

PUBLIC FACING DOCUMENT



**ANTI-SEX TRAFFICKING
SCHOOL BOARD PROTOCOL**

The KPDSB Anti-Sex Trafficking Protocol and related resources can be found on kpdsb.ca under the Child Protection tab.

KPDSB—This protocol, which was created in January of 2022, comes from a trauma-informed and culturally sensitive approach

TRIGGER WARNING

THIS DOCUMENT CONTAINS POTENTIALLY DISTRESSING INFORMATION

It is important to note that from a trauma-informed and culturally sensitive lens, sharing of information related to anti-sex/human trafficking may be triggering (having an intense emotional or physical reaction) for students and staff. We recognize that the content within this document may be difficult to read, and may trigger an emotional response for you as the reader. We are mindful that those with lived experience and those with other personal connections and proximity to others involved in sex-trafficking may be triggered while reading the content. We ask that you take a moment to reflect on this, to consider your frame of reference and emotional state prior to reading this document. We also encourage you to set aside distraction free time to review this document.

Careful planning should also be considered before providing professional development (i.e. trigger warnings for students and staff, awareness of the content being provided ahead of time, ensuring

mental health supports are available, etc.). Students should be provided with the option to opt out of large classroom discussions in the event they feel the information may be upsetting. Classroom teachers will still be required to provide anti-sex trafficking awareness training to students in an alternate format.

Additional considerations should also be given to involving local community agencies, elders, Indigenous mental health services and knowledge keepers into the classroom community where appropriate when providing professional development related to anti-sex trafficking awareness to students and staff.

We would like to thank you in advance for taking the time to read through this protocol which focuses on a very important topic for our youth, our families and our communities. Please remember to engage in self-care to support your own mental health and well-being following review of this protocol.

TRUTH AND RECONCILIATION

The Keewatin Patricia District School Board recognizes that the work related to raising awareness of sex trafficking is connected to supporting all student's, safety, mental health and well-being. The KPDSB is dedicated to supporting and actively participating in its continued commitment towards reconciliation by strengthening existing partnerships with Indigenous agencies and leaders. This prevention work will be done in collaboration and continued consultation will all communities, treaty territories, community agencies and experts in the field.

CONFIDENTIALITY

Limits to confidentiality include disclosures involving harm to self; harm to others; or harm done to the student by another individual. Do NOT ensure confidentiality of information disclosed by students in this manner.

Educators must ensure that students that come forward with a disclosure fully understand how their information may be used or with whom it may be shared.

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

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 children's aid society.

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 children's aid society. The youth's consent is not required for a professional to make a report. Children's aid societies are required to assess all reports that a child is in need of protection.

For all students under 16 years of age, staff MUST report to the administrator and a children's aid society. See board [Policy 310: Child Abuse and/or Neglect](#).

These amendments come into effect on October 1, 2021. Please see [PPM9 Duty to Report Children in Need of Protection](#) for more information.

Key Messaging from Ministry of Education:

- Educators can play an integral role in combating sex trafficking of school-aged children and youth when equipped with the appropriate tools and necessary skills.
- All students have a right to a safe and nurturing learning environment and climate that is safe, positive and free from exploitation at school and in the broader school community.
- Schools play a unique role to help combat child sexual exploitation, and, in particular, sex trafficking.
- Schools can serve as an important partner in identifying, responding to and preventing sex trafficking, including connecting students to supportive services.
- Teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults.
- 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 students to supportive services.

DEFINITIONS

Sex trafficking is a form of sexual exploitation and 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 may involve the use of force, physical or psychological coercion or deception. Anyone can be targeted for trafficking for the purpose of sexual exploitation, however women and girls make up the most frequently targeted group.

Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous women and girls—of whom comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada.

Human trafficking as defined by Section 279.01 (1) of the Criminal Code of Canada defines “trafficking in persons” or human trafficking as the act of recruiting, transporting, transferring, receiving, holding, concealing or harbouring a person, or exercising control, direction or influence over the movement of a person, for the purpose of exploiting them or facilitating their exploitation.

2SLGBTQIA refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism refers to 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 refers to and 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 [school] doors.

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.

Equity lens refers to and 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.

Grooming A trafficker or exploiter will groom a child by promising to buy them trendy clothes, take them shopping or pay for haircuts and manicures to gain their trust and affection. Exploiters will have children believe that material items equal respect and worth.

After this the victim often feels dependent on the trafficker or trusts them, this is when the exploitation starts. The trafficker may tell youth that they “owe them” for all the things they got them etc. This guilt and coercion lead to the act of being sold.” (KCA AHT Prevention Guide).

Human rights-based approach refers to 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.

Sexual Abuse refers to an actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual Exploitation refers to any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Survivor can refer to those with lived experience with sex trafficking. Some may refer to themselves as “experiential survivors”.

