

PUBLIC BOARD MEETING AGENDA

Monday, February 28, 2022 @ 7:00 p.m.

In Person/Virtual Google Meet:

Item	Report No.	Responsibility
A Call to order		
1 Land Acknowledgement		M. Brant
2 Delegations/presentations: Prince Edward Collegiate Institute, <i>Specialist High Skills Major: Non-profit sector (timed item at 7:10 p.m.)</i>		T. Elliott
3 Character Moment of Reflection: Humour		K. McConnell
4 Approval of agenda		S. Binder
5 Approval of minutes:		
• Public Board Meeting January 24, 2022	A-1	S. Binder
6 Business arising from the minutes – January 24, 2022		All
B Recommendations		
1 2022-2023 School Year Calendar	B-1	T. Elliott
C Information		
Report from staff		
1 Director of Education Report		
• Strategic Plan Update	Verbal	K. MacIver
2 Kindergarten Program Registration Promotion	C-1	T. Elliott/ R. McFadden
3 Anti-Sex Trafficking Protocol	C-2	K. Dostaler/ S. Taylor-Harvey
Reports from Trustees		
1 Student Trustees	Verbal	Student Trustees
2 Budget/Finance Committee update from February 22, 2022	Verbal	K. McConnell
3 Parent Involvement Committee update from February 22, 2022	Verbal	K. McConnell
4 Special Education Advisory Committee update from January 27 and February 24, 2022	Verbal	L. A. Chatten
5 OPSBA Information Exchange	Verbal	L. A. Chatten
6 Questions, reports and proposals from Trustees	Verbal	All
D Correspondence		
1. • Condolence letter to ALCDSB	Verbal	All
E Adjournment		

Next Public Board Meeting: Monday March 28, 2022 at 7:00 p.m.

Members present: S. Binder, M. Brant, L.A. Chatten, J. Cobb, B. Danes, S. Hutchison, A. Kelly, L. Kyle, K. McConnell, K. Parks

Student Trustees: M. Gaddes, L. Hung

Regrets: K. Zachariah

Guests: S. Cranshaw, J. Del Zotto, L. Denard, K. Denyes, J. Slater, H. Marchiori

Resource: L. Andrews, K. Donnell, K. Dostaler, T. Elliott, K. MacIver, R. McFadden, N. Pfeiffer

Minutes: D. Lucas, Administrative Assistant

Call to order

Chair Binder called the meeting to order at 7:00 p.m. and welcomed everyone to the Public Board meeting. Chair Binder requested a roll call of Trustees and Student Trustees and asked Trustee Brant to deliver the Land Acknowledgement.

Trustee Brant began the meeting by offering words in the spirit of this gathering. "Let us bring our minds and hearts together as one, to honour and celebrate these traditional lands as a gathering place of the Huron-Wendat, Anishinabek and Haudenosaunee people. It is with deep humility, that we acknowledge and offer our gratitude for their contributions to our community, having respect for all as we come together and walk side by side into the future to support our student of today."

Presentation

Foundational Literacy Practices at Harry J. Clarke Public School

Superintendent Andrews introduced the evening's presentation from Harry J. Clarke Public School; *Foundational Literacy Practices*. The journey to focus on foundational literacy practices began in 2020. Professional learning has been so robust and impactful that even with the switches between remote learning and in-person learning, foundational literacy has remained the core component of Primary literacy blocks. The presenters shared their excitement about tools and programs that have ignited their passion for teaching, and improved their literacy instruction and understanding of the skills students need to be proficient readers and writers. For example, Flyleaf is a reading program that provides evidence based instructional materials to support educators in explicitly teaching students the skills and habits of competent readers: focus on phonics instruction and foundational phonics skills.

Chair Binder thanked the presenters Stefanie Cranshaw, Grade 1 Teacher; Lori Denard, Grade 3 Teacher; Heather Marchiori, Primary Prep and Literacy Support Teacher; and Jaclyn Del Zotto, Kindergarten Teacher, along with former Principal Jennifer Slater and current Principal Kerri Denyes.

Character Moment of Reflection

Trustee Parks recited the evening's character moment of reflection, Honesty.

Approval of the agenda

Mover: J. Cobb

Seconder: K. McConnell

That the agenda for the January 24, 2022 Public Board Meeting is approved.

Carried

Approval of the minutes

Mover: S. Hutchison
Seconded: B. Danes

That the minutes for the Public Board meeting on November 22, 2021 be approved.

Carried

Approval of the minutes

Mover: L. A. Chatten
Seconded: S. Hutchison

That the minutes for the Annual Public Board meeting on December 6, 2021 be approved.

Carried

Approval of the minutes

Mover: K. McConnell
Seconded: L. Kyle

That the minutes for the Special Public Board meeting on January 3, 2022 be approved.

Carried

Business arising from the November 22, 2021 meeting

- nil

Business arising from the December 6, 2021 meeting

- nil

Business arising from the January 3, 2022 meeting

- nil

Recommendations

Report B-1: Rise and Report from the Closed Committee of the Whole

Vice-chair Hutchison reported out from the closed Committee of the Whole meeting held on January 10, 2022 for Board approval.

Moved: L. A. Chatten
Seconded: B. Danes

That the Prince Edward District School Board Public Board approve the ETFO Occasional Teachers final tentative agreement as contained in the Committee of the Whole Report C-1, dated January 10, 2022.

Carried

Vice-chair Hutchison reported out from the closed Committee of the Whole meeting held on January 24, 2022 for Board approval.

Moved: J. Cobb
Seconded: A. Kelly

That the Hastings and Prince Edward District School Board approves the appointment of Darren McFarlane as Superintendent of Education with a personal

service contract effective February 1, 2022, as contained in the Closed Committee of the Whole Board Report C-1, dated January 24, 2022.

Carried

Report B-2: Rise and Report from the Public Committee of the Whole

Chair Binder reported out from the public Committee of the Whole meeting held on January 10, 2022 for Board approval.

Moved: B. Danes
Seconded: J. Cobb

That the Hastings and Prince Edward District School Board of Trustees approve the Director of Education to engage a third party with expertise in education policy to review the Policies and By-laws of the Board and bring a report to Trustees with recommendations upon the completion of the review as contained in Report C-1 dated January 10, 2022.

Carried

Recommendation

Moved: L. A. Chatten
Seconded: A. Kelly

That the Hastings and Prince Edward District School Board Trustees establish an Ad Hoc Committee to review Board Policy 18: The Hastings and Prince Edward Learning Foundation collaboratively with members of the HPE Learning Foundation and identify Trustees Hutchison and Kyle as their representatives and a Student Trustee if one chooses to participate. This committee will be dissolved at the conclusion of the review no later than June 2022 as contained in report C-2 dated January 10, 2022.

Carried

Recommendation

Moved: L. Kyle
Seconded: J. Cobb

That the Hastings and Prince Edward District School Board approve Policy 20: Equity as amended to include Trustee training as contained in Report C-3, dated January 10, 2022.

