



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Anti-Sex Trafficking Protocol

January 2022

RATIONALE

The [Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#) (PPM166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols. This Anti-Sex Trafficking protocol will support coordinated action by all community partners associated with the Ottawa Carleton District School Board (OCDSB) to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention¹.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning². Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences. Student achievement and well being are inextricably linked and supporting the mental health and well being of all students is of critical importance. As school staff, we must continually reflect on how we build and strengthen relationships with students and families, by hearing and acknowledging their experiences even if they are different from our own. Through building these bridges, we can create a climate where students feel heard, listened to, and believed and where their voices and strengths are highlighted and celebrated.

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 behavior, 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.

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¹ In response to: [Legislative Assembly of Ontario, Private members' motions](#), 42nd Parliament, 1st Session, Motion 122 voted and carried on December 3, 2020.

² Ministry of Education. (2021). [Parent Engagement: Encouraging Parent Involvement in Schools](#).

DEFINITION OF SEX TRAFFICKING

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 involves the use of force, physical or psychological coercion or deception. Most individual who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

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.

STATEMENT OF BOARD PRINCIPLES

A role for parents/guardians/caregivers

Parents, guardians and caregivers are key partners in the development, implementation and review of school board anti-sex trafficking protocols. Care will be 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. Outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and guardians, will be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort will be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians and caregivers about this work.

Foster student voices

Students are at the centre of this work and will be involved in efforts to develop actions against sex trafficking. Student groups will be invited to participate and inform the design, development, delivery and implementation of steps arising from this anti-sex trafficking protocol. We recognize 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 empower students.

Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with culturally relevant and responsive community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities. The OCDSB has established partnerships with the following organizations to address issues of anti-sex trafficking, and will continue to reach out to community agencies and organizations for mutual support. More details on these organizations and their programs are available in [Appendix F](#)

- Voice Found
- YouTurn Youth Support Services
- Minwaashin Lodge
- Tungasuvvingat Inuit
- CORATH (Creating Opportunities and Resources Against the Trafficking of Humans)
- A New Day
- The Children's Aid Society of Ottawa
- Ottawa Police Services (Anti-HT Unit)

Providing safe interventions

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

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

Build up school-based prevention

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

Respect confidentiality, privacy and informed consent

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

Promote equitable and culturally safe responses

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

STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

The OCDSB will develop culturally safe strategies to raise awareness on the topic of anti-sex trafficking with students, school board employees, parents, caregivers, and the broader school community while implementing practices that prevent sex trafficking behaviour. To support this work, the board will:

- develop a plan to make the board's protocol and related procedures and resources publicly available and accessible on the school board website.
- develop processes in collaboration with our community partners to raise awareness among students and parents/guardians/caregivers about:
 - the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student; how to get help safely (for example, through the school board, community providers and/or support hotline)
 - cyber-safety
 - how to report concerns about luring, grooming, recruitment or exiting sex trafficking to the school board (including reporting via the District's anonymous student reporting tool, OCDSB Cares) and the school board's process for responding to concerns
 - approaches to overcome barriers to participation for Indigenous, Black, newcomer and other parents/guardians
- incorporate strategies in student training designed to help prevent recruitment of students for sex trafficking delivered through curriculum-based learning about healthy relationships, consent,

mental health and well-being, coping skills, personal safety and online safety, as well as through work with local community-based organizations and survivors.

- consider the use of available technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology.

RESPONSE PROCEDURES

OCDSB staff will respond to all situations that put students and/or staff at risk. In collaboration with our community partners, the school board protocol has established procedures for school board employees to respond in situations where an individual may be at risk of or is being sex trafficked, or is returning to school after they have been trafficked or involved in trafficking others. Special consideration will be extended to:

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

Response procedures are trauma-informed and culturally responsive and include the following elements or direction to school board employees:

- Designated contact persons at the school board who are familiar with the school board anti-sex trafficking 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 steps for safely reporting concerns, responding to disclosures and supporting the student's immediate physical and emotional safety.
- The process for responding to situations where a student may be engaged in the trafficking of others, including steps for safely reporting concerns, responding to disclosures and supporting students' immediate physical and emotional safety
- The process for responding to and supporting students re-entering school after they have been involved in a trafficking situation, including efforts to ensure that adequate safety and security needs are being met to support reintegration into school
- Guidance on the requirements related to the duty to report a child in need of protection under Section 125(1) of the Child, Youth and Family Services Act, 2017 and under Policy/Program Memorandum 9: Duty to Report Children in Need of Protection.
- Clear information on legislated privacy and confidentiality requirements when responding to a suspected or confirmed instance of sex trafficking.
- The process for notifying appropriate school/school board contacts and parents/guardians, as applicable.
- The process for school administrators to communicate and collaborate with community-based service providers, local police services, local Children's Aid Societies and Indigenous Child and Family Well-Being Agencies, as applicable and/or required by law, in responding to situations of suspected or confirmed sex trafficking of students.