Tactics refers to methods traffickers may use 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, or 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 refers to 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.

Victim refers 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. KPDSB employees should confirm how an individual impacted by trafficking prefers to be referenced.

RATIONALE

The Anti-Sex Trafficking School Board Protocol supports the implementation of The Ministry of Education's *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM166).

This protocol will support coordinated action by community partners to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning. Safe schools, both physically and mentally, are a critical element to successfully nurturing positive student experiences.

Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes.

STATEMENT OF PRINCIPLES

The Keewatin-Patricia District School Board, in developing and implementing provisions related to anti-sex trafficking, will:

a. Define a role for parents, guardians and caregivers through:

- Encouraging parents, guardians, and caregivers to be key partners.
- Ensuring care is given when reaching out to parents, families, and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student(s).
- Ensuring outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and guardians, is trauma-informed and recognizes historic and systemic barriers that may impact their participation.
- Ensuring every effort is made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians and caregivers about this work.

b. Foster student voices by:

- Involving students in efforts to develop actions against sex trafficking.
- Inviting student groups to participate and inform the design, development, delivery and implementation of anti-sex trafficking protocols.
- Recognizing that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, can share their story and insights as part of efforts to build awareness and to empower students. Careful consideration and planning needs to occur prior to inviting students to present on personal experience.

c. Build multi-sectoral relationships with community organizations by:

- Consulting and engaging with community groups/agencies to support anti-sex trafficking approaches that are responsive to the diverse needs of local school communities.

d. Ensure interventions are safe by:

- Promoting a sense of student belonging.
- Increasing protective factors and helping to reduce risk factors associated with sex trafficking.
- Supporting early intervention through identification and appropriate response, including connecting impacted persons to supportive services.
- Providing KPDSB employees with comprehensive anti-sex trafficking training including:
 - » identifying the signs of sex trafficking
 - » safely responding to disclosures
 - » being culturally relevant and responsive to diverse school populations.
- Supporting the immediate physical and emotional safety needs of students.

e. Build up school-based prevention through:

- Building on existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality.
- Understanding the historical and social context of sex trafficking and implementing prevention strategies that are responsive to the needs of students and members of the local school community.

f. Respect confidentiality, privacy and informed consent through:

- Recognizing that the KPDSB's obligations under provincial and federal laws, to deal with each student individually, with respect, dignity, equity and with due regard to confidentiality, privacy, and informed consent as per 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.

g. Promote equitable and culturally safe responses through:

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

TRAINING FOR KPDSB EMPLOYEES AND STUDENTS

KPDSB will provide annual training to all school staff related to sex trafficking, including tactics used for online luring, grooming and recruitment. The training must be tracked and be available throughout the year to all new and existing KPDSB employees. Training must be updated and delivered regularly to stay current with emerging issues relating to trafficking and changes in community services and response.

School based Administration will use a combination of materials from the Canadian Centre for Child Protection and the KPDSB to provide professional development to school staff related to anti-sex trafficking. Review of the Anti-Sex Protocol will also be provided and tracked. Resources will be provided to KPDSB Administrators.

School Based Administrators and Classroom Teachers will ensure that they have considered how the information may be potentially triggering for some students and staff. Students and staff should be made aware ahead of time that the topic will be provided, that the content may be triggering, what resources are available in the event they are required and how to access them. Special consideration should also be given related to videos as visual depictions and references to tactics of human trafficking can be difficult to view. Staff are required to complete KPDSB mandatory training. Students should be provided with the opportunity to opt out of training ahead of time in the event they may find the information triggering. Classroom Teachers will be required to provide students who choose to opt out, professional development on anti-sex trafficking in a different format.

STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

The following charts provides implementation requirements by role, as well as relevant resources and links related to strategies to raise awareness and prevent sex trafficking among student population:

Role	Implementation	Resources & Links
KPDSB	<p>Staff training will include:</p> <ul style="list-style-type: none"> • Key definitions. • Information on risk factors and signs that a student is at risk, being lured, groomed or trafficked. • Signs that a student is or involved in luring, grooming or trafficking others. • The stages of exploitation. • Response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking and how to share information to ensure privacy and confidentiality. <p>The KPDSB Information and Technology Department will work closely with the Safe and Supportive Schools Administrator, Communications Officer and Mental Health Lead to identify and track specific Google searches and key terminology related to anti-sex trafficking, thus providing flags/alerts to the appropriate staff as listed above.</p>	
School Administration and School Staff	<p>Provide and/or participate in PD for staff.</p> <p>Focus on the importance of using preventative practices and education, as well as the unique role Educators have on combating sex-trafficking of school aged children (see key messages page 3) and/or participate in PD for staff.</p> <p>Using trauma-informed and culturally responsive resources, schools will raise awareness of sex-trafficking among parents and caregivers.</p>	<p>KPDSB provided resources</p>

