

Anti-Sex Trafficking Protocol

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1 OBJECTIVE

The [Policy/Program Memorandum 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#) (PPM166) sets out the basis for Ontario school boards to develop an anti-sex trafficking protocol.

This *Anti-Sex Trafficking Protocol* (hereinafter referred to as “**Protocol**”) will support, to the extent possible, any collaborative actions undertaken by community partners of the *Conseil scolaire catholique de district des Grandes Rivières (CSCDGR)*, the *Conseil scolaire public du Nord-Est de l’Ontario (CSPNEO)*, and the *Conseil scolaire catholique Franco-Nord (CSCFN)* (hereinafter referred to as the “**school boards**”) in order to prevent, identify and recognize sex trafficking and to develop measures to facilitate an early and appropriate response to it. To this end, the Protocol:

- Adopts a statement of principles.
- Defines strategies for sex trafficking awareness and prevention.
- Provide responses procedures.
- Promotes the importance of training for the school boards’ employees.
- Describes accountability and evaluation measures.

The school boards recognize that a welcoming and engaging school environment fosters a positive school climate for students, especially when families and communities are actively involved in student learning. School safety, both physical and psychological, is a critical component of creating positive student experiences. The school boards want to ensure the safety, mental health, and well-being of students, including through their staff members. They are well positioned to identify the warning signs of sex trafficking and to act as liaisons between students and appropriate and culturally sensitive community partners.

2 DEFINITIONS

2.1 SEX TRAFFICKING

Sex trafficking is a form of sexual exploitation and is a crime under the *Criminal Code* of Canada. It involves the recruitment, harbouring, transportation, or confinement of a person for sexual purposes. This is done through the use of force, physical or psychological coercion, or deception. Most victims of sex trafficking are women and girls, but anyone can be a target.

Indigenous and racialized people are particularly vulnerable to sex trafficking. The intersection of colonization, intergenerational trauma, systemic discrimination and barriers to accessing services increases the vulnerability of Indigenous women and girls, who represent a disproportionate amount of sex trafficking victims in Canada.

2.2 COMMUNITY PARTNERS

Community partners are organizations that are committed to working collaboratively with the school board to combat sex trafficking and protect children and youth from sexual exploitation.

Other important definitions can be found in the glossary in Appendix A of this Protocol.

3 STATEMENT OF PRINCIPLES

The Role of Parents, Guardians, and Caregivers

Parents, guardians, and caregivers are important partners in the development, implementation, and review of the Protocol. When discussing student issues with parents, guardians and caregivers, the school boards will take the necessary precautions to ensure that they are trusted adults.

The school boards also recognize that the education of Indigenous parents and guardians about sex trafficking, as well as the education of Black and racialized parents and guardians, must consider trauma, historical, language, and systemic barriers. Therefore, the school boards will make reasonable efforts to reduce these barriers with parents, guardians, and caregivers.

Promoting Student Voice

The school boards' students will have the opportunity to participate in the design, development, delivery and implementation of anti-trafficking measures, such as this Protocol, so that they can share their stories and ideas.

Build Multi-Sectoral Relationships with Community Partners

The school boards recognize that ongoing consultation and engagement with culturally relevant and responsive community partners who support members of the school community is essential to support anti-trafficking approaches. Therefore, the school boards have established partnerships with, among others, the community partners listed in Section 9 of this Protocol.

Provide Safe Interventions

The school boards recognize that caring adults in schools and students can promote a sense of belonging, strengthen protective factors, and help reduce the risks associated with sex trafficking, in addition to supporting early intervention (e.g., acting as a liaison between students and community partners).

Prevention in the School Setting

The development of the Protocol complements existing prevention efforts in the school boards' schools, including teaching about consent, healthy relationships and healthy sexuality in the Ontario Curriculum for Health and Physical Education. It is important that staff members understand the historical and social context of sex trafficking and implement prevention strategies that are appropriate to the needs of students and school community members.

Respect Confidentiality, Privacy, and Informed Consent

Procedures implemented in accordance with this Protocol will respect the principles of confidentiality, privacy and informed consent to the greatest extent possible. The school boards' employees will ensure that students understand how their information may be used and to whom it may be disclosed.

Promote Culturally Safe and Equitable Interventions

The Protocol focuses on a human rights-based, non-judgmental, culturally sensitive, survivor-centred, and trauma-informed approach to sex trafficking awareness, prevention, identification, and response.

4 AWARENESS AND PREVENTION STRATEGIES AGAINST SEX TRAFFICKING

This Protocol includes culturally safe strategies for educating students, parents, guardians, and the broader school community about sex trafficking.