- Direction on the approach to referring all affected students (including those indirectly affected, as needed) to supports, monitoring and following-up on incidents reported (for example, check-ins with affected students), and documenting suspected or reported sex trafficking situations and response procedures that were implemented.
- Direction on the approach to responding to possible sex trafficking recruitment by a student within the school, including appropriate interventions, supports and/or consequences, as applicable. Expectations should be consistent with OCDSB policy and procedure on progressive discipline and the mitigating circumstances that must be considered when determining the intervention, consequences or supports. For students with special education needs, information in the student's Individual Education Plan must be considered.
- Direction on the approach to appropriately respond to and meet the needs of students who are victims and survivors of sex trafficking, including access to education and facilitating school re-entry for those returning to school.
- Direction on documenting suspected or reported sex trafficking situations and response procedures that were implemented.
- Information on culturally responsive and trauma-informed personal supports available to school board employees responding to sex trafficking situations.

TRAINING FOR SCHOOL BOARD EMPLOYEES

Delivered in collaboration with community partners, training for OCDSB employees, including teachers, administrators, and other school staff includes the following elements:

- 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 combatting sex trafficking, including the application of an equity lens, anti-racism, a gender-based lens, trauma-informed approaches and Indigenous cultural competencies
- information on protective factors and prevention-focused supports and resources
- 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
- 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
- supports available to students and affected staff, 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

This training will be tracked and available throughout the year to all new and existing school board employees. Training will be updated and delivered regularly to stay current with emerging issues relating to trafficking and changes in community services and response.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

The District will collaborate with community partners and the Ministry of Education to 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

whether the protocols respond to the needs of students. The information gathered will be used to review and update this protocol as appropriate, with a full review at minimum, every five years.

APPENDICES

[Appendix A: Glossary of Terms](#)

[Appendix B: Anti-Human Sex Trafficking – Administrator Reporting and Response Protocol](#)

[APPENDIX C: Staff Reporting and Response Protocol](#)

[Appendix D: Anti-HT Services Resource List Community Partners](#)

APPENDIX A: GLOSSARY OF TERMS

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

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

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools'] doors³.”

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 together⁴.”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy⁵.”

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 progress⁶.”

³ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

⁴ Williams, R. (1999). Cultural safety—what does it mean for our work practice?. Australian and New Zealand journal of public health, 23(2), 213–214.

⁵ Douglas, M. D., Willock, R. J., Respress, E., Rollins, L., Tabor, D., Heiman, H. J., & Holden, K. B. (2019). Applying a health equity lens to evaluate and inform policy. Ethnicity & disease, 29 (Supplement 2), 329

⁶ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

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

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

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence⁷.”

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

⁷ Government of Canada. (2018, February 2). [Trauma and Violence-informed Approaches to Policy and Practice](#).

APPENDIX B: Anti-Human Sex Trafficking - Administrator Reporting and Response Protocol

All response procedures outlined below must include considerations for addressing the needs of:

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

- A. If an Administrator has a **Suspicion*** that a student may be involved in human sex trafficking, they must contact their school psych/social worker as soon as possible. *To maintain confidentiality, do not use student identifiers when consulting with clinical staff.* Do not take further steps (e.g. approach the student or peers to investigate suspicions, contact police, etc.) unless advised to do so by the clinical team. They will help provide considerations for next steps, including whether to talk to student/peers/staff and contact strategies for parents, police, community partners, etc.

*Suspicion may be based on what another student shares, or from observing potential signs of involvement.