Role	Implementation	Resources & Links
Administration and School Staff	Cyber-safety.	Canadian Centre for Child Protection
	Kids in the Know. Elementary specific program and High School online and offline personal safety—lessons delivered by educators or another school designate (mental health lead, counsellor, etc.)	<ul style="list-style-type: none"> • Kids in the Know • Supporting Disclosures (see Appendix B) • Local community partners
	The signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student; how to get help safely.	Signs of sex trafficking (see page 8 of protocol)
	How to report concerns to the KPDSB (including anonymous reporting) and the KPDSB’s process for responding to concerns.	Bullying Portal
	Develop safe, caring learning environments.	SMHO TIER 1
	Implement the strategies of Restorative Practices in their classrooms.	Restorative Practices
	Provide learning opportunities for students to raise awareness 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.	What is Child Sexual Exploitation and Sex Trafficking lesson plans
	Direct teaching of the Ontario Health and Physical Education curriculum by grade.	<ul style="list-style-type: none"> • OPHEA Always Changing Lesson Plans • Healthy Relationships Skills, Self Awareness and Sense of Identity • The Ontario Curriculum, Grades 1-8: Health and Physical Education • The Ontario Curriculum, Grades 9-12: Health and Physical Education • Canadian Centre for Child Protection Kids in the Know Program • Fourth R programming

Role	Implementation	Resources & Links
Administration and School Staff	<ul style="list-style-type: none"> • Presentations by survivors of human trafficking may be provided to secondary students, and shall be vetted and approved by the KPDSB's Superintendent of Safe and Supportive Schools and Mental Health Team. • Engage parents/guardians to ensure they are key partners and are aware of the preventative and awareness learning opportunities students are participating in. • Engage community partners related to supporting awareness of anti-sex trafficking. 	<p>SMHO Decision Support Tool</p>
	<p>White Ribbon.</p>	<ul style="list-style-type: none"> • White Ribbon • ONECA • Ontario VLE / Brightspace • Cybertip.ca Canada's tipline for reporting the online sexual exploitation of children. This is also operated by our agency and takes reports on 8 criminal code offences. • PROJECT ARACHNID Project Arachnid is tool to combat the growing proliferation of child sexual abuse material (CSAM) on the internet. The Project Arachnid platform was initially designed to crawl links on sites previously reported to Cybertip.ca that contained CSAM and detect where these images/videos are being made publicly available. Once child sexual abuse material is detected, a notice is sent to the provider hosting the content requesting its removal.

Role	Implementation	Resources & Links
Administration and School Staff	<ul style="list-style-type: none"> • K-8 participate in Kids in the Know . • Students in grades 9-12 will have access to free online resources from the Canadian Centre for Child Protection Agency. • Other resources and supports maybe provided (i.e. posters and materials related to sex trafficking and online safety) . • Secondary Students will participate in training provided by school/classroom teachers and, if available, members of the Community Based Human Trafficking Coalition and/or the OPP, as well as student counsellors to raise awareness among students on 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. 	Canadian Centre for Child Protection Agency
	<p>Students will have access to the KPDSB Bullying Portal and/or caring adult in the school to report concerns of human trafficking.</p>	<ul style="list-style-type: none"> • KPDSB Bullying Portal • Canadian Human Trafficking Hotline 1-833-900-1010
	<p>Students will be aware of how to access mental health supports in the event they are triggered by content and/or require mental health supports.</p>	<ul style="list-style-type: none"> • Mental Health In School Services • KidsHelpPhone Human Trafficking Resources • One Child
	<p>The human trafficking education tool, The Trap simulates being targeted and recruited by a sex trafficker. It is intended to raise awareness about sex trafficking among youth in middle and high school teaching them what the dangers are, how to avoid them and where to get help. The Trap is designed to be used as part of a facilitated discussion led by an adult. Facilitators must register with an email address.</p>	The Trap

