

ZONE 10

Somerset

Ward 14



Shannon Boschy

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Public record highlights:

Jewish community / antisemitism (2022): In the 2022 Jewish Federation questionnaire, Boschy supported consultation with the mainstream Jewish community and answered “Yes” on adopting the IHRA definition. In the same response, he argued that the modern anti-racism movement was flawed and could increase animosity, advocating a focus on common humanity rather than selective narratives of historic oppression. **Sources:** [2022 Federation questionnaire](#)

1. *How would you ensure that Jewish parents and community organizations, including the Jewish Federation of Ottawa, are meaningfully consulted about antisemitism and the experiences of Jewish students in our schools?*

All meaningful steps towards these ends, begin with listening

I have been following what's happening in Canada with great sadness. Not just in public schools in Ottawa, but in our universities and institutions.

Yesterday I have the opportunity to speak with two students from Concordia University in Montreal. They have been leading voices for themselves and other Jewish students against organized hatred on campus.

My Campaign promise is to advocate that people leave their foreign wars at the doors. As school officials and trustees we should be emphasizing neutrality and be sending the message that Canada is a place people come to to build a better life, not another battleground for ancient animus

Sadly our unions and too many teachers are poorly educated about the issues and the roots of Islamic culture, that it's an intolerant, supremacist, colonizing religion

It's no small battle, and I've learned fighting against transgenderism publicly for five years that consistent efforts do bring change to entrenched narratives

2. *What steps would you support to strengthen education about antisemitism and Jewish culture for trustees, staff and students, guided by the [provincially adopted IHRA working definition of antisemitism](#)?*

Diversity, equity and inclusion policies are barriers to fair treatment and to teaching teachers that we must treat people as individuals, not as people who share group identities as if they are all the same.

In short I will work to deemphasize group identity politics and concepts of intersectional hierarchies. Sometimes the risk in the game of identity politics, the best way to reduce negative outcomes and things like antisemitism is to focus on what we want instead.

3. *How will you ensure no policies or actions of the school board, including teacher activity, contradict that definition (e.g. by delegitimizing Israel)?*

As a trustee I will have limited capacity to influence what goes on in classrooms because individual teachers are allowed to have use their best judgement. (Which is not always good judgement) this is a legislative problem that empowers activist teachers to drive certain narratives.

I want politics out of Schools.

I would like to remove the equity coaches from the ocdsb entirely. These are commissars enforcing political correctness and identity group interests in the system. They drive training and corrective measures in the system after they problematize the environment.

The Muslim equity coach fights Islamophobia for example, and is given powers to intervene with teachers who run afoul of Their preferred narrative.

The answer is not to add a Jewish equity coach to run countermeasures, the answer is to get rid of the commissars.

I would also like to curtail the capacity of unions to push far left narratives in their PD activities.

4. *How can the board follow the provincial mandate to reduce divisive geopolitical activism in our schools?*

see above

My heart aches for my Jewish friends and their families and I grieve for our country in the state we are in.

It's no help the liberal government is recognizing a Palestinian state and sending hundreds of millions (more) to Gaza in aid.

Keelin Pringnitz

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Public record highlights:

Antisemitism / anti-Palestinian racism (Aug. 2026): Co-signed a shared trustee-candidate statement committing to combat both antisemitism and anti-Palestinian racism, alongside other forms of hate, in OCDSB schools.

Sources: [Shared statement of principles](#)

Did not respond to survey.

Diana Mills

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1. *How would you ensure that Jewish parents and community organizations, including the Jewish Federation of Ottawa, are meaningfully consulted about antisemitism and the experiences of Jewish students in our schools?*

Part of my platform includes better communication between the Board, schools, parents/caregivers and the community. One option would be holding a town hall meeting to hear first hand about the experiences and creating collaborative solutions that engage the community in an educational and social setting. Students need to feel safe at school, whether in the classroom, playgrounds, parking lots etc.

2. *What steps would you support to strengthen education about antisemitism and Jewish culture for trustees, staff and students, guided by the [provincially adopted IHRA working definition of antisemitism?](#)*

The OCDSB currently uses a multifaith calendar to recognize and respect diverse religious and creed-based observances of its students, staff and families. Annually, a whole-of-district email is sent out acknowledging these observances. As the Jewish community has great and present concern for their students, I would definitely encourage a town hall meeting ASAP to discuss the needs of the community, and to state what steps the Board is taking to combat anti-semitism. I would also plan for educational activities for Jewish Heritage Month and other recognized and observed days for people of Jewish or Israelis heritage. This is not dissimilar to other observances such as National Indigenous History Month, Orange Shirt Day, Pride, Pink Shirt Day, Black History Month etc.

3. How will you ensure no policies or actions of the school board, including teacher activity, contradict that definition (e.g. by delegitimizing Israel)?

The OCDSB addresses teacher's outside activities through a legal concept known as "off-duty misconduct." In order to ensure student safety and commitment to Board rules, regulations and professionalism, a social media scan and a teacher declaration of outside activities could help identify if teachers are involved in potential conflicts of interest. Teachers are in a position of trust. Their personal views could impact the students they teach in many different ways. Professional Development days can be used for teacher education and a review of what their responsibilities and conduct entail.

4. How can the board follow the provincial mandate to reduce divisive geopolitical activism in our schools?

The Board must work positively together. Currently there are candidates across the Board (the slate) who have publicly stated their opinions about geopolitical activities that resulted in their actions interrupting a Pride parade. I can only imagine what this slate is capable of individually and as a group when they disagree with Board decisions. It is up to the voters to elect someone whose primary concern is that of all students and families and not concentrated on world activities. There is a definite need for education and a declaration of outside activities for trustees similar to that of teachers. Trustees can recommend that all clubs and societies should be approved by school principals. Also trustees should declare if they have any outside interest that are contrary to Board and provincial rules and regulations. At this point, the Board can review the provincial mandate as one of their priorities.