Carried

Information

Report from Staff
Report from Director of Education

Director MacIver stated that she is pleased to share *Pandemic Portraits*, the 2021 Director's Annual Report. As the new Director of Education, this report represents the combined effort and commitment of 2,200+ employees throughout the organization. It is the leadership of not one, but many, that makes our system strong and enables us to learn together. Communications Manager Kerry Donnell shared exhibits of the digital presentation on the 2021 Director's Annual Report: *Pandemic Portraits* to Trustees and noted that this can be found on the Board's [website](#) for further review.

Director MacIver provided highlights on the Return to School update:

- change in isolation/screening guidelines,
- N95 masks and 3 ply cloth masks received and sent out to all schools,
- Rapid Antigen Test (RAT) kits were received and sent out to all schools,
- central staff were available for deployment due to staff shortages,
- working with Public Health on new absence reporting tool,
- vaccination clinics for 5-11 year olds currently being held in two of our schools, we have been requested by the Ministry to share the letter and consent forms with families,
- looking at the possibility of resuming extracurricular activities which were put on a pause,
- Director MacIver took this opportunity to recognize Superintendent Andrews as she prepares for her retirement. Laina brought her knowledge, expertise and passion for students and learning to HPEDSB as she finishes her sixth year as Superintendent of Education.

Trustees asked questions regarding hours of vaccination clinics, clinics at other sites, school closures and funding for those days and clarity on absence rates. Director MacIver responded to these questions.

Report C-1: Foundational Literacy Teacher and Learning Practice

Superintendent Elliott and System Lead Rob McFadden shared an update on foundational literacy teacher and learning practices within Hastings and Prince Edward District School Board (HPEDSB). The HPEDSB 2020-2025 Strategic Plan has a goal to see an “Annual increase in students (Kindergarten to Grade 3) reading at benchmarks by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels.” Through a systematic approach to early screening, intervention, and explicit, direct instruction in phonics and phonological awareness, starting in Kindergarten, research shows that we can mitigate factors that may influence reading achievement, including socio-economic status and learning disabilities.

Curriculum Services will continue to work on tools to support classroom teachers in the effective and efficient delivery and analysis of student assessment data for early literacy, to drive classroom instruction and identify students at risk for reading difficulties before they fall behind. To review the entire report, click [here](#) and go to page 22.

Report C-2: French as a Second Language Program and Promotion

Superintendent Elliott and System Lead Bessie Stelatos provided an update on the promotion of all French as a Second Language (FSL) programs offered to all students from K-12. French as a Second Language is a priority for Hastings and Prince Edward District School Board (HPEDSB) offering three types of FSL programs across the region:

- Core French
- Extended French
- French Immersion

All three programs are valued as pathways to bilingualism in Canada’s two national languages and are reflected in the HPEDSB 3-year plan for FSL. Extended and Immersion French programs are being promoted through new and engaging radio ads, brochures, introductory school visits from feeder schools, and virtual information nights during the months of January and February. This is to facilitate public awareness in meeting the registration timeline of February 15, 2022. To review the entire report, click [here](#) and go to page 24.

Report C-3: Long Term Capital Accommodation Plan

Superintendent Pfeiffer noted that the purpose of a Long Term Capital Accommodation Plan is to provide a one document summary of current and projected enrollment for the next ten years, school

capacity, and the upcoming costs to maintain the buildings as well as the programs and services that we provide.

Senior Manager Horrigan noted that this is a living document and it is updated to reflect the most recent demographic information and enrolment projections, as prepared in collaboration with Watson & Associates Economists Ltd. in fall 2021, and includes overviews of school groups. The purpose of this document is to meet the Ministry of Education requirement to develop a capital plan with enrollment projections, school capacity, renewal needs and transportation information and to provide background documentation on the enrollment projections, school buildings, demographics, community use and transportation. It provides a framework for decision making and is regularly reviewed and updated. To review the entire report, click [here](#) and go to page 25 – 141.

Trustees asked questions related to surplus space due to pandemic, virtual school versus in-person learning, accommodation review process. Superintendent Pfeiffer and Senior Manager Horrigan responded to the questions.

Report C-4: Grand Adjustments update

Superintendent Pfeiffer provided an update on a grant adjustment related to reporting changes for school On The Ground capacity. On August 6, 2021, the board was notified by the Ministry of Education that as a result of recent changes to the On The Ground (OTG) capacity of schools, the amounts of the 2021-22 grant related to school operations and school renewal would be reduced by about \$1.3 million. Details were provided in report C-1 at the Committee of the Whole public meeting on September 13, 2021. At that meeting, management committed to conducting an internal review of the circumstances leading to the OTG errors and to bringing the results of this review to the Audit Committee. The results of this review were reported to the Audit Committee on November 10, 2021, and internal controls have been modified to prevent future OTG errors. The Regional Internal Audit Team is also conducting an internal audit into this matter with a report to the Audit Committee in June.

As a result, of the total recovery of \$1.3 million, it is anticipated that the projected accumulated surplus at 2021-22 year-end will decrease from \$12,374,424 estimated in Revised Estimates to about \$11.3 million. It is expected that the \$5,067,727 for school renewal deferred revenue projected at 2021-22 year-end will decrease to about \$4.9 million. To review the entire report, click [here](#) and go to page 142.

A trustee asked a question which was responded to by Superintendent Pfeiffer.

Report from Trustees

Student Trustees Lawson Hung and Moira Gaddes provided a brief update:

- An email was sent out to all schools to gather expressions of interest from students who would like to take part in Student Voice meetings and leadership opportunities in the New Year, there were a total of 44 expressions of interest received from schools,
- They are currently looking at the possibility of planning a student voice conference in the Spring.

Report from Public Audit Committee

Vice-chair Cobb provided highlights from the November 10, 2021 meeting:

- 2020-2021 consolidated financial statements,
- review from the regional internal audit update.

Report from Indigenous Education Advisory Committee

Trustee Brant provided highlights from the November 25, 2021 meeting:

- 9th annual Leeds Gathering took place with approximately 250 participants throughout the Province,
- Indigenous Office looking at certification of Mohawk Language Instructors.

Report from Budget/Finance Committee

Trustee McConnell provided highlights from the January 17, 2022 meeting:

- established meeting dates and times for future meetings,
- reviewed revised estimates,
- 2022-2023 budget preparation, overview of responsibilities and timelines with a final budget by June 30, 2022,
- capital sharing, decrease in capital spending,

OPSBA Information Exchange

Trustee Chatten provided highlights:

- Public Education Symposium being held on January 28, 2022,
- Regional Board meeting for Eastern Region at 3:30 p.m. January 28, 2022,
- OPSBA is seeking feedback on the Ministry of Education's Ministry Initiatives Committee, questions will be shared with all Trustees.

