate.
 7. Once all of the candidates have been interviewed, the Board will take a brief recess. When the meeting reconvenes the Director of Education and Secretary of the Board will appoint two election assistants to distribute ballots, tally the results and report the name of the successful candidate to the Director of Education who shall advise the Chair. To begin the process the full slate of trustee candidates will be nominated and duly seconded.
 8. Trustees will then vote by secret ballot (candidate's names will be last name, first name and in alphabetical order).
 9. To be elected a candidate must receive a majority of valid votes cast.
 10. If after the first ballot, no candidate receives a clear majority then a second ballot shall be held.
 11. If no candidate receives a clear majority on the second ballot, the name(s) of the person(s) receiving the fewest votes shall be dropped from the next ballot



and the members shall vote again on the remaining candidates (this continues until one candidate receives a majority vote).

12. Where it is necessary to break a tie vote, a second ballot shall be held between or amongst the candidates involved in the tie.
13. If a vote to break a tie results in a tie again, the candidates involved shall draw cards to determine the results, using the bridge convention to determine ranking of cards. Ace is high with card suit in the following order of priority; spade, heart, diamond and club.
14. The Chair shall announce the results of the vote for the election, but shall not declare the count.
15. At the conclusion of the election and once the successful candidate has been announced, the Chair will call for a motion to destroy the ballots.
16. The Committee of the Whole recommendation of the successful candidate will be considered by the Board during a Special Board meeting to be held on Tuesday, 18 February 2020. If approved, the successful candidate will be sworn in during the Special Board meeting 18 February 2020.

First Name	Last Name
Ron	Gallipeau
Applicant Interest	
<p>I feel the most important role of a trustee is acting as a “shareholder representative” for the community making certain that the long-term path of the OCDSB stays true to the needs of its students, parents, and teachers.</p> <p>While I don’t live in Zone 10, I feel that I can serve as their representative as I’m sure we share many of the same universal values as a parent – wanting to provide the best educational experience possible for our kids. It’s true that being a new trustee and living outside of Zone 10 would mean a steeper learning curve than most. However, my enthusiasm, energy and relevant professional/volunteer experiences will guide me to overcome this.</p> <p>It would be my priority in the first few months to meet with as many parent councils as possible and visit all of the schools. I expect that working downtown, in close proximity to many of the schools, will make this easier. Despite the challenges, I’m willing to dedicate my time and energy to be the best representative possible for parents in this community. Below, I’ve outlined three aspects about myself that support me as an excellent candidate for trustee.</p> <p>School council treasurer since 2014</p> <p>I joined the parent council as Treasurer in 2014 to become more involved in the school community and to help shape the activities and priorities of the school for my two children. Every year I’ve renewed my commitment to the role because of the enriching experiences I’ve had including meeting other parents, sharing ideas and supporting some wonderful initiatives for the school community. Our council has contributed to many excellent enhancements to the school including new multimedia technology, organizing community outreach activities for parents, and supporting new playground installations. We’ve built a positive relationship with school administration, contributing our ideas to addressing common school issues such as accommodations, inequality, mental health, and parent involvement.</p> <p>Resulting from my work with the parent council, I’m already familiar with many of OCDSB’s key policies and procedures as well as parent council processes and activities. These experiences would help to ease my transition into a trustee role and help me foster better relationships with parents in Zone 10.</p> <p>Coaching students on Carleton’s national case competition team</p> <p>Over the past two years, I have volunteered as a coach for Carleton’s case study competition team organized annually by the Canadian Association of Programs in Public Administration (CAPPA). The team competes against other public administration schools across the country researching, analyzing and presenting their solutions on a</p>	

complex public policy question to a panel of senior executives. I have enjoyed the opportunity of mentoring graduate students through the process and encouraging them to further develop their analytical, presentation and collaborative skills.

I volunteer my time with the team as a way to contribute to my alma mater and to share my experiences with students. I want to bring my commitment to volunteerism and community involvement to the board of trustees.

Education and Public sector work experience

I am a certified professional accountant (CPA) and have both a Bachelor of Commerce degree and a Master of Public Policy and Administration from Carleton University.

I have been a public service employee for almost 15 years, primarily in the area of financial oversight. Throughout most of my career, I have been responsible for providing senior executives with financial advice and guidance on their operations and providing strategic advice on their long-term business plans. I have developed, implemented and monitored policy in a department and I've enjoyed collaborating with others, leading teams and working in a team to solve issues. In my current role, I'm a financial advisor responsible for determining the financial health of Crown Corporations through their five-year business plan.

Responsible stewardship of resources is a key role of a trustee and I feel that if selected, I could bring to bear my education, professional experiences, and abilities and would be an asset to the team in reviewing budget proposals, reviewing policy recommendations and participating on board committees (e.g. audit, planning, evaluation, etc.). Being a public service employee also gives me an appreciation of how a large public organization like the OCDSB, with accountability to a variety of stakeholders, operates and that change cannot be accomplished overnight – rather through incremental, collaborative processes.

