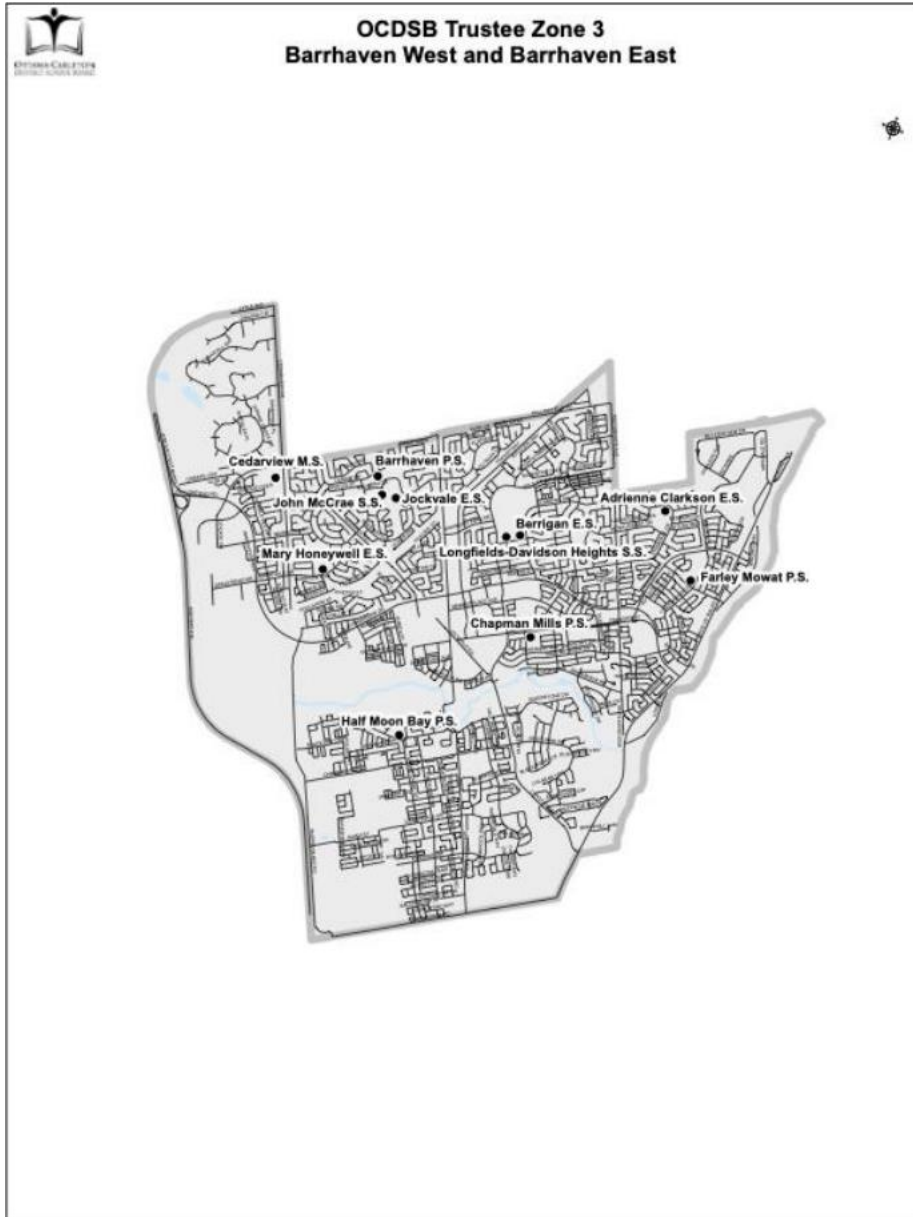


ZONE 3

Barrhaven West / Barrhaven East

Wards 3 and 24



Brenda Abramson

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I have been aware anecdotally of the concern of the Jewish community about school safety and some of the drastic measures that parents have felt compelled to take, but seeing a survey response indicating that 70% of Jewish students feel unsafe because they are Jewish, is quite alarming. One student feeling that way is one too many, but 70% is beyond words. So if it is not obvious in my responses below, please know that if elected, I will work tirelessly to change that statistic.

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?

“The OCDSB welcomes individuals or groups to express their concerns, provide comments or ask questions regarding items on the agenda or on matters relevant to the mandate of the Board or Committee.” With student safety and wellbeing being part of the mandate of the Board, as it being a matter of such concern to the Jewish community, if/when the Board is reinstated, it would be more than appropriate for the Jewish Federation of Ottawa and others in the Jewish community to attend a Board meeting as a delegate and express concern and provide comment about the experiences of Jewish students in the schools.

The role of the trustee includes listening to concerns of parents and the community, and bringing them to the Board, as well as advocating on their behalf. I am hearing loudly and clearly, the concerns of the Jewish parents and the broader Jewish community. And if I am elected as trustee, I intend to continue to listen and to then advocate for improvements on their behalf.

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](#)?

As a Board, trustees have input on some staff PD day programming. I believe that antisemitism is a significant enough issue that I would push for dedicated PD time to provide both a better understanding of what constitutes antisemitism, and how to address it when it occurs.

And, as mentioned above, I would welcome the Jewish community to speak as a delegate to educate trustees- not only at Board meetings, but at appropriate Board committee meetings as well.

Since the student curriculum is not under the purview of trustees, steps available to strengthening student education would be limited to advocacy to the province.

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

Policy: The OCDSB allows for, and in fact, requires “meaningful” public consultation on policies including through both formal and informal channels. ([OCDSB Policy P.110.GOV](#)) By consulting with the Jewish community during the drafting of the policy, and allowing for feedback on draft policies via [Engage OCDSB](#), members of the Jewish community themselves can help ensure that no Board policies contradict the IHRA working definition of antisemitism.

Action: It is impossible to control the actions of others. However, a combination of education, incentives and appropriate progressive disciplinary measures for wilful contravention of policy/procedures should result in limited engagement in undesirable activities. As indicated above, I will push for education on antisemitism. I will also push for imposition of consequences for staff who fail to take action when needed, or engage in antisemitic actions that they should not.

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

To reduce divisive geopolitical activism in schools, one must first understand the reasons it is occurring. Is it lack of awareness of the mandate, lack of understanding of how to apply the mandate to activities, or willful disregard of the mandate?

Depending on the reason geopolitical activity is occurring, a different approach would be needed: education to those who don't know what about the mandate is or what the application would look like in relation to their activities, and positive incentivization/reinforcement for desirable behavior and consequences for engaging in activity that is contrary to the mandate.

If there is a lack of awareness of the provincial mandate, issuing notices/reminders of the mandate could be sufficient. If the knowledge gap is in the application of the mandate, the Board could program local staff PD day time to discuss/instruct on application of the mandate. If the reason for divisive geopolitical is wilful disregard of provincial direction- performance appraisals and supervision for professional growth, which are completed for principals and vice-principals, offer both positive incentive and consequences.

Kenneth (Kangwu) Xi

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Did not respond to survey.

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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.