Questions, reports and proposals from Trustees

- Trustee Kelly noted that she attended the January Information Technology Advisory Committee (ITAC) meeting led by Chris Michaud and the Equity and Inclusivity Advisory Committee (EIAC) Professional Development Workshop on January 20, 2022.
- Trustee McConnell asked for an update on the QSS Revitalization Plan. Superintendent Pfeiffer noted a business case is currently being developed and hopefully completed within the next month.

Correspondence:

- nil

Full discussions can be reviewed at [HPEDSB Board Meetings](#)

Meeting adjourned at 9:04 p.m.

Chair

Secretary

Decision X Information

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services

Re: School Year Calendar 2022-2023 Recommendation

Purpose

To seek approval for the School Year Calendar for 2022-2023.

Background

Each spring, district school boards are required to establish a school year calendar for the next school year in accordance with Regulation 304 “School Year Calendar” and Regulation 364/15. These regulations set the beginning and end dates for the school year, stipulate school holidays, and prescribe the minimum number of instructional days (194), and the maximum number of professional activity days (7), examination days (10), and board designated holidays.

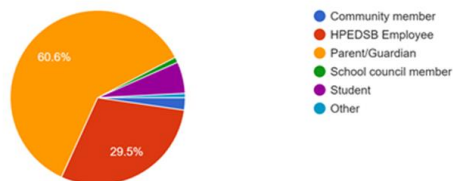
Current Situation

In establishing the annual school year calendar, three options were designed in collaboration with Algonquin & Lakeshore Catholic District School Board and the Limestone District School Board, and in consultation with the HPEDSB School Year Calendar Committee, which has representation from all employee groups and the Board of Trustees.

Public consultation occurred over a two-week period within all three school boards from January 13 to January 26, 2022. Input was gathered through an open survey format regarding the three calendar options from parents, students, employees, community members specific to the start and end dates of the school year and placement of professional activity days, and board holidays. The survey was designed to facilitate the ranking of preference rather than a single choice. Included in the survey was feedback from the past that has guided our decision making, as an introduction to an open comment section. Promotion of the survey occurred through social media, committees, school announcements, and the HPEDSB website.

Results of the survey are reflected in the data:

Please tell us about you. Are you a:
2,132 responses



Total Responses= 2,132 (1.5% increase from last year)

	Option 1	Option 2	Option 3
First	658	721	753
Second	274	1,198	660
Third	1,200	213	719

Weighted Responses

	Option 1	Option 2	Option 3
First (x3)	1,974	2,163	2,259
Second (x2)	548	2,369	1,320
Third (x1)	1,200	213	719
TOTAL	3,722	4,772	4,298

Based on this feedback and consultation with our co-terminus boards, **Option #2** was the preferred 2022-2023 school year calendar.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve the 2022-2023 School Year Calendar as contained in the Public Board Report No. B-1, dated February 28, 2022.

Appendix

HPEDSB School Year Calendar 2022-2023



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

Calendar Option #2 – Preferred Option

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
September 2022	18	2					1	2 P	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30						
October 2022	19	1		3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 P	25	26	27	28	31										
November 2022	21	1	1		1	2	3	4	7	8	9	10	11	14 E	15	16	17	18	21	22	23	24	25 P	28	29	30								
December 2022	16						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 H	28 B	29 B	30 B						
January 2023	17		2	2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 E	31 E									
February 2023	18	1	2			1 E	2 E	3 P	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28									
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31						
April 2023	18		1	3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21 E	24	25	26	27	28											
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31								
June 2023	20	2	4				1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 E	27 E	28 E	29 E	30 P						
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
TOTAL	187	7	10	<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														

First day of classes September 6. Day 97 is February 2. Semester 2 classes begin on Monday February 6th for Secondary. December 23rd 2022 holiday allows for a PA Day on Friday, February 3rd 2023.

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services
Rob McFadden, System Lead, Curriculum Services

Re: 2022-2023 Kindergarten Promotion and Registration

Purpose

To share an overview of the Kindergarten promotion campaign to welcome families and children into the Hastings and Prince Edward District School Board (HPEDSB) family as new students to our system and to promote HPEDSB as the preferred educational system of choice in our communities.

Background

HPEDSB promotes Kindergarten registration annually beginning in February. This promotion has involved radio and online advertisements encouraging families to register their Kindergarten family with HPEDSB. The Kindergarten registration page on the HPEDSB website includes general information resources about kindergarten, links to school-specific promotional videos and virtual orientation meetings, and easy navigation to online registration.

Current Situation

HPEDSB is committed to providing a safe, welcoming environment for families as their children transition into Kindergarten. With Covid-19 related measures still fluid, schools are prepared to navigate Kindergarten orientation and promotion events to engage families through flexible means including virtual and outside events. These events are an opportunity for families to interact and develop relationships with school staff, ask questions about supporting their child's upcoming school experience, and gain confidence in our system.

Reinforcing the message that all families are welcome in the Hastings and Prince Edward District School Board, our goals for the promotion plan include providing:

- the details families need to understand how they register their child for school and what school and learning looks like in kindergarten, and;
- reassurance that we are also prepared to meet the needs of all families and children joining HPEDSB so that their transition to school is smooth and seamless.

The picture book [All Are Welcome](#) was recommended through a survey of our Kindergarten educators as this year's traditional welcome to Kindergarten book provided to all new students. Aligning nicely with our Board's emphasis on "Learning Together", the book is described on the [authors website](#) as "a warm, welcoming picture book that celebrates diversity and gives encouragement and support to all kids.....[All Are Welcome](#) lets young children know that no matter what, they have a place, they have a space, they are welcome in their school."

Promotional ads will run from February to April on our social media platforms and on eight local radio stations, appreciating the value of the following voices:

- Educators Kelsey Bieman and Amanda Brinklow, and Lily (student) from Prince Charles Public School, Belleville;

- Educators Megan Chisholm and Jill Gardner, plus Erin and her parent Louise from Susanna Moodie Elementary School, and;
- Educators Melissa Foley and Nicole McCauley, plus Fiona and her parent, Barb from Hermon Public School.

Online registration processes utilizing our new Student Information System (Aspen) and traditional paper-based registration processes are in place, which include the completion of a refined parent questionnaire to gather important asset-based information about incoming students to better support their transition to school.

To further promote and facilitate registration and early identification of special needs, Curriculum Services continues to work collaboratively both internally with our Communications, Student Services, and IT departments and, externally with community agencies who are currently working with families to support transitions from early years' services to the school environment.



Decision: ___ Information: X

To: Hastings and Prince Edward District School Board

From: Ken Dostaler, Superintendent of Education, Student Services
Stephanie Taylor-Harvey, System Lead, Student Services

Re: Anti-Sex Trafficking Protocol

Purpose

To share with the Board of Trustees the Hastings and Prince Edward District School Board (HPEDSB) Anti-Sex Trafficking Protocol.