Role	Implementation	Resources & Links
Involving Students with Personal Experience	Careful consideration and planning needs to occur prior to involving students with lived personal experience.	SMHO Decision Support Tool for Administrators
	Consultation with Administration, KPDSB Safe and Supportive Administrator and Mental Health Lead should occur. Considerations related to the community and classroom climate need to be taken into consideration to ensure the conditions are set and students are prepped ahead of time related to presentation content. Students need to be provided with the opportunity to opt out of classroom presentations by those with personal experience.	SMHO Decision Support Tool for Classroom Educators
Parents/ Guardians	<p>Parents/Guardians will have access to free online resources from the Canadian Centre for Child Protection Agency and other relevant information found on the Child Centre for Child Protection Tab of the KPDSB website.</p> <p>The KPDSB will raise parent/guardian awareness of anti-sex trafficking through a variety of ways (i.e. memos, emails, posters, evening caregiver sessions, and social media posts).</p>	<ul style="list-style-type: none"> • Canadian Centre for Child Protection Agency • KPDSB Website
	Parents/Guardians will be provided with ways to report concerns regarding sex trafficking to the KPDSB.	<ul style="list-style-type: none"> • Contact School Administrators • KPDSB Bullying Portal
	Information sheet for parents and prevention.	Human Trafficking Parents and Prevention
Aftercare	<p>Consideration should be given to supporting students involved in sex-trafficking with after-care supports and services.</p> <p>Services that students and families are connected to at the time of disclosure and received by the student should be ongoing.</p> <p>Focus on aftercare supports for both students involved in being sex-trafficked and students involved in trafficking others.</p> <p>As a TIER 3 intervention, the school Administrator and Mental Health Team will work closely with community agencies and supports to ensure students continue to stay connected to supports and services. The development of safety plans to support the student should be developed by external community agencies, with Educators helping to support and implement at the school level.</p>	What is Aftercare

SIGNS OF SEX TRAFFICKING

Withdrawing from family and friends

Being secretive about their activities

Frequently missing

Suddenly spending time with an older person or people

Wearing more sexualized clothing

Absences from school or a decline in school performance

Having new clothing, jewelry, etc. that they can't afford to buy

Suddenly having a new or second cellphone with a secret number

Shows signs of physical abuse such as bruising, cigarette burns, fractures etc.

Having a new boyfriend, girlfriend or friend who they won't introduce to friends and family

*This is not an exhaustive list and represents only a selection of possible indicators. Each individual sign should be taken in context, should not be considered in isolation, and should not be considered as proof that sex trafficking is occurring.

*Careful consideration should also be made to students who are accessing technology in the absence of parental controls and supervision. Signs might also include students who are accessing technology in high frequency, long in duration and with intense focus. Signs might include being very secretive of contact, content and conduct.

The Canadian Centre for Child Protection indicates that the population most targeted for online luring includes 13 year old females. In addition, the Toronto

Sex Crimes Unit, indicate that the average age of entrance into the sex trade is between 13-16 years old.

Parents and Caregivers involved in the sex trade could put children at a greater risk of sexual exploitation.

The KPDSB Anti-Sex Trafficking Team consists of the Superintendent of Safe and Supportive Schools, Safe and Supportive Schools Administrator and Mental Health Lead. The Superintendent of Safe and Supportive Schools will ensure necessary ministry reporting occurs.

In the event a KPDSB employee is aware that a student may be at risk for being targeted, lured, groomed or recruited for sex trafficking the following process will occur (see chart on the next page).

Supporting a disclosure or suspecting sex trafficking:

Remember that making a disclosure is a highly vulnerable experience

- Listen to the student without judgement.
- Consider your bias: avoid projecting your own feelings; strive to understand the choices a student has made, the barriers they experience, and empathize with their current situation.
- Consider Trauma-Informed and Culturally Responsive Approach to Disclosures: It is important to be mindful that the re-telling of their story/situation may be traumatic and the person receiving the disclosure should make all efforts to reduce re-traumatization.
- Be aware of, and soften, your body language.
- Mirror the language they use to describe their situation/experiences i.e if they say “boyfriend,” use this term.
- Let them take the lead in sharing, avoid leading the conversation (do not probe for their story, instead listen respectfully, provide support).
- Avoid making promises you aren’t able to keep (i.e., assurance of confidentiality). Assure the student that their safety is a priority.

If an educator receives a disclosure or suspects sex trafficking:

Disclosure in class

Educators need to be prepared for disclosures in the moment during classroom presentations and/or lesson plans. The educators should make every attempt possible to support the student in a confidential space and ensure the student is connected to services if required.

Keep the student safe

***Always make the student aware that you are obligated to disclose any information regarding abuse/illegal activity with your administrator and possibly the police and a children’s aid society.**

- Be aware that a threat to their safety may be imminent and an immediate response and intervention is required.
- Do not leave the student alone.
- Schools should have a designated safe, confidential space that can be accessed. From a trauma-informed perspective access to culturally appropriate aspects should be provided if requested by the student (i.e. sacred medicines, smudging, grounding exercises, calming strategies, etc.).