In conclusion, I believe that I would be the ideal candidate for Zone trustee based on my commitment as a volunteer and professional experience. I've put myself forward as a candidate because I feel I have the right experience and abilities to serve as an excellent representative on the school board and for the parents and students of Zone 10. Public education is important to me as a parent and a member of my school council and I see this position as an occasion where I can contribute my ideas and energies towards a better community.

First Name	Last Name
Carolyn	Kropp
Applicant Interest	
<p>I am the mother of 4 children, 3 of which are enrolled in OCDSB schools and one child who has recently graduated from the OCDSB and is pursuing post-secondary education. I myself am a proud product of the OCDSB's commitment to public education having attended and graduated from Hillcrest High School.</p> <p>I am currently in my fourth year as the Co-Chair for Pleasant Park Public School Parent Council and have been involved at Parent Council for 2 other schools in years past: Vincent Massey Public School and Hillcrest High School. As a concerned parent, I have attended PIC (Parent Involvement Committee) meetings as well as Board-wide budget and public meetings. It is through these experiences that I am aware of the challenges and successes that the OCDSB and its schools face on an annual basis.</p> <p>I have been President and Treasurer of a local not-for-profit Co-Operative Nursery School for almost 10 years as my children each reached pre-school age. This experience allowed me to understand the inner workings of Ministry of Education and Ministry of Children and Community and Social Services Regulations and policies and how a school and Board must work to comply with them.</p> <p>I am currently a member of the Executive Committee for the Board of Directors not-for-profit organization called Màmawî Together. It helps bring awareness and education about Reconciliation between Indigenous and non-Indigenous Canadians with a special focus on youth. I have been in this position since its inception two years ago but have been affiliated with the work of the group for over nine years. This organization grew out of initiatives started within OCDSB schools. I have worked for many years with the OCDSB FNMI representatives.</p> <p>I have shown a firm commitment to volunteer organizations and feel that a strong Parent Council or Board in the education sector provides the backbone to allow our children and students to learn and succeed. A strong Parent Council can provide extra resources that school budgets and school boards cannot provide. I am very aware of what a school budget can and cannot provide. I am also aware of what a school board budget looks like, where funding is allocated and where there are shortfalls.</p> <p>I have proven experience of being fiscally prudent while endeavouring to try to find alternative solutions to problems (money or otherwise). I am a proponent of trying to find win-win results while recognizing that hard decisions do and will have to be made for the greater good.</p> <p>My experiences in and around OCDSB schools and Ministry of Education policies and Regulations makes me an excellent candidate as Trustee for Zone 10. I know how important it is to represent and safeguard the public's trust and will work hard to ensure that trust is maintained. I believe you must bring parents, students, community members</p>	

and partners together to have a fulsome debate on any education issue. I am at ease listening to all sides of a debate and making a final decision. I believe in the values of equity within schools and at the Board level and beyond.

I look forward to being part of a team with the current Board and proving myself to the residents of Zone 10.

First Name	Last Name
Christine	Moulaison
Applicant Interest	
<p>Thank you for taking the time to consider my application for Trustee of Zone 10 Somerset/Kitchissippi. I'm excited to have the opportunity to further my impact on the community and ensuring our children receive the best education possible. I have been increasingly engaged in the school board since 2012. With 4 children, it was and continues to be a priority to understand the inner-workings of the education system and help to influence positive change.</p> <p>Over the years my commitment and involvement with the board has been:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Joined South March Public School (SMPS) school council in 2012 <input type="checkbox"/> Voted in as the Ottawa Carleton Assembly of School Councils (OCASC) representative for SMPS in 2014 <input type="checkbox"/> Voted in as OCASC Liaison Officer in 2016 representing OCASC at the Committee of the Whole meetings <input type="checkbox"/> Voted in as Co-chair at SMPS 2016 <input type="checkbox"/> Voted in as Chair at SMPS 2017 and have been re-elected every year since <input type="checkbox"/> Voted in as OCASC co-chair in 2018, reelected in 2019 (current) <p>As you can see, I have become an increasingly active member, but those are just the positions I've held. The real story is in the community and activities that I've been lucky enough to be a part. From coordinating food drives to assist our community when in need (2018 tornado), meeting with the Ontario Finance Minister during a pre-budget consultation in 2018, to representing OCASC over the last 2 years with local media – I am focused on bringing our children's needs and parents concerns to the forefront of important conversations.</p> <p>My family provides me insight into the different needs of families within the board. As a stay at home mom with four children ranging in age from 4 to 10 currently enrolled, it is of personal importance to support their needs and have a meaningful and positive impact on their education. Particularly as one of my children has an Educational Assistant (EA) to support special health requirements. Because of this I have forged strong personal relationships with both principals and the faculty and am well known across the community for rolling up my sleeves and taking on any challenge. Our children's education, being the voice of parents, and making a difference in our community as highlighted speak to my passion for this role. I believe it is a natural progression of my ongoing engagement and look forward to the opportunity to answer any questions you may have on February 11.</p> <p>Thank you, Christine Moulaison</p>	