Background

On July 6, 2021, the Ministry of Education issued [PPM 166, "Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols."](#) The PPM requires school boards to establish and follow a protocol that responds to suspected and disclosed sex trafficking occurrences. In addition, the PPM outlines the need for ongoing training for educators and support staff as well as learning and awareness opportunities for students, parents, and guardians.

Current situation

In the fall of 2021, the Student Services Department established a team to create HPEDSB's Anti-Sex Trafficking Protocol. Darren McFarlane and Stephanie Taylor-Harvey worked with Therese McMahon (Vice-principal, Eastside Secondary School), Jennifer Slater (Principal, Harry J. Clarke Public School), Megan Adam (Safe Schools Coordinator), Summer Bertrand (Indigenous Education Coach), and Jolie Brant (Social Worker, Eastside Secondary School) to draft our local protocol. The team's work included learning and consultation with community partners from Highland Shores Children's Aid Society and the Ontario Provincial Police.

The draft HPEDSB Anti-Sex Trafficking Protocol has been shared with the Special Education Advisory Committee, the Indigenous Advisory Committee, the Safe Schools Advisory Committee, the Equity and Inclusion Advisory Committee and the Parental Involvement Committee. The feedback and suggestions from these important groups of stakeholders has been taken into consideration by the team and revisions have been made to reflect this valuable input.

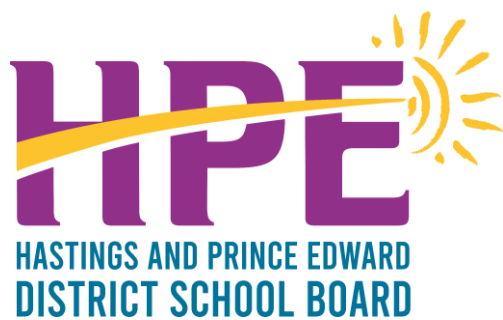
Next steps

1. Continued work with the established team to develop ongoing training materials for all HPEDSB staff in order to support implementation of the protocol and build staff knowledge and understanding regarding sex-trafficking.
2. Post/distribute the Anti-Sex Trafficking Protocol and provide training to all staff.
3. Continued work with the established team to develop and provide support materials for learning and awareness opportunities for students, parents, and guardians.

Appendix A- HPEDSB's Anti-Sex Trafficking Protocol



**Hastings and Prince Edward
District School Board
Anti-Sex Trafficking Protocol**



LEARNING TOGETHER

Three horizontal bars in purple, yellow, and blue, positioned below the 'LEARNING TOGETHER' text.

Anti-Sex Trafficking Protocol

January 2022

Prepared by: Megan Adam, Summer Bertrand, Jolie Brant, Jenn Slater, Therese McMahon, Stephanie Taylor-Harvey, Darren McFarlane

Purpose

This document provides information to all Hastings and Prince Edward District School Board (HPEDSB) staff on the steps employees will consider when they suspect or receive a disclosure that a student is at risk of, or is being, sex trafficked, or is sex trafficking others.

This protocol addresses the needs of **all** students with specific reference to:

- students with special education, mental health, and social or emotional needs or language/cultural barriers, students who are new to Canada, and international students;
- students who are 2SLGBTQQIA;
- students who are housing insecure or who are experiencing homelessness;
- students who are Indigenous, students who are Black, and students of colour;
- students who are in care, receiving care, or in customary care arrangements, such as group homes;
- students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation;
- parents/guardians, including those who may live overseas and/or may not speak English or French;
- students 18 years or older, or who are 16 or 17 years old and have withdrawn from parental control.

Definitions

The following definitions provide context and a common foundation when considering how we will approach human trafficking in HPEDSB.

Child Protective Services: this term refers to the services included in the protection of children in our system.

These include but are not limited to:

- Dnaagdawenmag Binnoojiiyag Child and Family Service (DBCFS);
- Highland Shores Children's Aid Society (HSCAS);
- Mohawk Family Services (family well-being agency working in partnership with HSCAS).

Sex trafficking: Sex trafficking is a form of human trafficking for the purpose of sexual exploitation, which is a crime under the *Criminal Code* of Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion, or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Survivor: Survivor is a term used to refer to an individual who has escaped a trafficking situation.

Victim: Victim is a term used to refer to an individual who is in the process of being recruited or is being trafficked.

Note: The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Statement of Principles

Define a role for parents/guardians/caregivers

Parents/guardians and caregivers are key partners in the development, implementation and review of school board anti-sex trafficking protocols. Care must be given when reaching out to parents/guardians, families and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student(s). Outreach to all parents/guardians, including Indigenous, Black and racialized parents/guardians should be trauma-informed and recognize any and all historic and systemic barriers that may impact participation. Every effort should also be made to reduce cultural and/or linguistic barriers when reaching out to parents/guardians and caregivers about this work.

Encourage and support student voices

Students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking. Invite student groups to participate and inform the design, development, delivery and implementation of anti-sex trafficking protocols. Recognize that students with lived experience can be an important resource and, if willing and appropriately supported through trauma-informed approaches, could share their story and insights as part of efforts to build awareness and empower students.

Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities.

Interventions must be safe

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

School board employees require comprehensive anti-sex trafficking training, so they are equipped to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

Build up school-based prevention

The development of the protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships, and healthy sexuality. It is important for school staff to understand the historical and social context of sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community.

Respect confidentiality, privacy, and informed consent

The development of procedures must respect confidentiality and ensure that the student fully understands how their information may be used or with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Municipal Freedom of Information and Protection of Privacy Act*, the *Ontario Human Rights Code*; the *Accessibility for Ontarians with Disabilities Act, 2005*; the *Education Act*, and the *Child, Youth and Family Services Act, 2017*.

Promote equitable and culturally safe responses

Protocols should demonstrate a human rights-based, non-judgemental, culturally responsive, survivor-centered and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking.

Strategies to raise awareness and prevent sex trafficking

The following strategies to raise awareness about sex trafficking with students, school board employees, parents/guardians, caregivers, and the broader school community need to be used in a culturally safe way. The strategies should apply to in-person and online learning and include all school and school board activities including field trips, overnight excursions, board-sponsored sporting events, and board-operated before-and after school programs.

- The protocol is accessible on the school board website.
- Each school year, schools will raise awareness among parents/guardians and caregivers about:
 - cyber-safety (measures promoting safe use of the Internet);
 - the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student and how to get help safely (e.g., through the school board, community providers and/or support hotline);
 - how they can report concerns to the school board (including anonymous reporting) and the school board's process for responding to concerns;
 - approaches to overcome barriers to participation that Indigenous, Black, newcomer and other parents/guardians may face.
- Each school year, schools will raise awareness among students of the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns about luring, grooming, recruitment or exiting sex trafficking to the school without fear of reprisal. The process should allow for concerns to be brought forward anonymously.
- To help prevent recruitment of students for sex trafficking, schools will provide curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety and online safety, media literacy, as well as through work with local community-based organizations and survivors.