4.1 STUDENT AWARENESS STRATEGIES

Student awareness strategies include the following:

- A process to raise awareness among students:
 - To signs of targeting, luring or predation.
 - To signs that a student is trafficking another student.
 - To ways to raise concerns about luring, predation, recruitment, or existing sex trafficking without fear of reprisal.
- A process for students to express concerns anonymously.
- A process to prevent the recruitment of students into sex trafficking, including learning about healthy relationships, consent, mental health, wellness, coping skills, personal safety, and online safety, as well as through collaboration with community partners.
- Use of technology to target and de-escalate potential situations involving students who may be at risk for sex trafficking.

4.2 PARENTS AND GUARDIANS AWARENESS STRATEGIES

Parent and guardian awareness strategies include the following:

- Cyber-safety
- Signs that a student is being targeted, lured, groomed, trafficked, or is trafficking another student
- How to get help safely
- Ways to report concerns, including anonymous reporting, and response process

In addition, Appendices G and H may also be included as tools to educate parents and guardians.

4.3 AWARENESS STRATEGIES FOR THE SCHOOL COMMUNITY

Awareness strategies for the school community include the following:

- A plan to make the Protocol accessible on its website.
- Sending letters or emails, publishing a student guide, posting information in schools (e.g., telephone number of the [Canadian Human Trafficking Hotline](#)), organizing information sessions, and posting messages on social networks and the schools and school boards' websites.
- Resource sharing, including:
 - [Traçons nos limites](#): A provincial campaign to prevent sexual violence.
 - [White Ribbon](#): An initiative to end violence against women and girls and promote gender equality, healthy relationships, and a renewed vision of masculinity.
 - [The Trap](#): A human trafficking digital education tool.

- [Speak Out: Stop Sex Trafficking](#): A campaign to raise awareness about the sexual exploitation of Indigenous women and youth.

5 RESPONSE PROCEDURES

The school boards will respond to all situations that put students and staff at risk. Response procedures apply in the following situations: (a) when a student is at risk of or is a victim of sex trafficking; (b) when a student targets, lures, grooms, or recruits another student for sex trafficking; or (c) when a student returns to school after having been sex trafficked or has participated in the sex trafficking of another student. Special consideration will be given to the following:

- Students with special education needs, mental health needs, social or emotional needs.
- Students facing language or cultural barriers.
- Students who are in care, receiving social services or receiving customary care.
- Students who are victims of sex trafficking and may be involved in the recruitment of other students, including students who return to school after being involved in a sex trafficking situation.
- Parents and guardians who cannot communicate in English or French; and
- Student 18 years of age or older or those 16 or 17 of age who have withdrawn from parental authority.

Response procedures will be trauma-informed and culturally appropriate and will include the following:

- A designated contact person within the school board who is familiar with this Protocol and can support school board employees with response procedures.
- The process for responding to situations where a student may be at risk of or is being sex trafficked, including the steps for reporting, and responding to disclosures (Appendices B to I).
- The process for responding to situations where a student may be engaged in the trafficking of another student, including steps for safely reporting concerns and responding to disclosures (Appendices B to I).
- The process for addressing the needs of students and support their return to school after being involved in a trafficking situation, including efforts to ensure that adequate needs and safety measures are met to support safe reintegration (Appendices B to I).
- The requirements related to the duty to report a child in need of protection under applicable law.
- Information on legislative requirements for privacy and confidentiality when responding to suspected or confirmed sex trafficking situations.
- The process of notifying the designated contact person, parents/guardians, and caregivers, if applicable.
- The process for schools to communicate and collaborate with community partners, local police services, local children's aid societies and Indigenous child and family well-being agencies, as appropriate or required by law, in response to situations of suspected or confirmed situations of sex trafficking.
- An approach to referring all involved students, including those indirectly involved, as needed to support services (e.g., community partners).
- The approach to be taken in the event of recruitment or suspected recruitment within a school, including appropriate interventions, support services and consequences, as appropriate.

- Any disciplinary action will be determined according to the school boards' policies on student discipline. For students with special education needs, the information in the student's Individual Education Plan (IEP) and mitigating factors must be considered.
- The approach to appropriately address the needs of student victims and survivors of sex trafficking, including school reintegration.
- Supervision and assurance of applicable follow-ups after an incident is reported.
- The documentation of suspected or reported sex trafficking and the response procedures that have been implemented.
- Information on community partners and assistance available to help staff members respond to sex trafficking situations.