First Name	Last Name
Jerry	Kovacs
Applicant Interest	
<p>I am applying for the position of Public School Board Trustee for the following reasons:</p> <ol style="list-style-type: none"> 1. Community Service. I am a firm believer in public, community service. I wish to make a positive and valuable contribution to my community. I am presently serving as a Director on the Centretown Community Association. Serving as a Trustee will enable me to further contribute to community, public service by showing an example of community engagement as my personal “culture of caring” in the educational community. 2. Volunteerism. As a community resident, I also believe that volunteer activities are important to the life of a thriving and vibrant community. As a Zone 10 resident for over ten years, I have volunteered with many organizations at many festivals and events in centretown. My volunteer activities reflect my personal values of ethical leadership and community contributions as part of my personal “culture of social responsibility” in our community. 3. Education. Having earned numerous educational qualifications, I am a firm believer in the value of a good quality education. <p>I have taught classes at colleges and universities in Ottawa and overseas. Obtaining a good, quality education at the primary, junior high and high school levels enables individuals to gain entrance to college and university programs where they can pursue educational and career goals enhancing their well-being and careers in a highly competitive job market.</p> <p>Innovation in creating welcoming and inclusive learning environments that promote a participant centred, innovative approaches to teaching and learning have always been important in my teaching at the University of Ottawa and Algonquin College. I believe this approach applies at the public school levels as well and is reflected in the “culture of innovation” that engages students, educators, individuals and families.</p> <ol style="list-style-type: none"> 4. Good Governance and Board Governance. As a candidate for public office, I believe in good governance and board governance which contributes to the overall health and well-being of an organization in meeting its organizational goals and objectives. <p>This includes meeting organizational goals, board governance, administration, fiscal responsibility, board administration, and delivering and maintaining effective policies and practices. I regularly attend professional development seminars at which these subjects are discussed as they relate to the public and not-for-profit sectors.</p> <p>As a volunteer director on many boards in the past, I understand the importance of good governance and commitment to ethical values. Lawyers, like Board Members, have a</p>	

code professional conduct which is important to ensuring the smooth and effective functioning of boards by their members.

5. Public Participation and Community Input. Important elements of public participation are accessibility from individuals and the community, the role of school councils and the input of councils and parent involvement committees in contributing to the success of the school board in meeting its goals and objectives. As a Director the Centretown Community Association and veteran's advocate who has attended many Veterans Affairs Stakeholder Meetings, I understand the importance of public participation and community input.

This applies to a wide range of issues of importance to the community and stakeholders. This is important in developing advocacy policies, strategies, and plans that advance the interests of the members in being their voice and championing their beliefs, positions and values as leaders that accomplish the important objectives that community leaders are entrusted to do by stakeholders.

6. Background and experience. I believe my educational background and work experience in politics, law, and teaching will enable me to make valuable contribution to the Board. I have been a member of many committees in the past and understand the value and importance of well-organized, goal oriented committees that perform many functions such as the many committees of the school board. As a college and university teacher I understand the importance of education and lifelong learning

I am presently a non-practising lawyer in Ontario. Should I be the successful appointee, I intend to renew my membership in the Law Society of Ontario.

As a lawyer, I will be able to provide the Board with legal advice and opinions on issues and topics arising before the Board, its bylaws and governance. As a lawyer I also learned the importance of active listening, representing individuals, being open minded and compassionate, being accessible, providing them with the best information in formation and advice possible, and being an effective advocate and voice on their behalf.

7. Security and Safety. Safe and healthy communities and school environments provide places and spaces where teacher and students can collaborate and learn together. Safe schools can only exist in safe communities where teachers, students and students can all work and learn together. As an employee of Elections Canada and Elections Ontario who has worked elections at many polling stations located in schools. I have good background in the schools located in Zone 10.

As a Commissionaire in Ottawa, I have worked at over ten security locations in Zone 10. I understand the importance of promoting the security and safety of everyone in public spaces and learning environments.

School security and safety is essential in having safe learning environments where everyone looks forward to fearlessly learn in welcoming and safe places and spaces.

8. Communication. Feedback and Review. This is extremely important from

parents, students, teachers and student groups. Progress can only be measured when constructive feedback is welcomed, encouraged and obtained. As an educator and lawyer, I know the importance of positive interactions, communications, feedback, review and at all levels of the educational system.

A healthy and collegial board is essential to achieve success. Feedback and review between the Board, board members, stakeholders, students, families and community members is a very important part of being a trustee. It is how many programs and initiatives are assessed for their value and effectiveness in the education system.

Developing positive relationships with other board members, students, teachers, their families, community stakeholders, municipal and provincial politicians and others, is crucial in being an effective board member in advancing the interests of students as a community leader focused on the 2019-2023 Strategic Plan.