- Consideration of the use of available technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology.
- Some examples of awareness strategies that could be put in place by schools:
 - sending letters or emails;
 - providing information in a student handbook;
 - lessons for students connected to the curriculum;
 - displaying posters, hosting information sessions;
 - posting on the school/school board social media accounts, and/or posting information on the school board website;
 - including the phone number for the [Canadian Human Trafficking Hotline](#) to raise awareness about the supports and referrals it offers.

What to look for to assist in identifying possible victims of sex trafficking

The following list provides suggestions that may assist in identifying a student who may be involved in human trafficking:

- spending time with or in a relationship with an older adult, and/or being secretive about a new romantic partner or friend group;
- missing time from school/skipping classes or distancing themselves from their peer group;
- presenting with an abnormal amount of money or new material possessions including drugs/alcohol that they cannot afford/explain;
- appearing malnourished;
- showing signs of physical injuries and/or abuse;
- avoiding eye contact, social interaction;
- demonstrating mood swings, submissiveness, defensiveness;
- avoidance and fear of authority figures, in particular law enforcement;
- seeming to adhere to scripted or rehearsed responses in social interactions;
- having multiple identifications and/or multiple cell phones;
- making reference to websites such as Backpages, LeoList or OnlyFans;
- frequently speaking about Bitcoin, Airbnb or Hotel Parties;
- gang involvement or suspected gang involvement;
- branding tattoos that may assert ownership of the victim (e.g., *a property of...* tattoo) or the status that the individual is available for purchasing (e.g., a bar code tattoo).

Response procedures

Duty to report sex trafficking to a children's aid society

HPEDSB employees have a Duty to Report. Section 125 of the *Child, Youth and Family Services Act, 2017* (CYFSA) states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a child protection agency. Amendments with respect to child sex trafficking have been made to the CYFSA that impact the duty to report. These amendments add a duty to report suspicions that a child is in need of protection because they are at risk of, or are victims of, child sex trafficking.

A professional, or member of the public, who is concerned that a 16 or 17-year-old is, or may be, in need of protection due to child sex trafficking may, but is not required to, make a report to a child protection services agency. The youth’s consent is not required to make a report. For the purposes of our local context, it is recommended that all suspected or disclosed cases of sex-trafficking are reported to child protective services, regardless of the age of the student. In each potential case of trafficking, there may be other children or youth being harmed by the alleged perpetrator. Once reported to child protective services, they will decide if they will investigate. The rationale for reporting all cases, regardless of the student’s age, is to keep the student who disclosed safe but also to assist other possible victims who may be younger.

Supporting disclosures or suspicions of sex trafficking

1. Listen to the student
 - be non-judgemental - allow the person to express themselves without interruption;
 - stay calm and be present;
 - validate their feelings and the courage it took to share with you.

2. Do not probe for additional information
 - listen and let the story unfold as told; allow periods of silence;
 - check your own understanding by paraphrasing.

3. Let the student take the lead
 - don’t control the conversation - make sure the student feels seen and heard;
 - it is important to mirror the language that a student uses (e.g., calling their trafficker “boyfriend”) and not impose external perspectives on their lived experiences.

4. Avoid making promises
 - avoid making promises, such as, all will be okay, or that you will not tell anyone;
 - do not promise confidentiality.

5. Ask them if they are safe
 - if not, ask them what would make them feel safe, or how you can help them.

General procedures for educators and school staff

When staff members of HPEDSB have a case of suspected or disclosed sex trafficking identified or disclosed to them, they are to reach out for consultation and support. Staff are to refer to the response framework below.

Keep the student safe	<ul style="list-style-type: none"> ● Be aware that a threat to the student’s safety may be imminent and that an immediate response and intervention is required ● If there is an immediate threat to the student’s safety, call 911 ● Do not leave the student alone
Explain your role	<ul style="list-style-type: none"> ● Make the student aware that you are obligated to disclose any information regarding abuse/ illegal activity with the school administrator, possibly the police, and child protective services ● Explain that your priority is the student’s safety and your role is to connect them with persons/professionals who can help. These

	<p>include:</p> <ul style="list-style-type: none"> ○ school social workers, social services workers, and child and youth workers ○ supportive services including psychologists, trauma specialists, and anti-human trafficking service providers ● If the student identifies you as a key support and administration determines this is appropriate, offer to be present in further conversations between the student and other partners engaged in the response
Involve child protection agencies	<ul style="list-style-type: none"> ● Report to child protective services, regardless of the age of the student
Contact school administration	<ul style="list-style-type: none"> ● Immediately contact your school administrator regardless of the age of the student

Procedures for Administrators

Keep the student safe	<ul style="list-style-type: none"> ● Ensure the student is not being re-victimized by having them repeat their story ● If there is an immediate threat to the student's safety, call 911 ● Alert appropriate staff (clerical staff, student supervision monitors) without including details, that there is a potential threat to a student's safety to ensure awareness and vigilance for visitors accessing the school ● Always make the student aware that you may be obliged to disclose any information regarding abuse/illegal activity with the police and child protective services ● Honour the student's request to have a specific staff member support as appropriate
Involve child protective services - duty to report	<ul style="list-style-type: none"> ● If you received the disclosure or suspect sex trafficking, call child protective services ● If a staff member received the disclosure or suspects human trafficking, verify that the staff has called child protective services <ul style="list-style-type: none"> ○ Contact the mental health lead who is responsible for social work services, for child protection questions
Contact	<ul style="list-style-type: none"> ● Call school group superintendent ● Contact board/school social worker, social services worker, or child and youth worker for consultation and resources ● Engage in consultation with board staff responsible for Safe Schools
Contact parent/guardian/caregiver, except...	<ul style="list-style-type: none"> ● Call parent/guardian/caregiver prior to the police meeting with the student, except if: <ul style="list-style-type: none"> ○ you are directed not to contact the parent/guardian/caregiver by child protective services or local police; ○ you are concerned that the student's safety will be

