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### Section 1 – Accountability

**1. In your opinion, what is the role of parents in the Board's decision-making process?**

They are a vital germinating direct link foundation, of those who gave birth to the pupils which the education system is entrusted with!

**2. If you are elected, how do you see your role as a trustee in the decision-making process?**

I see myself as a pragmatically proactive, democratically persuasive thinking-outside-of-the-box team player; who is an excellent reasoning listener and decisive team player who considers all sides fairly (parents, students, educational professionals, financial reality...)

**3. Do you believe that trustees should serve as intermediaries between parents and the Board and/or their school (when all other avenues have been exhausted)?**

Yes

**Please explain.**

It is imperative that trustees be pragmatic educational community sounding board go-betweens

**4. Do you believe the Board's decision-making process could be more transparent?**

Yes

**If yes, what measures would you propose to improve the Board's transparency and accountability?**

In camera meetings should only be used in emergency situations, where emotions could flare during "Hot Topic" votes.

**5. What do you believe should have greater weight in the decisions made by trustees: the advice of educational professionals or the input of parents and communities?**

Advice of professionals

**Please explain.**

I believe the opinions of educational professionals should generally be those which prevail over those of the parental community.

**6. This past year has seen an increase in in-camera (closed-door) committee and Board meetings. As a trustee, would you undertake to ensure that in-camera meetings are held only when necessary to protect the privacy of individuals?**

Yes

**Additional Comments**

[no comments entered]

**7. Last year, the Board reviewed its Alternative Schools program and its Secondary Gifted program. Despite strong stakeholder support for these programs, Board staff recommended that they either be closed or eventually phased out. As a trustee, what kind of information would you seek and what kind of questions would you ask in order to come to a decision when staff recommendations are opposed to the views of the community?**

Everything possible should be done to SOMEHOW manage ensuring the continuation of the above mentioned programs (thru creative alternate public/corporate funding)

Besides ensuring I am updated on all sides' opinions, I would inform myself on all matters thru extensive internet research (such as international case studies), in advance of decisive meetings!

**8. Good decision-making requires good and comprehensive data which is shared with all public education stakeholders. What will you do as a trustee to**

**ensure that Board reports are released to the public in a timely fashion and contain accurate information?**

It is imperative that all board reports, including the minutes of meetings; be comprehensively, effectively written and released as quickly as humanly possible.

**9. Teachers and support staff who work in the classroom every day with students are well-acquainted with student needs, yet are not permitted to contribute to the public discussion when changes to programs and services are under consideration. Do you believe that the experience and knowledge of the professionals in the classroom should be better represented in the Board's decision-making process?**

Teachers and support staff are totally meritorious of every right of contributing to the process of public discussion, and should not be prevented from this privilege.

## **Section 2 – Educational Issues**

**10. Given the chronic under-funding of education, what new ideas would you bring to the table to address the Board's ongoing financial challenges?**

Everything possible should be done to SOMEHOW manage ensuring the continuation of especially innovative teaching programs...Via collaboratively creative, alternate Public & Corporate funding methods:)

**11. It can be a challenge to meet the demand for French Immersion while maintaining a strong, viable English program. How important do you think it is for the Board to respond to the ever-increasing demand for French Immersion in this region?**

Important

### **Additional Comments**

The first and perhaps foremost fact is, that Ottawa is situated directly next door to Gatineau, which obviously has a huge francophone populace; and it is therefore common sense (as well as good manners) to dually equip students with a working linguistic French grasp.

\*Studies have also perhaps even more importantly proven that learning secondary (+ bonus) languages exponentially improves the human intellect!

**12. Do you favour the Board's revised student transfer policy that restricts students' ability to transfer from their neighbourhood school to the school of their choice?**

Yes

**Please explain.**

Try as one may, no system is going to please everyone...There are always loopholes available, as nothing prevents a family from moving to a neighbourhood, comprising of their school of choice.

**13. While the Ontario Ministry of Education is encouraging school boards to integrate students with special learning needs into the regular classroom whenever appropriate, it recognizes specialized classes as one of a range of options for exceptional students. At present, the OCDSB provides specialized classes for students with autism, Asperger's syndrome, developmental disabilities, giftedness and a number of other exceptionalities. Do you support the continued provision of specialized classes for students with these and other special educational needs?**

Yes

**13. a) If yes, what would you do to reduce waiting lists and improve student access to these classes?**

Perhaps intermediary volunteer community specialists could be utilized to quicken the system, and once again look at private sector/corporate sponsorship funding opportunities.

**13. b) If you answered no, how would you ensure that both exceptional students and their peers without special learning needs receive the support they need in order to learn and thrive in the regular classroom?**

[no response]

**13. c) When changes are proposed to special programs, would you agree that any proposed changes should first be evaluated through pilot programs with well-defined, measurable outcomes?**

Yes

**14. Recent changes to program delivery at this Board have reduced access to specialist teachers in the arts, science, physical education, and other subjects, especially at the intermediate level. Do you believe that students are receiving enough subject specialist education in the elementary/intermediate years?**

No

**Please explain.**

It is likely never possible to provide students with “enough” specialist education. However, it is important to note that the global economy is greatly shifting, and it is now more important than ever, to ramp up innovative thinking and schooling in order to effectuate the ability of future generations to compete and potentially thrive!

**15. At the same time as students have less access to outdoor education centres, research is showing that children need experiences in the natural world for improved learning, for their well-being, and to be informed citizens about the environment. Would you increase the role of outdoor education centres in our students’ education?**

Yes

**If yes, how?**

As long as it is financially feasible.

**16. The Alternative Schools program was reviewed this past year and found by the Board to have many benefits for students. As a trustee, would you ensure this program is continued and is extended to zones where it’s not currently available?**

Yes

**If yes, what are your ideas to make this happen?**

Maintaining & extending these & any positive program as much as is logistically possible is naturally desirable. At present, and as always, there is a fiscal accounting crunch to deal with. If it isn't possible to presently expand this program, then students, who especially need it, at least have the option to move to a school area which employs it.

**17. Ottawa receives more refugees than any other city in Ontario, has the second largest immigrant population in the province, and the first language of approximately one third of Ottawa residents is neither English nor French. Do you believe that the OCDSB is doing as well as it could to serve the needs of students and families that are new to Canada?**

No

**If no, what changes would you propose?**

With the omnipresent economy being what it is, the OCDSB is nevertheless in a necessitous bind to somehow manage to effectively educate immigrants who do not speak Ottawa and the western world's prevailing language. Civic, provincial and federal funding should be increased...Increasing the frequency of English classes for students especially lacking in those skills should be looked at, as well as increasing the availability of after school courses. A populace with a lack of comprehension of what is by far its prevailing language is headed for big time problems!

### **Section 3 – Philosophy**

**18. Current trustees: Please give an example of something you did last year to further public education. Other candidates: Please name a specific effort you would promote if you were elected.**

I would like to help facilitate creative public sector & corporate funding for thru my multifaceted hands-on employment experience, innovative research skills, innate talents & vastly growing network of contacts!

**19. What is your vision of education and its role in our community?**

I believe that now, more than ever, there is a need for "Championing Forward-Thinking Pragmatic Schooling which teaches Real World Practical Skills" to all children, regardless of what background they come from!