Jerry Kovacs

First Name	Last Name
Deborah	Owusu-Akyeeah
Applicant Interest	
<p>RE: Trustee for Zone 10 (Somerset/Kitchissippi)</p> <p>Dear Ottawa-Carleton District School Board of Trustees,</p> <p>I am writing this letter in an accompaniment to my application for the position of Trustee, Zone 10 (Somerset/Kitchissippi). Attached is a resume outlining my skills and qualifications. I am applying for this role with 8 years of relevant experience in youth and community engagement, policy development and analysis, project management, strategic planning, and monitoring and evaluation. I am also skilled in campaign design, child/adolescent rights and protection, and women's and girls' empowerment. Additionally, I have over 4 years of experience sitting on both operational and governance boards ranging from academic organizations to non-profits. This includes a role on Carleton University's most senior academic bodies, the Faculty of Graduate & Postdoctoral Affairs and Senate, where I was an advocate and representative for graduate students as the President and Chief Executive Officer (CEO) of the Graduate Students' Association.</p> <p>Having experienced Anti-Black racism within the education system firsthand, I never thought I could, or would even be encouraged, to form of leadership to the Ottawa-Carleton District School Board (OCDSB) or its committees until now. Despite these obstacles, public education provided the pathway to the success I have now and I want nothing more to be a part of that success for young racialized students. I am a Black young person, and child of immigrants, with a diversity of qualifications and expertise. This, alongside my lived experience, creates an excellent combination of skills to best execute the remaining phases of the project plan of the Identity-Based Data Collection Project. The OCDSB can best achieve the goals of its plan if people with lived experience are at the decision-making table providing the lens needed to create evidence-based interventions.</p> <p>I have lived in Ottawa for almost ten years and during my time here I have been able to develop strong connections to the local African, Caribbean, and Black (ACB) communities. During this time, my commitment to public education has been expressed non-conventionally through the Ottawa International Writers' Festival's "Republic of Childhood" program focussing on children's literacy writing camps for underprivileged kids in Ottawa. Additionally, through my independent workshop facilitation providing educators with the tools to combat white supremacy in the classroom at the Carlingwood Community Health Centre. I have also worked in counselling and peer support at the university-level, providing safe-spaces for students to talk one-on-one about experiences of violence and other issues. As the Programming Coordinator of the university's Womyn's Centre, there was a common pattern with the Black student clientele: lingering issues caused by anti-Black racism that stemmed from grade school was affecting their school performance and sense of self-worth. Students who were</p>	

regarded as “success stories”, many of them young women, still dealt with the trauma of racism even after taking the academic path of attending university. I know this on a personal level, as well. Accurately ensuring change is met requires thinking about the futures of these young children. It also means allowing students to see themselves reflected in those making decisions that affect their education. I want to be a strong voice on the OCDSB and advocate for the students so that they can fulfill their potential in an environment that cares about their specific needs.

If given the privilege to be the Trustee of Zone 10, I would use my role to ensure interventions are well consulted with community stakeholders and culturally relevant. I would also ensure the interventions best reflect the OCDSB’s logic model, or Theory of Change, as I have done using Results-Based Management in my previous roles as a policy analyst and project officer. As a graduate research assistant, I used strong analytical skills to produce clear and concise reports. I have come to understand that good research results in good advocacy and will ultimately result in great policy change. It is the reason why I strongly advocate for applying intersectionality as a framework within research as an accountability measure. I believe I would be an excellent asset working on the OCDSB because of my strong ability to conduct research analysis using various methods that I have acquired in my Bachelor’s degree in Women’s and Gender Studies (with minors in African Studies and Political Science). For example, I had the honour of applying storytelling, a traditional form of knowledge sharing from my home country to my Masters Research Paper on return migration for Ghanaian women living in Canada and approaching retirement age.

While at the Graduate Students Association (Carleton University), I took initiative to facilitate numerous consultations meetings with campus stakeholders for the development of Carleton University’s provincially mandated sexual violence policy. As a policy analyst at the Education, Child Protection, and Gender Equality Bureau of Global Affairs Canada, I provided policy leadership and strategic advice on child protection and gender equality issues, such as female genital mutilation/cutting, child, early and forced marriage (CEFM), and broader sexual and gender-based violence, with a particular focus on adolescent girls and the girl child. As the Junior Project Officer of the Tanzania Development Division (Global Affairs Canada), I monitored and tracked the progress of several developmental programs and completed corporate reporting, including Plan International project on girls’ education. My ability to implement multiple ongoing projects also proved useful as I took over the project management of two key projects, CUSO and MEDA, for a short period where I finalized the evaluation summary reports published by Global Affairs Canada on its project browser website.

I have a very diverse skillset matched by my passion and lived-experience. I recognize that there are many things about the functions of the school board, especially within the Ottawa context, that I have to learn. My willingness to learn and a proven record of accomplishment as a team player would be an excellent addition to the OCDSB.

Thank you so much for taking the time to read my application form.