	<p>negatively affected by a call to the parent/guardian/ caregiver;</p> <ul style="list-style-type: none"> ○ student is 18 years or older unless parent contact is requested by student; ○ student is 16 or 17 and has withdrawn from parental control
<p>Contact police</p>	<p><i>Persons experiencing, or involved in, the disclosed exploitation may be hesitant to involve police, for reasons such as distrust of police, fear of retaliation from perpetrator, negative social stigma, and/or fear of being persecuted/charged for associated criminal activity while involved in the trafficking situation.</i></p> <ul style="list-style-type: none"> ● Contact local police services - there may be specific support/investigators who address human trafficking available otherwise contact local police and to ask for assistance
<p>Create a plan for safety</p>	<ul style="list-style-type: none"> ● Involve the student in the safety plan ● Assess level of risk by identifying current or potential safety concerns <p>Create strategies to avoid or reduce threat of harm</p> <ul style="list-style-type: none"> ○ Address need for safe housing ○ Reduce risk factors (e.g., transportation, personal identification, clothes, hygiene items) ○ Outline concrete options for supports <p>Discuss coping strategies for triggers, and other stressful situations to reduce vulnerability</p> <ul style="list-style-type: none"> ● Make a detailed plan for the student’s safe return to school (e.g., going to and from school, lunch time, hallways, washrooms) ● Outline actionable steps for the student to take to stay safe in potentially dangerous situations (include community crisis numbers) ● Police and child protective services staff could provide some support in safety planning and coordination between the school, community services, and the families involved
<p>Human Trafficking hotline optional additional support</p>	<p>If you, or someone you know, may be a victim, call the National Human Trafficking hotline at:1-833-900-1010.</p> <p>The hotline connects victims and survivors of human trafficking to specialized anti-human trafficking services and supports, emergency shelters, transition housing, long-term supports, counsellors, and a range of other trauma-informed services and where applicable, law enforcement.</p> <p>The hotline is also an entry-point for individuals interested in learning about specialized human trafficking restraining orders.</p> <p>Services are offered in 200+ languages and are accessible to deaf, hard-of-hearing, and non-verbal individuals.</p>
<p>Specialized anti-human trafficking services and supports in Ontario</p>	<p>A list of dedicated services and supports across Ontario that help victims, survivors and persons at risk of human trafficking can be accessed as follows: https://www.ontario.ca/page/human-trafficking-services-and-supports</p>

	<p>This includes community and Indigenous-led organizations who provide specialized services and supports to victims of human trafficking across the province.</p>
--	--

Process for responding to students potentially trafficking others

- If there is an immediate threat, call 911.
- Keep the student safe: Consider the “trafficking student” to also be a victim and offer them a safe area in the school. If they are leaving the school, provide them with information for help that is discreet and not immediately recognizable to the trafficker.
- Alert school administration: Contact your school administrator regardless of the age of the student
- System contact, consultation and supports: Contact your school group superintendent. For consultation and resources contact the mental health lead, your school social worker, social services worker or child and youth worker, or the Safe Schools lead.
- Contact police: If you suspect a student is exploiting others, call your local police designate for trafficking or general police reporting. If a staff member suspects a student is exploiting others, verify the staff member has called the police.
- Contact child protective services: If you suspect a student is involved in exploiting others as a result of being exploited themselves, call child protective services. If a staff member suspects a student is involved in exploiting others as a result of being exploited themselves, verify the staff member has called child protective services.
- Although it may feel like you don’t have enough information, remember that no one under the age of 18 is legally allowed to perform sex work. If the student is working for a trafficker or becoming one themselves and they are under 18, reports must be made to police/child protective services.

Supports for victims

Refer to trauma informed staff and supports:

- School-based support personnel: social workers, social services workers, First Nations, Metis and Inuit social workers, and child and youth workers.
- School board support personnel: mental health lead, Indigenous student support workers, Safe Schools lead, Safe Schools coordinator, Student Services lead, school group superintendent, Student Services superintendent.
- Community resources: Highland Shores Children’s Aid Society, Mohawk Family Services, Dnaagdawenmag Binnoojiiyag Child and Family Service, Victim Services, Three Oaks, Red Cedars, Alternatives for Women, Sexual Assault Center for Quinte, Human Trafficking Hotline, Metis Nation of Ontario.

Self-care and support for staff

Supporting students who may be involved with sex trafficking can be emotionally upsetting and/or stressful work. Your school group superintendent as well as board staff responsible for Safe Schools and social workers etc., can be resources to you as you plan for the student’s safety and well-being. Support may also be available through the Human Resources Support Services department or Employee Assistance Program.

If you are concerned for someone you care about or are looking for support yourself, personal support is available for employees through the Employee Assistance Program. Reach out to your school administrator, Human Resources Support Services department, or mental health lead for further support.

Training for employees

HPEDSB is committed to ongoing, mandatory training for all school board staff including teachers, administrators, and other school staff. The training will be tracked, available throughout the year, and made available to all new and existing school board employees. Training will be updated and delivered regularly to stay current with emerging issues relating to trafficking and changes in community services and response.

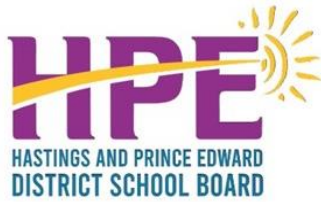
Measuring success: accountability and evaluation

To ensure accountability and to measure impact, HPEDSB will collect quantitative and qualitative data that will include, but not be limited to:

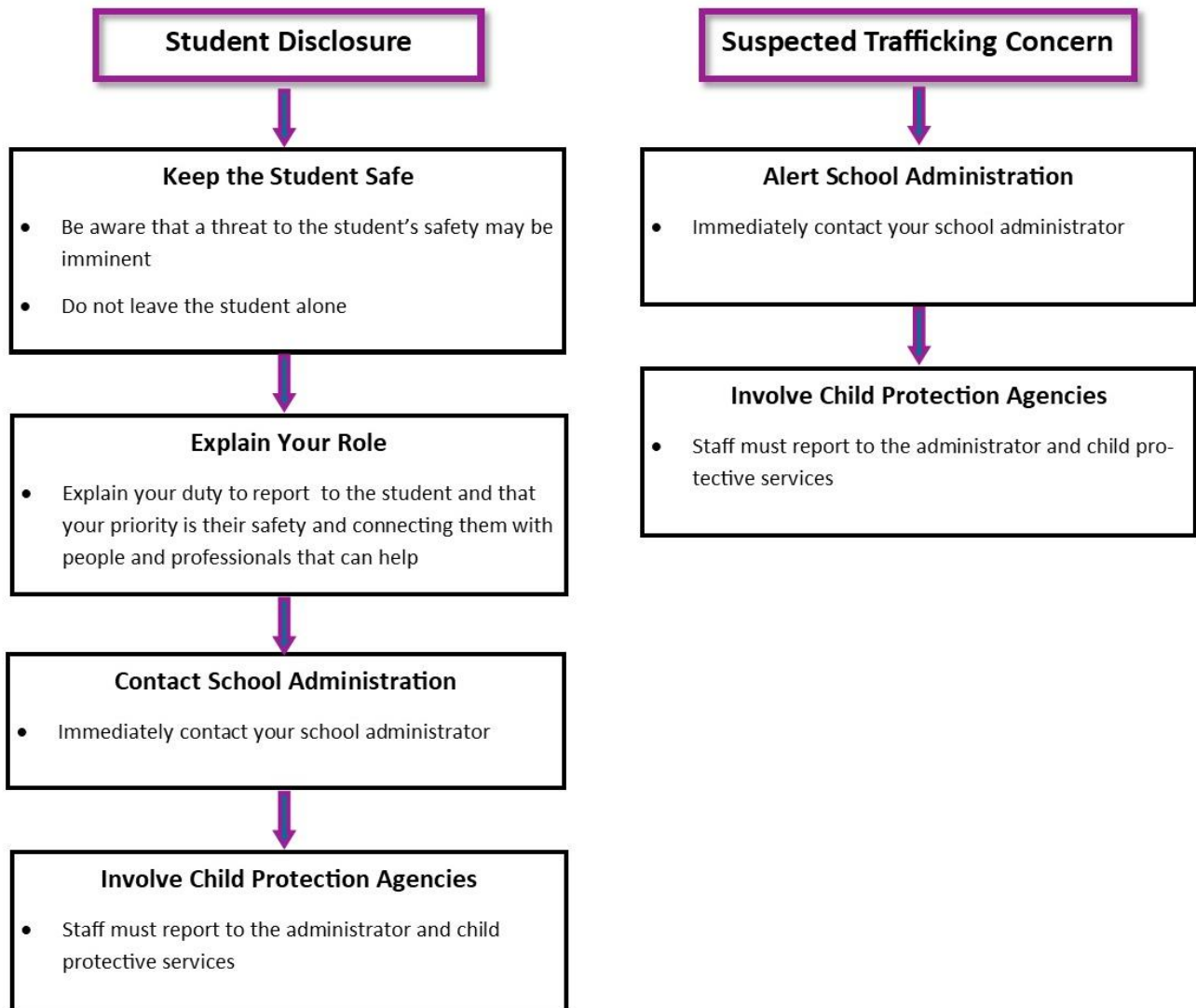
- instances of human-trafficking identified in our system inclusive of grade;
- staff declarations regarding the completion of professional learning modules, as well as feedback on the effectiveness of the training;
- ongoing review, reflection, and feedback on the protocol including relevant updates to maintain alignment with Ministry direction.