6 TRAINING FOR STAFF MEMBERS

The school boards will provide ongoing support and training to employees on issues related to combating sex trafficking. This training may include, but is not limited to:

- Key definitions, common misconceptions, and myths about sex trafficking, including tactics used for online luring, grooming and recruitment.
- Learning about human rights-based approaches to sex trafficking, including the application of an equity, anti-racism, gender, trauma, and Indigenous cultural perspective.
- Information on protective factors and prevention-focused measures and resources.
- Information on risk factors and signs that a student is at risk, lured, preyed, or trafficked.
- Signs that a student may be involved in luring, grooming or sex trafficking.
- Response procedures, including the duty to report, how to handle disclosures to support student safety, how to support students impacted by sex trafficking, and how to share information to ensure privacy and confidentiality.
- The various supports available to the students and staff members involved, including culturally responsive supports.
- Additional training resources to support staff to understand and safely respond to sex trafficking.
- Roles and responsibilities of school board employees in raising awareness, identifying, and responding to sex trafficking.

Training will be offered periodically to all staff members. When necessary, training will be updated and offered to reflect emerging issues related to sex trafficking and changes in community services and interventions.

7 ACCOUNTABILITY AND EVALUATION MEASURES

The school boards will review this Protocol every five years or at their discretion.

8 APPENDICES

Appendix A: Glossary

Appendix B: School Principals' Reporting and Response Protocol

Appendix C: Text for School Principals: Supporting the Disclosure of Sex Trafficking

Appendix D: Staff Reporting and Response Protocol

Appendix E: Text for Staff: Supporting the Disclosure of Sex Trafficking

Appendix F: Student Support Plan

Appendix G: Letter to Parents and Guardians

Appendix H: Resources for Parents and Guardians

Appendix I: Response Steps' Flowchart

8.1 APPENDIX A – GLOSSARY

2SLGBTQIA:

This term refers to two-spirited, lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual people.

Culturally sensitive:

This term refers to an intervention that “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]”¹.

Trauma-informed approaches:

These 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”².

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”³.

Anti-racism:

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

Equity Lens:

This approach requires “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 goals of leverage research findings to inform policy”⁴.

Cultural Safety:

This term refers to “an environment which is 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 with dignity, and truly listening”⁵.

¹ Indigenous Primary Health Care Council. “Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Indigenous Communities”, June 2018.

² Government of Canada. “Trauma and violence-informed approaches to policy and practice”, February 2, 2018.

³ “A Human Rights-based Approach to Programming: What is HRBAP?”, January 23, 2016.

⁴ DOUGLAS, M. D., R. J. Willock, E. Respress, L. Rollins, D. Tabor, H. J. Heiman et K. B. Holden. “Applying a health equity lens to evaluate and inform policy”, *Ethnicity & disease*, vol. 29, suppl. 2, 2019, p. 329.

⁵ WILLIAMS, R. “Cultural safety—what does it mean for our work practice?”, *Australian and New Zealand Journal of Public Health*, vol. 23, Issue 2, 1999, pp. 213 and 214.

Survivor:

This term is used to refer to a person who has escaped from a trafficking situation, while the word 'victim' is used to refer to a person who is being recruited or trafficked. 'Survivor' can also be used to refer to an adult with lived experience in human trafficking. This approach is used for clarity and is not intended to determine or define a person's experience. Individuals who have been sex trafficked may prefer one term to another in describing their experiences. The school boards' staff should confirm which term a person affected by human trafficking prefers to use.

Tactics:

Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. Tactics can often include a process of targeting a person's vulnerabilities, then luring, grooming, isolating, manipulating, controlling, and exploiting them for sexual purposes (e.g., forcing a victim to have sex, taking pictures of child sexual abuse). Often a victim may not be aware that exploitation is occurring, and victims may be forced to recruit other victims.

Victim:

This term is used to refer to a person who is being recruited or trafficked, while 'survivor' is used to refer to a person who has escaped a trafficking situation. The term 'victim' is often used to refer to a child who has been sexually exploited. This approach is used for clarity and is not intended to determine or define an individual's experience. Individuals who have been sexually trafficked may prefer one term over another when describing their experiences. The school boards' staff should confirm which term a person affected by human trafficking prefers to use.

8.2 APPENDIX B —SCHOOL PRINCIPALS’ REPORTING AND RESPONSE PROTOCOL

8.2.1 IN CASE OF SUSPICION

If the principal or designee suspects that a student is involved in sex trafficking, he or she shall contact the designated contact person within the school board who is familiar with this Protocol and who can assist with the response procedures. The principal or designee shall also contact, as soon as possible, Children’s Aid if the student is under 18, however, the student who is 16 or 17 years old may decline protection services following the initial phone call. A suspicion may be based on what a student or staff member has shared with the school or on observation of signs. When the principal or designee consults with the designated school board contact person, no personal identifying information should be used.