Best regards,

Deborah (Debbie) Owusu-Akyeeah

First Name	Last Name
Jessica	Vis
Applicant Interest	
<p>Education is the cornerstone of development for children and young adults, and Canadians are extremely lucky to have the education system we currently have. As a young adult, I had the opportunity to travel to Ghana, West Africa as a volunteer and teach at the Primary 3 level. This experience alone made me thankful for receiving my education in Ontario. It also made me realize that, while I love education, being a teacher for children was not going to be my career path.</p> <p>That hasn't stopped me from focusing my career on learning and development. I spent 2 years as a Trainer/Facilitator with a major telecommunications company. In this role, I assisted on the development of training materials with company executives.</p> <p>I have been in the Public Service of Canada for over 10 years, spending the totality of my career with Public Services and Procurement Canada (PSPC - formerly Public Works and Government Services Canada), and have spent a lot of that time focusing on promoting the success of others. No matter my role, I have always been approached as a mentor for others, guiding their successes. One of my most proud moments is receiving the Ontario Region Laurel Award for diversity, as I received the award for facilitating the Positive Space program. Positive Space is a program that educates employees on the struggles and realities of LGBT2Q+ people, and provides resources for them to become Positive Space Champions. This means that you are providing a safe space for any employee who may wish to discuss LGBT2Q+ issues with you.</p> <p>In the public service, I held the role of Chair of Vanguard: PSPC's Young Professionals Network. In this role, I created and facilitated learning opportunities for employees looking to further develop their skills.</p> <p>As a single parent to 2 young children (6 & 9), my involvement within the school had been limited until about a year ago. I began attending School council meetings at Devonshire Community Public School, and assisted in small fundraising efforts.</p> <p>Beginning this school year, I was elected Co-Chair of the school council. In this role, I have implemented fundraising activities, promotion of various parent-led activities, and I lead the monthly meetings. My personal focus this year is on bringing more indigenous activities into the school. This is something I am very passionate about, and it continues to be a focus not only my work with the school council, but also my day job.</p> <p>I am incredibly passionate about furthering the education of young minds, and I know that my passion as well as my drive for success will play an integral role in my success as a school trustee.</p>	

First Name	Last Name
Justine	Bell
Applicant Interest	
<p>I am a mother, a public servant, a Centretown community leader, and a woman of faith, one who is well equipped to work with the Ottawa-Carleton District School Board to implement the Strategic Plan - in service to my community. I have the experience and qualifications to maintain a focus on student achievement, well-being, and equity, and to participate in making decisions that benefit the Board's entire jurisdiction while representing the interests of my constituents.</p> <p>Where I come from</p> <p>I was born into a middle-class family in North Vancouver, surrounded by people dedicated to serving others. My mother worked at a hospital, my father was a city councilor, and my Nana was the founding editor of the first national Indigenous Peoples newspaper. That environment has shaped my life's trajectory.</p> <p>My understanding of how the public education system can serve our society started while I was growing up in Nana's house. My Mom, Dad, my older brother, and I lived in the basement, Nana and Grandpa on the main floor, and my Auntie and cousin lived on the top floor. In the 1980s, my teenage brother was having trouble in school. I remember that my parents worked with the school to deal with his "teenage angst." It wasn't until many years after he dropped out that he was diagnosed with Dyslexia. This experience impacted his contributions to society. My cousin, who has Down syndrome, was well supported throughout his school years. Being a part of a classroom setting allowed him to develop many life skills that he uses today.</p> <p>My experience</p> <p>My upbringing formed a strong foundation to further my studies, volunteer and work in international development. Over the years, I worked as a life skills coach for youth with disabilities, I completed a Masters of Public Policy and Administration, led on Canada's international policy for effectively partnering with civil society, advised the Deputy Minister of International Development on employee empowerment, spoke about the importance of consultation at the United Nations, volunteered with refugees, and served as the Vice President of a faith-based community organization. For the past ten years, I have been a senior advisor at Global Affairs Canada working on poverty reduction - an area that recognizes that social, economic and environmental considerations are inextricably linked.</p> <p>Supporting my community</p> <p>Like many families in Ottawa, my husband Guillermo and I moved here 12 years ago to pursue our careers. Centretown was/is very welcoming. Guillermo, as a permanent resident, started French language classes, and volunteering at the Ottawa School of</p>	

Art, later serving on the boards of other arts institutions. After saving for many years, Guillermo and I bought a house on Cambridge Street North. We have continually worked to strengthen our community by engaging the arts community and organizing gatherings with hubs like Somerset West Community Health Center and the local police.

Our most important milestone took place when our daughter Shanti was born. The hardest and most rewarding job I've ever done! It is because of community support that we have thrived. For example, during the first two years of our daughter's life, we raved about our community's Early Years Learning Centre. This year, Shanti started JK at Cambridge Street Public School. We were very excited about this next step, but our enthusiasm waned with Shanti's stories of physical violence and disruptive behavior in the classroom. We met with the teachers, the principal, and I started attending parent council meetings. I started to read up on policies, programming and where the accountability rested to ensure the safety and wellbeing of all students. Navigating the system is challenging. When I tried to reach out to our Trustee, she had already stepped down. Through my investigations, I have learned that instances of these types of behaviours are on the rise and that the Ministry of Education and the Board are developing related strategies. I also learned about system-wide discrepancies in student achievement outcomes between school setting with singular English Stream Programming with Core French and those with French Immersion Programming.

When I came to observe a Committee the Whole meeting, I witnessed thoughtful discussions concerning some of the most pressing issues: the inclusion of indigenous peoples' learners, a mental health strategy...

I am inspired to act. I have seen how a well-functioning education system is a strong pillar of a democratic society. I am committed to the vision and mission of our School Board, to achieving excellence and ensuring equity. I want to ensure that people like my brother and cousin get the support they need; that my daughter, her classmates and all students in the district achieve high levels of academic performance, acquire valuable skills, and demonstrate good citizenship. To make that happen, trustees have an important role in promoting well-being and enhancing public confidence in publically funded education.