Appendices

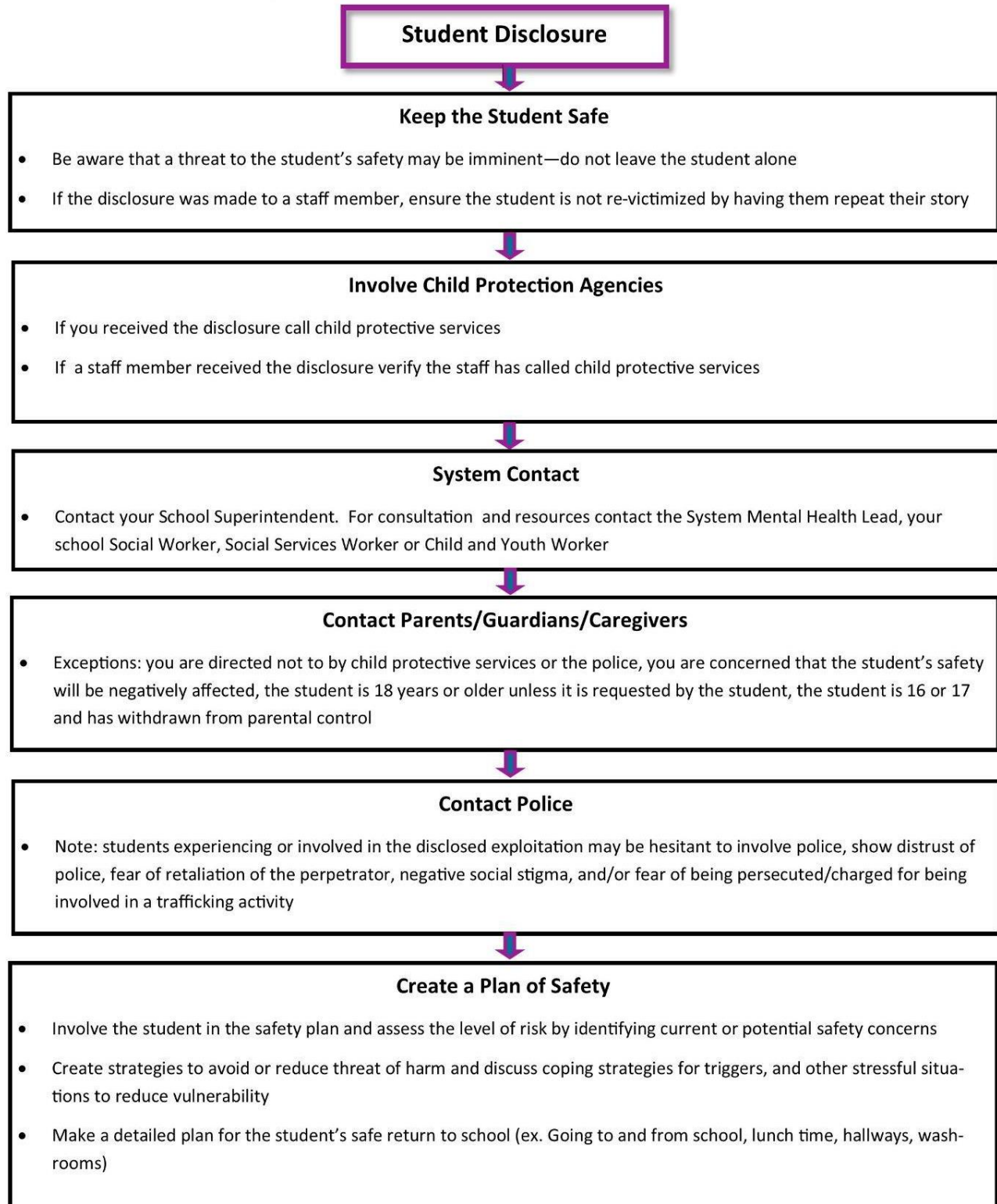
- Appendix A: Human Trafficking Response Flowchart for Educators and School Staff
- Appendix B: Human Trafficking Disclosure Flowchart for Administrators
- Appendix C: Suspected Human Trafficking Flowchart for Administrators
- Appendix D: Disclosures: Important Things to Remember
- Appendix E: Glossary of Terms