- B. If an Administrator receives information from staff about a **Disclosure** from a student about their involvement in human sex trafficking:

Recognize that making a disclosure is a highly vulnerable experience	<ul style="list-style-type: none"> ● Listen without judgement, validate their experience, hear them. ● Be aware of and soften your body language. ● Consider your bias: it may be hard to understand their experience. ● Mirror their language e.g. 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 connect the student with support). ● Avoid making promises you aren’t able to keep (e.g. confidentiality). <p>*Recognize that having a student repeat their story can cause harm/re-victimization</p>
Keep the student safe	<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.
Contact staff for support	<ul style="list-style-type: none"> ● Contact your school social worker and/or psychology staff for consultation and resources. <ul style="list-style-type: none"> ○ <i>To maintain confidentiality, do not use student identifiers when consulting with clinical staff.</i> ● Contact Principal of Safe Schools for consultation and keep Superintendent informed
Ensure the Duty to Report	The staff member that received the disclosure must follow the duty to report guidelines

<p>to Children's Aid Society of Ottawa (CAS) has been followed</p>	<p>CAS - Duty to Report</p> <p>a. For students under 16 years of age, the staff member that received the report must contact CAS (613-747-7800, press 5);</p> <p>b. For students 16 and 17 years of age, the staff member that received the report <i>may</i> report to CAS. <i>CAS strongly encourages reports of this nature.</i></p> <p>Refer to school board protocols on reporting procedures and required forms.</p> <ul style="list-style-type: none"> • Contact Supervisor of Social Work Services for child protection questions
<p>Contact Police</p>	<p>Disclosure - Response Requirements</p> <ul style="list-style-type: none"> • Call OPS to report the incident and have police dispatched. Request an officer skilled at working with vulnerable youth (Human Trafficking Investigator if possible). • Meet with police first to outline known information prior to police meeting with student.
<p>Contact Parent/Guardian, except...</p>	<p>Call parent/guardian prior to the police meeting with the student, except if:</p> <ul style="list-style-type: none"> • Directed not to contact parent/guardian by CAS or police; • Student is 18 years or older; • Student is 16 or 17 years old and has withdrawn from parental control.

- C. If [an Administrator](#) receives information about an [Allegation](#) that student is involved in trafficking other students :

<p>Contact central staff for support</p>	<ul style="list-style-type: none"> • Contact Principal of Safe Schools and Superintendent for consultation regarding next steps • Consider the possibility that the alleged trafficker is also a victim of sex trafficking themselves - in this circumstance you may also be asked to contact your school social worker and/or psychology staff for consultation and resources.
<p>Contact Police</p>	<p>Only if recommended by the Principal of Safe Schools or Superintendent, call OPS to report the incident and have police dispatched. Request an officer skilled at working with vulnerable youth (Human Trafficking Investigator if possible).</p>
<p>Initiate Principal's Investigation</p>	<p>Only if recommended by the Principal of Safe Schools or Superintendent, Follow board process for disciplinary action related to suspension pending consideration of expulsion</p>

APPENDIX C: Staff Reporting and Response Protocol

If a **Staff member** has a **suspicion*** that a student may potentially be involved in human sex trafficking, they must contact their administration right away. *Do not take further steps* (e.g. approach the student or peers to investigate suspicions, contact police, etc.) unless advised to do so by your administrator. Administration may also ask the educator to consult with CAS.

*Suspicion may be based on what another student shares, or from observing potential signs of involvement.


If **Staff** receive a **Disclosure** from a student about their involvement in human sex trafficking:


Recognize that making a disclosure is a highly vulnerable experience	<ul style="list-style-type: none"> ● Listen without judgement, validate their experience, hear them. ● Be aware of and soften your body language. ● Consider your bias: it may be hard to understand their experience. ● Mirror their language e.g. 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 connect the student with support). ● Avoid making promises you aren’t able to keep (e.g. confidentiality). <p>*Recognize that having a student repeat their story can cause harm/re-victimization</p>
Keep the student safe	<ul style="list-style-type: none"> ● Ensure a confidential and comfortable space for the student and do not leave the student alone. ● Be aware of potential threats to their safety, including fellow classmate being involved in trafficking, a trafficker who is known to be on or around school property, or even that family may be involved in the trafficking
Explain your role	<ul style="list-style-type: none"> ● Explain that your role in supporting the student is to connect them with professionals who can help respond to the concern they have shared with you. <p>Always make the student aware that you are obliged to disclose any information regarding safety issues with your administrator and possibly the police and CAS.</p>
Contact School Admin	<p>Immediately contact your school administrator regardless of the age of the student.</p> <p>In addition to a requirement to report to a school administrator, your role <i>may</i> include:</p> <ol style="list-style-type: none"> a. the duty to report concerns to Children’s Aid Society (CAS); b. in conjunction with administration, engaging appropriate school board partners, including school social work and/or psychology staff, to create a plan with the student and for help in navigating Human Trafficking resources and support. c. being present in subsequent conversations between the student, administration, school social work and/or psychology staff, and community partners engaged in the response if the student wants you as a key support, and it is determined to be appropriate;