8.2.2 IN CASE OF A DECLARATION

If a student reports to the principal or designee his or her involvement in sex trafficking or a staff member reports to the principal or designee a student’s involvement in sex trafficking, the principal or designee shall in his or her discussions and interactions with the student:

<p>Recognize that making a disclosure is a very vulnerable experience</p>	<ul style="list-style-type: none"> • Listen with no judgment • Validate the student’s experience • Be aware of your non-verbal behaviour • Put aside your prejudices • Avoid using closed questions and leading the conversation • Avoid making promises that will be difficult to keep, including maintaining confidentiality
<p>Ensure the safety of the student</p>	<ul style="list-style-type: none"> • Create a safe and emotionally and physically secure environment for the student (e.g., provide food or water, etc.) • Do not leave the student alone
<p>Contact the designated school board contact person</p>	<ul style="list-style-type: none"> • Contact the designated school board contact person for advice and resources • Do not use personally identifiable information • Consult with the Safe Schools Officer and notify the responsible supervisory officer
<p>Report to the Children’s Aid Society</p>	<ul style="list-style-type: none"> • Contact the Children’s Aid Society if the student is under 16 years of age • The principal or designee shall also contact, as soon as possible, Children’s Aid if the student is under 18, however, the student who is 16 or 17 years old may decline protection services following the initial phone call. Follow the school boards’ administrative policies and guidelines on mandatory reporting
<p>Contact the police</p>	<ul style="list-style-type: none"> • Call the police and ask to speak with an officer trained to work with vulnerable youth • Share the information gathered with the officer
<p>Contact parents or guardians</p>	<ul style="list-style-type: none"> • Contact the student’s parents/guardians unless: <ul style="list-style-type: none"> ○ The Children’s Aid Society or police object ○ The student is 18 years of age or older and is not currently under a VYSA with a Children’s Aid Society ○ The student is 16 or 17 years old and has withdrawn from parental control

8.2.3 IN CASE OF AN ALLEGATION

If the principal or designee receives information that a student is involved or may be involved in sex trafficking, the principal or designee shall:

Contact the police	<ul style="list-style-type: none">• Call the police and ask to speak with an officer trained to work with vulnerable youth• Share the information gathered with the officer
Start an investigation	<ul style="list-style-type: none">• After receiving approval from the police, follow the process outlined in the policy for suspension or dismissal
Contact the designated school board contact person	<ul style="list-style-type: none">• Contact the designated school board contact person for advice and resources• Do not use personally identifiable information

8.3 APPENDIX C — TEXT FOR SCHOOL PRINCIPALS: SUPPORTING THE DISCLOSURE OF SEX TRAFFICKING

Caution:

The statements and information in this appendix are provided to guide and facilitate disclosure about sex trafficking. The school board encourages principals and their delegates to adapt their responses and approach to the context, keeping in mind their professional obligations and the values of caring, respect, and health and safety.

If a student reports to the principal or designee his or her involvement in sex trafficking or a staff member reports to the principal or designee a student's involvement in sex trafficking, the principal or designee shall in his or her interactions with the student:

- Create a safe and emotionally and physically secure environment for the student (e.g., provide food or water, etc.).
- Ensure student confidentiality (e.g., do not discuss the issue in hallways or public spaces).
- Not leave the student alone.

INTRODUCTORY SCENARIOS	ANSWERS
A staff member reports a student's involvement in sex trafficking to the principal or designate	A staff member shared information with me today because they are concerned about your safety and well-being. [Continue with the text below under "General"]
A student reports his or her involvement in sex trafficking to the principal or designate	Thank you for sharing with me what is going on in your life. I am concerned about what you are telling me, and I am worried about your safety and well-being. [Continue with the text below under "General"]