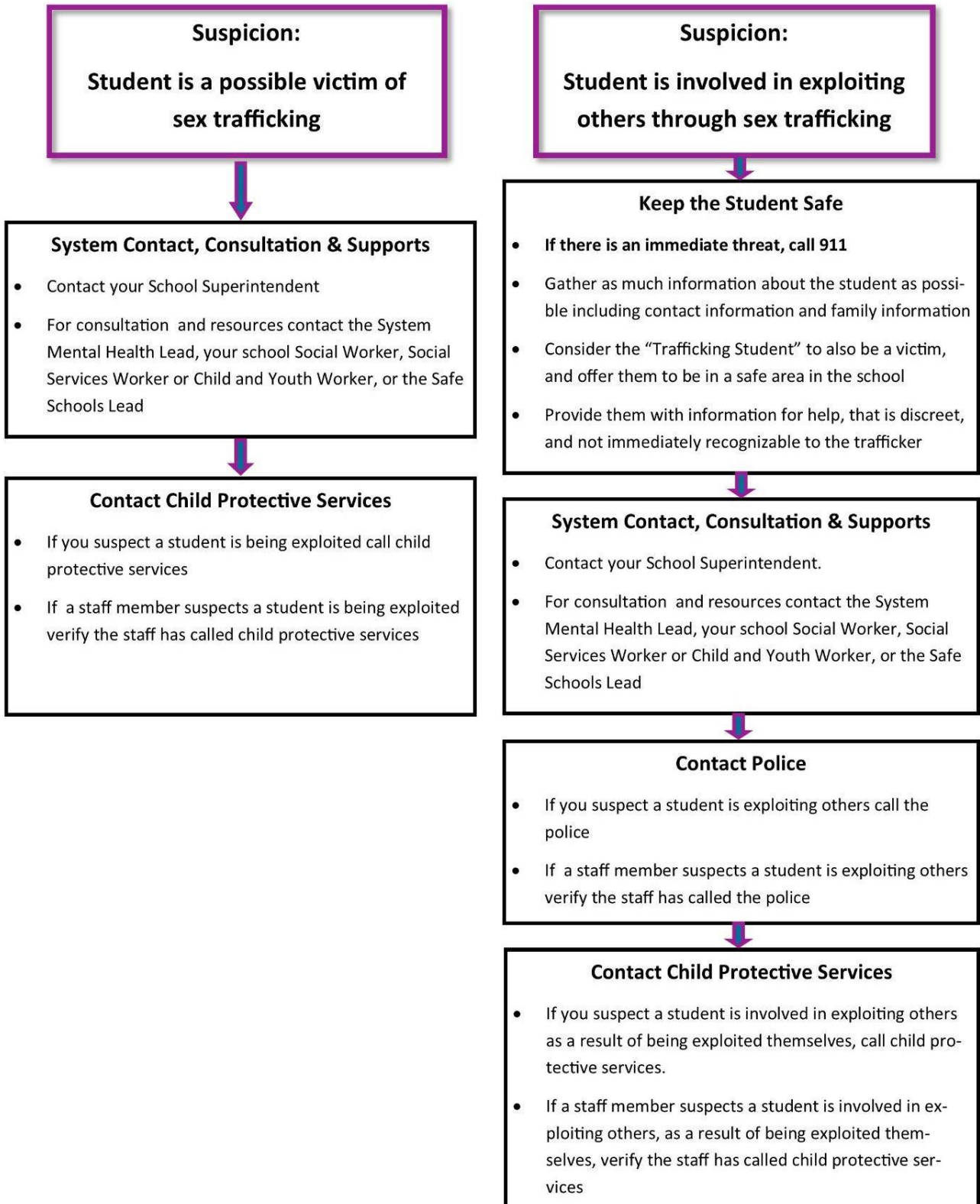
Appendix A: Flow Chart Sex Trafficking Response Pathway For Educators and School Staff



Appendix B: Flow Chart Sex Trafficking Disclosure Response Pathway For Administrators



**Appendix C: Flow Chart
Suspected Sex Trafficking Response Pathway For Administrators**



For more detailed information: Please refer to the HPE Anti-Sex Trafficking Protocol

Appendix D

Disclosure: Important Things to Remember

1. Listen to the student without judgment and don't make assumptions. Remember they are coming to you because they see you as a safe and caring person in a position to possibly help/assist. Stay calm and present. Validate the courage it took to share with you.
2. Check your body language. Are you tense, resistant, uncomfortable? Most students are very keen non-verbal observers for survival purposes. If they feel judged, they are less likely to place their trust in you or open up. Be mindful of your body language and expressions through your interactions with the student, when listening/receiving/responding to a disclosure, and while they are sharing their story or experience.
3. Avoid asking a series of questions as an interrogation. Listen. Let the story unfold as told and allow periods of silence. Check your own understanding by paraphrasing.
4. Let them take the lead, don't control the conversation. Be an attentive listener. Take their concerns and feelings seriously, and make sure the student feels seen and heard. The first conversation can be somewhat stressful. This allows them to decide what they want to say. Let them set the tone so that they feel safe and comfortable. It is important to mirror the language that a student uses (e.g., calling their trafficker their "boyfriend"), and not imposing external perspectives on their lived experiences.
5. Don't make promises you aren't able to keep. Avoid making promises, such as "all will be okay", or that you will not tell anyone. There is a long road ahead for the student. You are there to support the student so be mindful of assurances and promises that cannot be met - this will result in loss of trust from the student.
6. Ask them if they are safe. If not, ask them what would make them feel safe or how you can help.
7. Be clear about what your role is and how you can best help them. Be upfront with what your limitations are. Avoid making assumptions about what they need.
8. Be okay with letting them know if you don't have the answer. Honesty helps build rapport. You are there to listen and to help - you are not expected to have all the answers, but you do know how to get help.
9. Discuss safety planning. Provide students with opportunities to be in control, take initiative, and make decisions. With parent/guardian/caregiver participation as appropriate, encourage reaching out to agencies for safety planning assistance. Always make sure students are prepared with hotline numbers, places to stay, and a way out.

REMEMBER

- Sex trafficking is something that was done to them. What happened is not their fault.
- Assure safety and support as best you can within your position.
- Giving them a safe place and person to speak with, will open the door to further communication.
- All students can be at risk because of their vulnerabilities.
- Traffickers identify and seek out individuals based on vulnerabilities that they can manipulate in order to make their victim dependent on them.

- Some groups of students are at increased risk of being trafficked including Indigenous and Black children, youth in care, students who are 2SLGBTQIA, and students with disabilities.
- Even if a victim of sex trafficking did say yes at any point, that does not mean that they agreed to be trafficked. Nobody can agree to be trafficked. Traffickers earn victims' trust and pretend to care about them so they can manipulate and exploit them.

Appendix E Glossary of Terms

2SLGBTQQA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools'] doors[1].”

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together[2].”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy[3].”

Human rights-based approach: A “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress[4].”

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence[1].”

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas *survivor* is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

[1] Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities.](#)

[1] Williams, R. (1999). Cultural safety—what does it mean for our work practice? Australian and New Zealand journal of public health, 23(2), 213-214.

[1] Douglas, M. D., Willock, R. J., Respress, E., Rollins, L., Tabor, D., Heiman, H. J., & Holden, K. B. (2019). Applying a health equity lens to evaluate and inform policy. Ethnicity & disease, 29 (Supplement 2), 329

[1] UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

[1] Government of Canada. (2018, February 2). [Trauma and Violence-informed Approaches to Policy and Practice.](#)