My qualifications and interests

I am a systems integrator – A dynamic and reliable professional with effective interpersonal relationship skills, great judgement, and initiative, with a proven record of accomplishments. My entire career has been dedicated to listening, learning and advising on what is needed to make the world more inclusive, prosperous and sustainable. My leadership style is based on empowering others to act, and my qualifications include:

- Working well with others to set the conditions for a high performing organization.
- Conducting evidence-based research, including outreach and consultation with stakeholders.
- I am honest, prepared and proactive.
- I love data, indicators, logic models and performance measurement frameworks!

- Adhering to shared values, ethics and transparency.
- I get comfortable in the uncomfortable.
- I communicate effectively.
- I manage my time well and am committed to self-evaluation.
- I am active in efforts towards reconciliation with indigenous peoples.

I am confident that I will be able to carry out the responsibilities of a trustee as set out in Ontario's Education Act. I am excited to build a brighter future together through creating a culture of innovation, caring and social responsibility for all students, staff and the system.

First Name	Last Name
Serge	Lafontaine
Applicant Interest	
<p>As an engaged father of two girls currently in the English Public School system (grade 7 / Broadview and grade 10 / Nepean HS), it would be a privilege to be considered as a candidate for the position of Trustee, Zone 10. In this role, I see an exciting challenge to work with other Trustees with the scope of promoting student achievement, fostering an inclusive environment for all, ensuring the effective, timely and current delivery of educational programs and helping to safeguard good governance within the School Board.</p> <p>From 2015-2019, I managed the Juniors Program at the Royal Ottawa Golf Club. In this role, I worked with students aged from 6 to 18 years and had the unique opportunity to initiate young golfers to the sport and define the strategic trajectory of the Junior Program at the Golf Club. We exposed the young athletes to focus, team building, honesty, networking, physical activity, discipline, responsibility and independence. For the older student athletes, the focus was on leadership. I had to be conscious of the desires of each of the Juniors in the program, as some wanted to participate in golf as a leisure activity and others were more interested in the competitive aspect of the sport. This meant that I had to communicate closely with each of my Juniors and their parents to identify their desires. This also meant that I acted as the liaison for the parents and the other Golf Club Committees to ensure harmony between the Junior Program and the adult members.</p> <p>In 2013-2014, I was an elected member of the Joan of Arc Academy (JOAA) Board of Directors, an All-Girl bilingual privately funded Elementary School in Ottawa. As a Board member, I was involved in setting the strategic direction in a challenging recruiting environment; recruiting for new students and retention of educators. I was part of a team who oversaw the effective operation of the school and ensured budget rigidity. As a Board, we worked together to have a fulsome fundraising schedule, created a communication plan and coordinated outreach volunteering activities for the girls. This was important to encourage the girls to develop their leadership skills, understand financial responsibility and build a strong sense of community. Also, as a parent volunteer with a scientific background, I acted as judge for two annual science fairs.</p> <p>In 2002, at the Holy Trinity High School (Kanata), and in 2003, at the Immaculate High School (Ottawa), I introduced the Junior Achievement Company program. This after-school activity ran from October to April, aimed at high school students interested in learning how to establish a business from the ground up. I was part of a team of three adult advisors, with the role of mentoring up to 15-20 students in their path to building a real company. They participated in product development, learned how to produce marketing, communication, business and risk analysis plans, appointed executive leadership positions, etc. With an operational company, they promoted and sold their products. In addition to the mentorship role, I also participated in various weekly in-class</p>	

business simulation activities.

In 2002-2004, I was on the Board of Directors of Hosteling International /Ottawa (formerly Youth Hostels). This global association provides low cost accommodation to youth travellers. As a Board member, the challenge was to stretch the minimal funding budget to ensure that all strategic goals were met for the year.

In recognition of the real requirement for our future generation's understanding and alignment with the world of hardware and software technology, in January 2019, I developed, proposed and presented a half-day mini-course on electronic circuits. This activity was aimed at grade six students at Broadview Public School, to introduce them to the world of robotics.

I am excited for this unique opportunity to make a difference for our next generation. On a global scale, education is evolving rapidly and I want to be part of influencing its development and progression so that Canadian students aren't left behind. I strongly believe that priorities should emphasize the following:

1. Use and understanding of technology for current learning and future career opportunities
2. Bilingualism, Polyglotism - in the spirit that language is a critical tool for communication; the more languages you know, the more cultures you understand, the more accepting you will be of others.
3. Leadership and Critical Thinking through strong communication skills; and
4. Inclusivity amongst all through understanding of other cultures, through food / music / language.

On a personal note, I graduated from the Royal Military College in Kingston with a Bachelor's Degree in Computer Engineering. Over the course of my career, I was a former Naval officer, held various engineering and leadership roles in hardware development and have been employed in technical sales for the last 15 years. I am fully bilingual in French and English, reside in the Kitchissippi Ward and hold a P.Eng. license from the Professional Engineers Ontario. I also enjoy traveling, photography, snowboarding and golf.