If an educator receives a disclosure or suspects sex trafficking:

<p>Explain your role</p>	<p>Explain that your priority is the student’s safety and that your role in supporting the student is to connect them with persons/professionals who can help respond to the concern they have shared with you. These roles include:</p> <ol style="list-style-type: none"> a. Reporting to the school administration. b. The duty to report child protection concerns. c. Contact school student counsellor or in-school counsellor for support. d. Aiding in connecting the student and identifying supportive services such as a student counsellor, in-school counsellor or internal/external mental health service provider. e. If the student has identified you as a key support and the administrator determines this is appropriate, offer to be present in subsequent conversations between the student and administration. Work with the student counsellor and community partners engaged in the response. f. In conjunction with administration, engaging appropriate KPDSB staff/ partners, including Mental Health Lead, Safe and Supportive School Administrator, Superintendent of Safe and Supportive Schools, student counsellor/mental health team, appropriate community partners and frontline service providers to create a safety plan with the student and refer them to resources.
<p>Child Protection Agency Duty to Report</p>	<p>Children’s aid society - Duty to Report:</p> <ol style="list-style-type: none"> a. For students under 16 years of age, staff MUST report to the administrator and a children’s aid society. b. For students 16 and 17 years of age, staff MUST report to the administrator and may report to a children’s aid society. See KPDSB policy/ procedure. <p>*Amendments to the Child, Youth and Family Services Act, 2017(CYFSA) that impact the duty to report child sex trafficking came into affect on October 1, 2021 (see page 3 of this document: Duty to Report Child Sex Trafficking to a Children’s Aid Society).</p>
<p>Contact School Administration</p>	<p>Immediately contact your school administrator regardless of the age of the student.</p>

If an administrator receives a disclosure or suspects sex trafficking:

<p>Keep the student safe</p>	<p>*Always make the student aware that you may be obliged to disclose any information regarding abuse/illegal activity with the police and a children's aid society.</p> <ul style="list-style-type: none"> • Ensure the student remains supervised by school staff. • Ensure the student is not being re-victimized by having them repeat their story. • Schools should have a designated safe, confidential space that can be accessed. From a trauma-informed perspective the room should have dim lighting and access to culturally appropriate aspects (i.e. sacred medicines, smudging, grounding exercises, calming strategies, etc.).
<p>Children's Aid Society - Duty to Report</p>	<ul style="list-style-type: none"> • If you received the disclosure or suspect sex trafficking, call a children's aid society. • If a staff member received the disclosure or suspects human trafficking, verify staff have called children's aid society. • Students under 16 years: Verify that staff who received the disclosure have called a children's aid society and provided you documentation or call the children's aid society if disclosure is made to you. • Student 16 and 17 years: Verify whether the staff who received the disclosure has contacted a children's aid society and provided you documentation. Record the decision to call a children's aid society and contact your Superintendent for further consultation if the decision is made not to call. • Ensure the staff member who received the disclosure is supported.
<p>Contact</p>	<p>The school will contact their school superintendent.</p> <p>The school Superintendent will contact the Safe and Supportive School Administrator and Senior Admin Team.</p> <p>The Safe and Supportive School Administrator will contact the KPDSB Mental Health Lead.</p>
<p>Contact Parent/Guardian/Caregiver, except...</p>	<p>Call parent/guardian/caregiver prior to the police meeting with the student, except if:</p> <ul style="list-style-type: none"> • Directed not to contact parent/guardian/caregiver by children's aid society or local police. • Student who is 18 years or older. • Student is 16 or 17 and has withdrawn from parental control. • Information is shared which leads you to believe that contacting parents/guardians/caregivers will increase safety concerns for the student or negatively impact their well-being. <p>Inform parents of supports. Support parents/guardians who may not live in the same community as the student and/or who may speak a different language.</p>

If an administrator receives a disclosure or suspects sex trafficking:

Contact Police	<p>Suspected Case - possibly consult with police there may be specific support/ investigators who address human trafficking available.</p> <p>KPDSB Police and School Board Protocol.</p>
Human Trafficking Hotline Optional Additional Support	<p>If you or someone you know may be a victim, you may 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 more about specialized human trafficking restraining orders.</p> <p>Services offered in 200+ languages and are accessible to the deaf, hard-of-hearing and non-verbal.</p>
Specialized Anti- Human Trafficking Services and Supports in Ontario	<p>A list of dedicated services and supports across Ontario that help victims, survivors and persons at risk of human trafficking can be accessed here: 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>
Connect Student / Family to Services	<p>Ensure the student is provided with mental health supports when attempts at recruiting occur while the student is attending school.</p> <p>TIER 2 EARLY INTERVENTION</p> <p>Supports provided should be at the TIER 2 level (i.e., KPDSB student counsellors and/or community based mental health services). This would include early identification and support provided when a student is initially contacted/attempts to lure have occurred.</p> <p>TIER 3 SUPPORTS FOR STUDENT RETURNING TO SCHOOL FOLLOWING PERIOD OF BEING TRAFFICKED</p> <p>Ensure the student is provided with mental health supports when returning back to school following a period of being trafficked or when involved in trafficking others. The school team should ensure the student is connected to mental health supports at the TIER 3 level (i.e., community based supports/ counsellor with expertise in supporting victims of sex trafficking).</p> <p>TIER 3 SUPPORTS FOR STUDENT RETURNING TO SCHOOL FOLLOWING INVOLVEMENT OF RECRUITING OTHERS INTO SEX-TRAFFICKING</p> <p>Ensure mental health supports are provided to students who have been involved in the recruiting of other victims and who are returning to school after they have been involved in a trafficking situation. The school should ensure the student is connected to mental health supports at the TIER 3 level (i.e., community based supports/ counsellor with expertise in supporting victims of sex trafficking).</p> <p>Additional support will be provided for students with special education needs, mental health needs, social or emotional needs or language/cultural barriers and international students.</p>