GENERAL	<p>My role is to try to understand your situation. I want you to understand that the information you share with me is confidential and only the necessary people will be informed of the situation to help you.</p> <p>A) Students under 16 years of age</p> <p>I need to call the Children's Aid Society and the police. Do you have any concerns about this?</p> <p>I also need to call the designated contact person within the school board who can assist staff members with necessary intervention procedures and to help us find resources. Do you have any concerns with this?</p> <p>Would you also want the support of a social worker who can provide immediate support?</p> <p>Also, "I need to call your parents/guardians. Do you have any concerns with that?"</p> <p>[If the student expresses reluctance to involve the above, follow up with "Specific Scenarios"]</p> <p>B) Students aged 16 and over</p>
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	<p>I am required to call the Children’s Aid Society and the police. Do you have any concerns about this?</p> <p>I would also like to call the designated contact person at the school board to help you find resources and provide immediate support. Is that okay with you?</p> <p>Would you also like the support of a social worker?</p> <p>Also, “I need to call your parents/guardians. Do you have any concerns with this?”</p> <p>[If the student expresses reluctance to involve the above, follow up with “Specific Scenarios”]</p>
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SPECIFIC SCENARIOS	ANSWERS
The student expresses concerns about a call being made to the police.	<p>I understand that you don’t want the police involved, but I need to call the police when I’m concerned that a student is not safe. Right now, I’m concerned that you are not safe. So, I need to call my supervisor to get more information about the next steps. I’m going to ask you to wait with (staff member’s name).</p> <p>[Contact the supervisory officer in charge. Do not promise the student that a call will not be made]</p>
The student expresses concerns about a call being made to the Children’s Aid Society.	<p>For students under the age of 16:</p> <p>I understand that you do not want a call made to the Children’s Aid Society, but I must make a report when I am concerned about the safety of a student. I will ask you to wait with (name of staff member).</p> <p>For students aged 16 and 17:</p> <p>I understand that you don’t want a call made to the Children’s Aid Society, but I am concerned about your safety and want to connect you with this organization that can support you and offer you resources. The Children’s Aid Society is now offering more services to 16 and 17 year olds who may have safety concerns. Do you want to explore this in detail together? If not, we can advise the Children’s Aid Society that you do not wish to pursue services with them.</p>
The student expresses concerns about a call being made to the designated school board contact person.	<p>I understand that you do not want a call to be made to the designated school board contact person; however, this person can help us to properly implement the necessary response procedures and to help us find resources to better assist you.</p> <p>[Contact the supervisory officer in charge. Do not promise the student that a call will not be made]</p>
The student expresses that they do not want the social worker to be involved.	<p>I understand that you don’t want to talk to the school board social worker. However, he knows of several community partners who may be able to help you. I can consult with him without giving out your personal information. He is experienced and may have ideas that I have not considered. Would this work with you?</p> <p>[If the student says no, provide a list of community partners. Also, if necessary, a call can still be made without providing personal identifying information]</p>

<p>The student expresses that they do not want their parents/guardians to be involved.</p>	<p>I understand that you really don't want me to call your parents/guardians and tell them what happened. Can you help me better understand what worries you about your parents/guardians knowing? How do you think they might react?</p> <p>[If the student's safety may be compromised by a call to parents/guardians, contact the supervisory officer in charge. Do not promise the student that a call will not be made. But, if the student is 18 years of age or 16 years of age or older and has withdrawn from parental control, no call should be made to parents/guardians]</p>
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8.4 APPENDIX D — STAFF REPORTING AND RESPONSE PROTOCOL

8.4.1 IN CASE OF SUSPICION

If the staff member suspects that a student is involved in sex trafficking, the staff member should contact the principal or designee as soon as possible and the Children's Aid Society if the student is under the age of 16 as soon as possible. A suspicion may be based on what a student or other staff member has shared with him/her or on the observation of signs.

8.4.2 IN CASE OF A DECLARATION

If a student discloses to the staff member his or her involvement in sex trafficking, the staff member shall in his or her exchanges and interactions with the student:

<p>Recognize that making a disclosure is a very vulnerable experience</p>	<ul style="list-style-type: none"> • Listen with no judgment • Validate the student's experience • Be aware of your non-verbal behaviour • Put aside your prejudices • Avoid using closed questions and leading the conversation • Avoid making promises that will be difficult to keep, including maintaining confidentiality
<p>Ensure the safety of the student</p>	<ul style="list-style-type: none"> • Create a safe and emotionally and physically secure environment for the student (e.g., provide food or water, etc.) • Do not leave the student alone
<p>Staff member's role</p>	<ul style="list-style-type: none"> • Contact the principal or designate to advise of the situation • If necessary, be present at meetings and discussions if the student wishes • Support the process of connecting the student with the appropriate community partners or school board social worker
<p>Report to the Children's Aid Society</p>	<ul style="list-style-type: none"> • Contact the Children's Aid Society if the student is under 18 years of age, however, a student who is 16 or 17 years old may decline protection services following the call. • Follow the school boards' administrative policies and guidelines on mandatory reporting

8.2.3 IN CASE OF AN ALLEGATION

If the staff member receives information that a student is or may be involved in sex trafficking, the staff member shall contact the principal or designee as soon as possible and child welfare if the student is under the age of 18 as soon as possible.

8.5 APPENDIX E – TEXT FOR STAFF: SUPPORTING THE DISCLOSURE OF SEX TRAFFICKING

Caution:

The statements and information in this appendix are provided to guide and facilitate disclosure about sex trafficking. The school board encourages principals and their delegates to adapt their responses and approach to the context, keeping in mind their professional obligations and the values of caring, respect, and health and safety.