Finally, I have consistently exceeded my professional goals in the Ottawa hi-tech community. With my working experience on various technical leadership roles and extra-curricular committees and board assignments, I have demonstrated being a team player and shown a proven track record of handling confidential or sensitive material and information. In order to be able to effectively deal with potential customers/stakeholders, I must possess strong communication, problem solving, negotiation and conflict resolution skills.

Thank you for taking time to consider my application and look forward to hearing from you.

First Name	Last Name
Lucas	Malinowski
Applicant Interest	
<p>I have a young family, and my son currently attends Junior Kindergarten at Elgin Street Public School. I currently serve as Chair of the Advisory Committee for Extended Day and Child Care Programs, and have extensive experience with early learning and child care policy in Ontario.</p> <p>I previously served as a Senior Advisor to the Minister for Early Years and Child Care where I worked closely with staff across departments at the Ministry of Education. A large part of my role was developing and executing effective communications strategies to help parents understand how the public education system in Ontario seeks to provide the best experiences and opportunities for their family and their children. This included extensive and direct interaction with media across Ontario.</p> <p>I believe that our public education system is in the midst of significant and generational change. As children and families deal with a rapidly changing age of accelerated information, they increasingly look to our schools as sources of stability and safe spaces for students to explore their individuality while being challenged to grow in an environment where they are also given the tools to succeed both inside and outside the classroom. This places additional pressures on our educators, staff and facilities.</p> <p>These are significant challenges which the OCDSB is committed to meeting. As an experienced communications professional, I have been engaged in complex policy development, always with an eye for how we can help those affected by policy understand what it means to them and how it will affect their lives. Complex systems and challenges require careful and considered policy responses. I have always believed that while it's important to get complex policy right, it is often equally important to challenge ourselves to communicate those policies as simply and accessibly as possible.</p> <p>As a Public School Trustee representing Zone 10 I would enthusiastically bring together my passion for my son's education success with my extensive experience in public policy and communications to effectively represent my constituents and support the work of the Board and OCDSB staff.</p>	

First Name	Last Name
Omotayo	Sodeinde
Applicant Interest	
<p>I wish to apply for the positions of Public School Trustee to represent Zone 10 (Somerset/Kitchissippi) in the city of Ottawa with Ottawa-Carleton District School Board.</p> <p>I have an Honours Bachelor of Science in Computer Science from the University of Ottawa and a Diploma in Computer Programming from Algonquin College.</p> <p>I have 12 years experience in the telecommunications industry functioning in several roles such as software/product engineering, training, project management and process and change management. I have a proven track record of managing projects of varying scale within schedule and budget. I have worked with children in different capacities over the last twenty five years including as a full-time child care giver, tutor and choir director. Each week I get the privilege to interact and help children academically and in building characters such as integrity, hard work and perseverance; and I love every minute of it.</p> <p>I am a natural people person with a passion for process enhancement, project management, problem solving, analysis and optimization. I have extensive experience working with technical and non-technical personnel from senior managers to clerical staff.</p> <p>I am a motivated and enthusiastic team player with great management, troubleshooting, analytical, communication and presentation skills. I believe the experience I have with children, my technical and soft skills, including my ability to communicate effectively, ability to work under pressure and to meet tight and shifting deadlines, as well as my ability to deal with conflicting priorities, will be a great asset to the board.</p> <p>I would welcome an opportunity to work on the board as a school trustee.</p> <p>Sincerely,</p> <p>Tayo Sodeinde</p>	

First Name	Last Name
Janet	Spencer
Applicant Interest	
<p>As a parent of three children who traversed the hallways and classrooms of public schools in British Columbia, Ontario and Quebec, I experienced the support and interventions of professional teaching and education support staff as well as the empathetic cooperative decisions made by school administrators in challenging circumstances. It has however been a good long time since I have had any direct connection to the public school. My grand children now navigate a newer more modern public school labyrinth of academic and social networks.</p> <p>I have the luxury of time (having just retired from the federal public service) to commit to the successes of all students. My primary interests are in equal access to programming,extra curricular activities and the safety and security of all students in a mutually respectful environment.</p> <p>If chosen, I will work hard to communicate with and listen to parents, students, politicians and community groups.</p> <p>I support fiscal responsibility and accountability and will strive as a member of the Board, to maintain the high standard of professionalism and to retain experienced, committed staff in schools across the board.</p> <p>I have in my 35 year career, demonstrated the ability to set priorities manage budgets, identify and control risks where possible. I can promise to work hard with all Trustees to build trust and credibility with stakeholders and politicians by mounting effective campaigns to support existing and emerging priorities.</p> <p>If chosen, I commit to sharing my hard work ethic, ability to listen and learn, and to think strategically to ensure the continued success of all our students.</p>	

First Name	Last Name
Roman	Mukerjee
Applicant Interest	
<p>I send under separate cover (attached) my full background and the rationale for my application to be a trustee, with unique contributions. In summary, I thrive with my intercultural, inter-racial and inter-religious identity which was followed by serving in collegial education in Quebec and in the national Canadian Multiculturalism service in the federal government. I will place special focus on the growing senior population and the implications to the education philosophy and action. My retired and senior contributions will be a first in the Education Board system and Ottawa and across Canada.</p> <p>Please pardon my “elder” letter Format @ my 76th year.merci</p> <p>Note: My Councillor of Ottawa Sylvain Menard will readily sign my application. He will gladly come to my placate affirm.</p> <p>I could not access the Upload resume or Upload declaration. Please advise.</p>	

First Name	Last Name
Peter	Biasone
Applicant Interest	
<p>I believe that the knowledge and experience I have gained over my career and my long history of being part of the Zone 10 community makes me an ideal candidate for the Zone's Trustee.</p> <p>I deal with the classroom, school, and other issues affecting education daily. I have a daughter at Elmdale and another who attended Elmdale (Sept. 2015-June 2017) and Broadview (Sept. 2017 to June 2019). Some issues, such as meeting increasing expectations with diminishing resources, keeping the classroom safe, and treating everyone equally are long-standing. Other issues, such as, mental health, use of advanced technology in the classroom, teen suicide, legalized cannabis, online bullying, are new and emerging. I have a very good understanding of how these issues are even more difficult to address and that there is even more pressure on teachers and the school board to deliver quality education with the uncertainty of the current labour dispute.</p> <p>I have deep ties to the community and a strong connection to many parents in the area. I live in Zone 10 and, many years ago, I attended St. George's Elementary and Fisher Park High School. I understand parents' perspectives, frustrations, and their challenges. I know very well how decisions (even minor ones) by the Board of Trustees and the school board affects them. I know what it means to parents and the community when changes are made to programs and the long-lasting impacts of major decisions, such as shutting-down or re-purposing schools.</p> <p>I have also seen first-hand how classroom and school decisions affects students, teachers, and the overall learning experience. Most recently, the changes to specialized programs (e.g., gifted program) and decisions to renovate (Elmdale) and build-new (Broadview) schools have not only impacted learning, but have also impacted families, parents, and the community. The decision to build a new school for Broadview reinvigorated and re-energized the entire community. It has affected positively how students interact and learn and how teachers approach their work. The changes and attitudes towards learning that I saw in my daughter and her classmates as they moved through Broadview was quite remarkable.</p> <p>My professional career has provided me with knowledge and expertise that would allow me to make valuable contributions to the Ottawa-Carleton District School Board's (OCDSB) direction. It would also serve me well in helping the Board of Trustees achieve the objectives of the strategic plan, making me an ideal Zone 10 Trustee candidate.</p> <p>Since 2003, I have worked in the federal government as a policy and program analyst. My career has focused on policy development and implementation and on assessing business cases for government expenditures for major projects (e.g., Parliamentary Precinct Rehabilitation) and contracting for professional services (e.g., software maintenance and operation).</p>	

I have extensive experience in program administration. I have a strong background in ensuring that programs are aligned with priorities and that they are designed with a clear scope and objectives, whether the objectives are to address a current problem or to establish a new capability. I have a strong understanding of how programs need to be monitored, evaluated, and outline clear accountability and responsibility, so that they achieve the intended outcomes and benefits.

Most of my work career has been as a Treasury Board Secretariat Program Analyst, where the mandate is to ensure that:

- there is good stewardship of public funds;
- organizational governance is responsible and accountable, and
- program expenditures provide best-value for the Government.

My job was to ensure that proposals submitted for approval met these criteria.

I am submitting my candidacy for the Zone 10 Trustee because I want to use my professional and personal experience to help the Board of Trustees achieve the set vision and shape the future of education in the OCDSB. I believe that a good public education is a key factor in ensuring that students are not only equipped to learn and face the challenges of tomorrow, but they are also ready and capable to explore innovative and new approaches to future challenges."

First Name	Last Name
Adam	Gibbard
Applicant Interest	
<p>There are a number of reasons I feel would contribute to me being a successful candidate for the position of Trustee with the OCDSB, in particular, the Somerset/Kitchissippi zone.</p> <p>First, is my history with the school board. I am a product of having gone through every school year at an OCDSB school and both middle and high school levels within Zone 10 school (Glashan and Lisgar). I have fond memories of my time as a student and think that being a Trustee would be a way of giving back to the school board and schools that helped shape who I am.</p> <p>Zone 10 also represents where I live and where my son has just started in JK this year. The Somerset/Kitchissippi zone is very unique in its cultural and demographic diversity.</p> <p>Second is my experience and expertise. I completed my B.Ed at the University of Ottawa, doing my practicums within the OCDSB. Studying education opened a number of doors to a greater understanding of where education is and where it is going. After finishing teacher's college I worked in schools in England and Cambodia where I gained insight into the workings of very different school systems.</p> <p>Thirdly, having worked in community journalism for the past seven years I have a particular passion for ensuring fair representation, clear transparency and streamlined and accessible communications. Solving problems often comes down to asking the right questions, fielding opinion and consulting experts.</p> <p>I appreciate that this position is being appointed and as such I know I would have to work hard to gain the trust and affinity for those I would represent. With the struggles parents, teachers and students presently face it's even more important than ever to have a strong voice to ensure the best education, experience and potential for all students.</p>	