If an administrator receives a disclosure or suspects sex trafficking:

Monitoring and Follow Up	Monitoring and follow up with the identified student will occur by both identified caring adults at the school, as well as mental health supports that are in place. The Principal will follow up with the family as appropriate, and check in with the identified staff and agencies, in consultation with, or as determined by, the KPDSB's Anti-Sex Trafficking Team.
Documentation	Tracking of students involved in sex trafficking, including being lured, groomed, involved and/or involved in grooming others will be tracked by the KPDSB through the Superintendent of Safe and Supportive Schools, Safe and Supportive Schools Administrator and Mental Health Lead. Documentation will be stored in a confidential manner.

If an administrator receives a report or suspects possible sex trafficking recruitment by a student within the school...

When investigating	<ul style="list-style-type: none">• When responding to possible sex trafficking recruitment by a student within the school refer to Policy and Procedure 321: Safe Schools, and Policy and Procedure 329: Progressive Discipline. For students with special education, information in the student's Individual Education Plan must be considered, as well as mitigating and other factors when considering consequences.• Interventions will be individualized and unique to the student. School staff will work with the student, family (if appropriate), KPDSB staff, and community partners (as applicable) to identify appropriate interventions.• Follow protocol above for supporting the student who was being trafficked (If an administrator receives a disclosure or suspects sex trafficking).
--------------------	--

SUPPORTING SPECIFIC POPULATIONS OF AT-RISK STUDENTS

Although anyone can be a target for sex trafficking, we know that Indigenous women and girls, 2SLGBTQQIA+ students, students in care, homeless students and students with previous sexual abuse history are more vulnerable. Indigenous women and girls specifically, comprise a disproportionate number of persons trafficked for the purposes of sexual exploitation in Canada. Special considerations should be provided to the specific populations.

Educators play an important role in the prevention of sex-trafficking as important caring adults in the lives of students. They can help students to build skills to reduce risk factors (e.g., teaching about healthy relationships, gender-based violence, and social emotional skills, etc.); through teaching about the importance and value of women in the Indigenous culture; and by teaching about and creating gender affirming environments. Additionally, all educators should strive to create a climate of daily reinforcement of respect, modeling of sensitivity, and healthy relations for all.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION





The KPDSB Anti-Sex Trafficking Protocol will be reviewed at minimum every five years. The KPDSB will ensure all reporting requirements to the Ministry of Education upon the Ministry's request are completed. The KPDSB will also ensure implementation of the Ministry directives outlined within this protocol.

The KPDSB will collaborate with the Ministry of Education as directed, as well as anti-human trafficking partners, to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and where the protocols respond to the needs of students. The KPDSB will invite community anti-human trafficking partners and local agencies to participate in the reporting process to the Ministry of Education where applicable, to help determine how the protocol has helped students stay out of or exit, human trafficking.

APPENDIX A: HOW TO SUPPORT A DISCLOSURE

How to Support a Disclosure

Be sensitive to the unique experiences of children and youth victims of human trafficking is critical to being able to support this population.

-  Being observant of changes in behaviour in children and youth (e.g. sudden changes in appearance; sudden changes in friend groups; sudden changes in engagement in school/extracurriculars; appearance of a new friend or boyfriend about whom they are secretive; missing or skipping class; in possession of substances, alcohol, or material goods with no reasonable explanation for how they've obtained them).
-  Utilizing the Canadian Human Trafficking Hotline, where applicable at 1-833-900-1010. The hotline is for: victims seeking help; people with a tip to report a potential case; members of the public wanting to learn more about the subject.
-  School staff should connect with their board about their protocol/protocol development, reporting procedures, duty to report, and culturally safe and responsive support available for students and staff.
-  Participating in localized and community-based responses, including local anti-human trafficking coalitions. These coalitions comprise organizations across sectors working to provide localized responses to human trafficking in their community. For more information, including on if there is an anti-human trafficking coalition in your community, please contact antitraffickingoffice@Ontario.ca.

PARENT/GUARDIAN/CAREGIVER COMMUNICATION:

In instances of suspected or disclosed sex trafficking to school staff, administrators notify parents/guardians/caregivers as per protocol to share the concern. Notification procedures may vary or may not be applicable depending on age of the student (i.e. students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control).