If a student discloses to a staff member his or her involvement in sex trafficking, the staff member shall in his or her interactions with the student:

- Contact the principal or designate as soon as possible to advise them of the situation.
- Create a safe and emotionally and physically secure environment for the student (e.g., provide food or water, etc.).
- Ensure student confidentiality (e.g., do not discuss the issue in hallways or public spaces).
- Not leave the student alone.

<p>GENERAL</p>	<p>Thank you for sharing with me what is going on in your life. I am concerned about what you are telling me, and I am worried about your safety and well-being.</p> <p><i>A) Students under 16 years of age</i></p> <p>I have to call the Children’s Aid Society and the police. Do you have any concerns about this?</p> <p>I also have to notify the school principal. Are you comfortable with that too?</p> <p>[If the student expresses reluctance to involve the above, follow up with “Specific Scenarios”]</p> <p><i>B) Students aged 16 and over</i></p> <p>I have to call the Children’s Aid Society and the police. Do you have any concerns about this?</p> <p>I also have to notify the school principal. Are you comfortable with that too?</p> <p>[If the student expresses reluctance to involve the above, follow up with “Specific Scenarios”]</p>
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SPECIFIC SCENARIOS	ANSWERS
<p>The student expresses that he/she does not want the Children's Aid Society to be involved.</p>	<p>For students under the age of 16:</p> <p>I understand that you do not want a call made to the Children's Aid Society, but I must make a report when I am concerned about the safety of a student. I will ask you to wait with (staff member's name).</p> <p>For students aged 16 and 17:</p> <p>I understand that you don't want a call made to the Children's Aid Society, but I am concerned about your safety and want to connect you with this organization that can support you and offer you resources. The Children's Aid Society is now offering more services to 16 and 17 year olds who may have safety concerns. Do you want to explore this in detail together? If not, we can advise the Children's Aid Society that you do not wish to pursue services with them.</p>
<p>The student expresses that he does not want the principal to be involved.</p>	<p>I understand that you don't want the principal to be involved, but I have to inform the principal when I am concerned that a student is not safe. Right now, I am concerned that you are not safe. So I need to contact the principal to make sure that we can support you further. I also need to consult with the principal to get more information about the next steps. I will ask you to wait with (name of staff member).</p> <p>[Contact the principal. Do not promise the student that a call will not be made]</p>

8.6 APPENDIX F – STUDENT SUPPORT PLAN

This plan can be adapted according to the reality of each school board.

It is important to involve the student in the development of this plan. In some circumstances, due to the age of the student, parents/guardians may be involved.

Student name:	Date of the plan's development:
School:	School year:
Purpose of the plan	
	Address the needs of a student who is at risk of or a victim of sex trafficking.
	Responding to the needs of a student who targets, lures, grooms, or recruits children and youth for sex trafficking.
	Address the needs of a student who is returning to school after having been trafficked or involved in the trafficking of others.
Brief description of the situation	
Current feelings about returning to school:	

Protective factors:

Possible steps to support the student's immediate physical and emotional safety

	Internal support system:	External support system:
	Emergency numbers:	
	In-house accompanying services:	Accompanying external services:
	Schedule changes:	
	Close supervision:	
	School transportation:	
	Emergency comfort location:	

	Other:
Procedures for communicating the plan	
	With the student:
	With parents and guardians:
	With staff:
	With others involved:

Next response team meeting:
Date:

Response team members	

Signature	
_____	_____
School principal	Parents/Guardians

The personal information collected on this form is collected under the authority of the Municipal Freedom of Information and Protection of Privacy Act and the Education Act. If you have any questions about the collection of this information, please contact the school principal.

In addition, ensure that the student's support plan is stored according to the guidelines established by the school board.

8.7 APPENDIX G – LETTER TO PARENTS AND GUARDIANS

Dear parents, guardians,

Student safety is a top priority. As directed by the Ministry of Education, the school board has implemented a Sex Trafficking Protocol with its community partners, which can be found in the attached hyperlink.

Sex trafficking is a form of sexual exploitation that is a criminal offence under the *Criminal Code of Canada*. It involves, among other things, the recruitment, harbouring, transportation, and confinement of a person for the purpose of sexual exploitation. Traffickers use force, physical or psychological coercion, or deception to achieve this. According to research, most individuals trafficked for sexual exploitation are young girls with an average age of 13 years.

In light of concerns about sex trafficking in Ontario and its destructive impacts, the school board, in collaboration with its community partners, has developed a rigorous program to protect its students from such threats.

The school board's intention is to respond appropriately and professionally to all situations that resemble sex trafficking to ensure a safe and caring learning environment for the entire school community. Attached you will find a series of resources related to sex trafficking.

The school board is committed to providing its school communities with this level of safety and is pleased to have the support of its community partners.

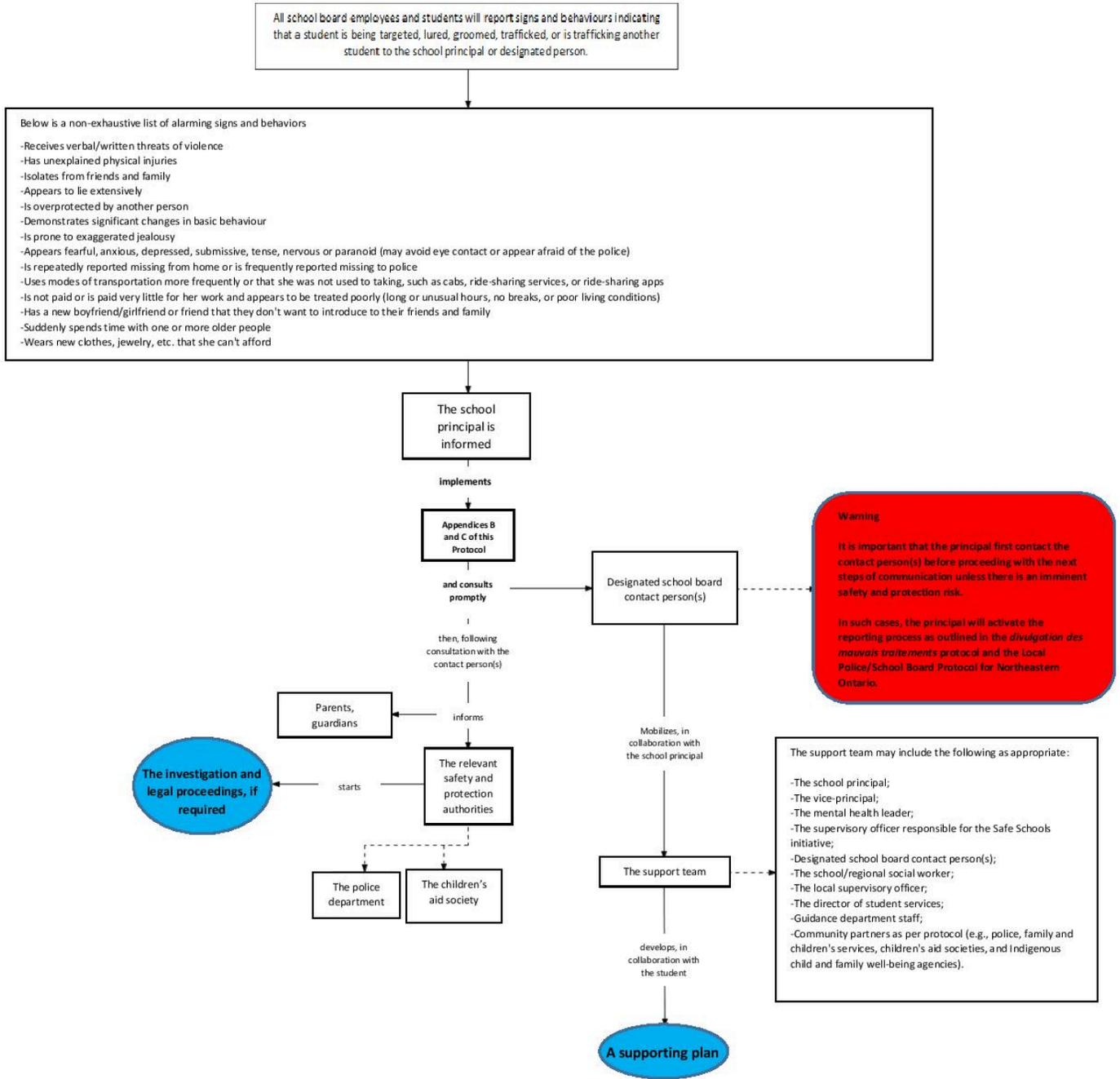
Please accept, dear parents, guardians, our most distinguished regards.

Encl. Resources for parents and guardians

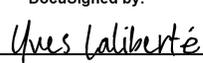
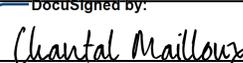
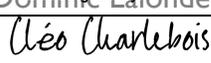
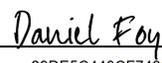
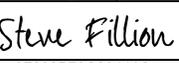
8.8 APPENDIX H – RESOURCES FOR PARENTS AND GUARDIANS

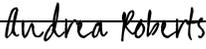
RESOURCES	INFORMATION
Revealing the Dangers of Online Child Sexual Exploitation for Caregivers of Youth Under 10 Years Old	A PDF guide to educate parents and guardians about the dangers of online child sexual exploitation.
Canadian Human Trafficking Hotline	<p>The hotline is operational 24 hours a day, 7 days a week. If you need help, call 1-833-900-1010 or use the chat feature on this website.</p> <p>The hotline is also an organization that works to educate and equip the anti-trafficking community, stakeholders, governments, and other partners with the tools and knowledge to combat human trafficking.</p>
CYBERTIP.CA	Canada's national tip line for reporting the online sexual exploitation of children.
NEEDHELPNOW.CA	Help with removing sexual images or videos of your child from the Internet.
KIDSHELPPHONE.CA	Contact Kids Help Phone at 1-800-668-6868 or text 686868.
Human Trafficking	Site to learn what constitutes sex trafficking, the forms it might take and how to get help.
The local police department	If you know of a child who is in immediate danger or risk, call 911 or your local police department.
The local children's aid society	Contact information for local services

8.9 APPENDIX I – RESPONSE STEPS’ FLOWCHART



9 SIGNATORIES

ORGANIZATION	SIGNATORIES
Conseil scolaire catholique de district des Grandes Rivières	Sylvie Petroski, Director of Education DocuSigned by:
Conseil scolaire catholique Franco-Nord	 E6FD50B371EF4A2... Serge Levac, Director of Education
Conseil scolaire public du Nord-Est de l'Ontario	DocuSigned by:  9B2DE7CDEB1842E... Yves Laliberté, Director of Education
Consortium pour les élèves du Nord de l'Ontario	Monique Dubreuil, Executive Director
Ellevive	DocuSigned by:  8C77C8DD361B421... Chantal Mailloux, Executive Director
Kunuwanimano Child and Family Services	DocuSigned by:  58EF3FD28684406... Shirley Gillis-Kendall, Executive Director
Pavilion Women's Centre	Melanie Ducharme, Executive Director
Ontario Provincial Police	DocuSigned by: Dominic Lalonde, Acting Detachment Commander
North Eastern Ontario Family and Children's Services	 58E0B24CA88C4A0... Cléo Charlebois, Executive Director
Timmins Police Service	DocuSigned by:  29DE5C440CF7439... Daniel Foy, Chief of Police
Hearst – Kapuskasing – Smooth Rock Falls Counselling Services	DocuSigned by:  6F293B70C2044A2... Steve Fillion, Executive Director
Timmins and Area Women in Crisis	Julie Nobert Demarchi, Executive Director

ORGANIZATION	SIGNATORIES
Amelia Rising	Meghan Trussler, Executive Director
Centre Alliance	Lynn Perreault, Program Manager
Centre communautaire de counselling du Nipissing	Alan McQuarrie, Executive Director
Centre Horizon	Linda Lafantaisie, Executive Director
Indigenous Friendship Centre	Kathy Fortin, Executive Director
La société d'aide à l'enfance du Nipissing Parry Sound	Gisèle Hébert, Executive Director
Mains LeRéseaudaideauxfamilles.ca	DocuSigned by:  Andrea Roberts, Executive Director
Niijaansinaanik Child & Family Services	Jennifer Ford, Director of services
Police provinciale de l'Ontario Nipissing West	Michael Maville, Commander
Services de police North Bay	Roger Drolet, Police liaison

10 REFERENCES

- [Accessibility for Ontarians with Disabilities Act, S.O. 2005, c. 11](#)
- [Child, Youth and Family Services Act, S.O. 2017, c. 14, Sched. 1](#)
- [Education Act, R.S.O. 1990, c. E.2](#)
- [Human Rights Code, R.S.O. 1990, c. H.19](#)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56](#)
- [Safe Schools Act, S.O. 2000, c. 12](#)
- [Policy/Program Memorandum 9: Duty to report children in need of protection](#)
- [Policy/Program Memorandum 166: Keeping Students Safe: Policy Framework for School Anti-Sex Trafficking Protocols](#)

11 BIBLIOGRAPHY

- [Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#)
- [About human trafficking, online document published by the Government of Ontario](#)
- [Sex trafficking, online document published by the Government of Ontario](#)
- [Canadian Human Trafficking Outline](#)
- [Human Trafficking, online document published by the Government of Ontario](#)
- [Media Kit on Sexual Assault, Institut national de santé publique du Québec](#)