Exceptions to parent/guardian/caregiver communication include:

Situations where students share information with you which leads you to believe that contacting parents/guardians/caregivers will increase safety concerns for the student or negatively impact their well-being (i.e., parent/caregiver is involved in trafficking of the student), phone your school superintendent AND/OR the superintendent responsible for Safe and Supportive Schools for an immediate consultation.

If directed by local police or a children's aid society not to call the parents/guardians/caregivers.

Central Support Resources:

School Superintendent: General questions, determining a call to parents/guardians/caregivers, police or a children's aid society, vetting of material.

Safe and Supportive Schools Administrator/ Superintendent: Support and guidance in Anti-Sex Trafficking Protocol, vetting of material.

Mental Health Lead: Accessing mental health resources, student counsellor support, community resources, vetting of material.

EDUCATORS: SUPPORTING DISCLOSURES OR SUSPICIONS OF SEX TRAFFICKING

Making disclosures or sharing personal information about exploitation by another person can be a difficult, emotional, and vulnerable experience. A supportive, caring adult can have a positive effect on students who are, have been, or are at risk of being trafficked:

- Remain calm and consider your own comfort level in supporting the student. It will likely be uncomfortable and difficult to receive this information.
- Ask, “What can I do for you right now?” / “Is there anything you need?” . Allow the student time to rest and process.
- Do not overwhelm the student, at max three adults at one time supporting.
- From a trauma informed perspective the less individuals the student needs to disclose to the better. To avoid retraumatizing the student attempts should be made to avoid the student having to retell their story to multiple individuals.
- Actively listen, be non-judgemental—allow the person to express themselves.
- Be respectful and responsive to the student’s age/culture/background.
- Do not probe for additional information.
- Be mindful that questioning, interviewing the student can impact/hinder any police investigation.
- Mirror the language used by the student to describe their situation/experiences e.g. if they say “boyfriend,” use this term.
- Avoid using justice system language (e.g. perpetrator).
- Thank the student for trusting you and for coming forward.
- Validate the courage it takes for them to talk about their experience and share information.
- Encourage the student that help is available, and that accepting help can provide additional support for their journey ahead.
- Do not promise confidentiality, help them understand the limitations to confidentiality regarding their experience with being trafficked/exploited.
- If you have a concern for the student’s well-being, share this and let them know you want to connect them with persons/professionals who can help.
- Make the student aware of available community-based resources for support that can be accessed confidentially, as well as the [Canadian Human Trafficking Hotline](#) (1-833-900-1010) and [Kids Help Phone Human Trafficking resources](#).
- If the student ever feels responsible for what happened, encourage the student not to blame themselves and explain that what happened is not their fault.
- Ensure you check in with yourself as the individual receiving the disclosure and access supports/ask for help if required, as supporting disclosures can be heavy and emotionally and physically challenging/difficult to deal with.

SELF-CARE AND STAFF SUPPORT

Supporting students who may be involved with sex trafficking can be emotionally upsetting and/or stressful work. Your Administrator, school Superintendent, Superintendent responsible for Safe and Supportive Schools, the Safe and Supportive Schools Administrator and the Mental Health Lead can be resources to you as you plan for the student's safety and well-being.

If you are concerned for someone you care about or are looking for support for yourself, personal support is available for employees and are listed in the information below:

Employee Assistance Program

KPDSB Website Staff Mental Health resource tab

SMHO Take Care of Yourself resource

Canadian Human Trafficking Hotline 1-833-900-1010

Thank you for learning about and familiarizing yourself with the KPDSB Anti-Sex Trafficking Protocol which raises awareness and provides guidance regarding a very important issue. As a board, KPDSB takes these concerns and situations very seriously and will work continuously to ensure supports are provided at all levels, including supports for the victim, for survivors, for youth involved in trafficking others, for the families/caregivers involved, for staff and administrators involved in supporting disclosures and for the KPDSB's Anti-Sex Trafficking Team.

We would like to thank all that contributed to the development of this protocol:

Canadian Centre for Child Protection: Karyn Kibsey

Gaagagekiizhik Elementary School & Bimose Community High School: Wendy McPherson

Kenora Chiefs Advisory: Emily Brockway

Kenora Coalition Against Human Trafficking:
Jaye Wesley, Kristin Bulmer

OPP: Andrea Degagne

OPP Human Trafficking Unit:
Bri Balkwill, Scott Chalkley, Steven Chivers-Wilson

Saakaate House Women's Shelter:
Chrysti Savage, Kendall Trembath

School Mental Health Ontario: Joan Kantola

Sex Trade 101 Foundation: Bridget Perrier, Natasha Falle

Treaty Three Police Services: Marie Lavalley

KPDSB Committees: Early Years, IEAC,
Parent Involvement Committees, SEAC,

KPDSB Staff

REFERENCES

- Canadian Centre for Child Protection (2022). Retrieved from <https://www.protectchildren.ca/en/>
- Canadian Centre for Child Protection (2022). Kids in the Know. Retrieved from <https://www.kidsintheknow.ca/app/en/>
- Canadian Human Trafficking Hotline (2022). Retrieved from <https://www.canadianhumantraffickinghotline.ca/>
- CODE, Council of Ontario Directors of Education. Multi-Sectoral Collaboration in the Education Sector, A Resource for Developing School Board Anti-Sex Trafficking Protocols. December 2021.
- CODE, Council of Ontario Directors of Education. Template for Anti-Sex Trafficking School Board Protocol. December 2021.
- CODE, Council of Ontario Directors of Education. Sex Trafficking School Board Protocol Implementation Guide. December 2021.
- Government of Canada. https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/sexual_exploitation-exploitation_sexuels/index.aspx?lang=eng
- iirp Graduate School (2015-2022). Restorative Practices. Retrieved from <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>
- Keewatin Patricia District School Board (2022). Bullying Portal. Retrieved from <https://safeatschool.kpdsb.ca/>
- Keewatin Patricia District School Board (2022). Mental Health Resources. Retrieved from <http://www.kpdsb.on.ca/>
- Kenora Chiefs. ACT Prevention Guide. <https://www.kenorachiefs.org/>
- KidsHelpPhone (2022). Human Trafficking Resources. Retrieved from https://kidshelpphone.ca/?s=human+trafficking&s_page=support
- National Inquiry into Murdered and Missing Indigenous Women and Girls (2019). Retrieved from https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf?utm_source=newsroom&utm_medium=email&utm_campaign=%2Fen%2Frelease%2F1001824%2Fontario-strengthening-protections-against-bullying-and-violence-at-school&utm_term=public
- Ontario Anti-human trafficking services and supports. Retrieved from: <https://www.ontario.ca/page/anti-human-trafficking-services-and-supports>
- Ontario Curriculum Health and Physical Education Grades 1-8. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>
- Ontario Curriculum Health and Physical Education Grades 9-12. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- Ontario Ministry of Education, Community and Social Services, Human Trafficking Foundational Information for School Boards and School Board Staff Power Point Slides. 2021.
- Ontario Human Trafficking. Retrieved from <https://www.ontario.ca/page/human-trafficking>
- Privacy and Access to Information in Ontario Schools: A Guide for Educators. Education Fact Sheet. Retrieved from https://www.ipc.on.ca/wp-content/uploads/2019/01/fs-edu-privacy_access-guide-for-educators.pdf
- School Mental Health Ontario (2022). Decision Support Tool. Retrieved from <https://smho-smso.ca/wp-content/uploads/2020/11/Decision-Support-Tool-for-Classroom-Teachers-Checklist-for-Educators-for-the-Planning-of-Student-Mental-Health-Related-Activi.pdf>
- School Mental Health Ontario (2022). Health and Physical Education Curriculum Mental Health Literacy Plans. Retrieved from <https://smho-smso.ca/blog/online-resources/health-physical-education-curriculum-mental-health-literacy-lesson-plans/>
- School Mental Health Ontario (2022). Healthy Relationships Skills. Retrieved from <https://smho-smso.ca/emhc/healthy-relationship-skills/>
- School Mental Health Ontario (2022). Self Awareness and Sense of Identity. Retrieved from <https://smho-smso.ca/emhc/self-awareness-and-sense-of-identity/>
- School Mental Health Ontario (2022). Tiers for Supporting Student Mental Health. Retrieved from <https://smho-smso.ca/school-and-system-leaders/learn-more/mental-health-leadership-strategies/think-in-tiers-and-focus-on-the-positive/>
- What is Child Sexual Exploitation and Sex Trafficking Lesson Plans Retrieved from <https://www.wrprevent.ca/what-is-sexual-exploitation-and-human-trafficking#choose-the-right-words>
- York Region District School & Community Partners Aura Freedom, BRIDENORTH, Covenant House Toronto, 360Kids, u-r home, Women's Support Network of York Region. Sample School Board's Quick Guide to Sex Trafficking Response Protocol Requirements in Schools.
- KPDSB Police and School Board Protocol
- KPDSB Policy 310: Child Abuse and/or Neglect
- KPDSB Policy 321: Safe and Supportive Schools
- KPDSB Procedure 321: Safe and Supportive Schools
- KPDSB Policy 329: Progressive Discipline and Promoting a Positive School Climate
- KPDSB Procedure 329: Progressive Discipline and Promoting a Positive School Climate
- PPM 9 Duty to Report Children in Need of Protection for more information.
- PPM 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols