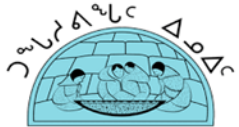
Report to CAS	<ul style="list-style-type: none"> ● CAS - Duty to Report <ul style="list-style-type: none"> a. For students under 16 years of age, staff MUST report to the administrator and CAS b. For students 16 and 17 years of age, staff MUST report to the administrator and <i>may</i> report to CAS. CAS strongly encourages reports of this nature. <p>Please refer to school board protocols on reporting procedures and required forms.</p>
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APPENDIX D: Services Resource List_Community Partners



Community Programs in Ottawa - Supporting Victims and Survivors of Human Trafficking

Organization/ Agency	Program name and description	Referral pathway
<p>Youturn Youth Support Services</p> 	<p>Next Chapter Next Chapter provides holistic support as a means to protect youth from sexual exploitation and human trafficking. This program provides support to youth vulnerable to, or survivors of sexual exploitation and human trafficking activities. A community-based counsellor will work with youth, their siblings and family to decrease risk for ongoing involvement or vulnerability to human trafficking and sexual exploitation. We also collaborate and coordinate our assistance with other service providers, in order to ensure the youth's needs are being met.</p> <p>Circle of Support. Anti-Human Trafficking Caregiver Support Group The Support Group provides support to parents and caregivers of trafficked/exploited youth aged 12-24 years through education, seminars, discussion topics, and community guest speakers. The support group meets weekly for 10 weeks. Youturn will deliver 3 - 4</p>	<p>For program information and referrals, contact 613-789-0123 and leave a message. An intake worker will return your call. Complete a referral to the Next Chapter program directly on our website https://youturn.ca/services/anti-human-trafficking/next-chapter-referral/</p> <p>For more information or to make a referral, please contact Deanna at dcavanagh@youturn.ca or Mariella at mgreatbanks@youturn.ca</p>

	groups annually.	
<p>Voice Found</p>  <ul style="list-style-type: none"> • The Hope Found project • The Clinic 	<p>Based in downtown Ottawa, Voice Found is a survivor-led charitable organization that supports folks who are at risk of, have been or are being trafficked as well as adult survivors of childhood sexual abuse.</p> <p>Voice Found's Anti-Human Trafficking program (The Hope Found Project) was developed and continues to be informed and led by persons with lived experience. Our physical space is both welcoming and secure with team members who understand the need for victim-centred and trauma informed approaches. Lived experience case managers provide victims and survivors of human trafficking with services and support that they need such as; basic needs (housing, food, clothing), safety planning, education, and emotional support. Leveraging our extensive network, we connect folks to other organizations as needed to ensure survivors get the care that is right for them.</p> <p>Voice Found's health clinic (The Clinic) provides healthcare and support for those who are at risk of, are experiencing or have experienced sex or labour trafficking or sexual coercion. Services are delivered by a trauma-informed Nurse Practitioner, case managers and specialists who understand and deliver person-centred care. Informed by people with lived experience, The Clinic works as a hub and supports all persons regardless of gender.</p>	<p>To reach the Hope Found Project please call 613-763-5332 x 1 or by emailing christine@voicefound.ca No referral needed, an intake is done with the client at initial contact.</p> <p>To reach the Clinic please call 613 686-1818 or reception@voicefound.ca</p> <p>A referral form will need to be completed to access the Clinic and can be done via self referrals, from other community members/organizations as well as from police and hospitals.</p>
Minwaashin Lodge	<p>Giiwitaashskode Program: (new and still being developed)</p> <p>This program is being created and facilitated by Carrollynn Arbour the Cultural Youth Prevention & Anti- Human Trafficking Worker at Minwaashin Lodge. This program is meant</p>	

	<p>to serve youth (12 to 29) who are either at risk or survivors of human trafficking. This program is meant to be a cultural support to the youth who are participating in the Giiwitaashkode program. This program is meant to bridge the cultural gap that so many at-risk Indigenous youth face as well as provide basic life skills like cooking, cleaning budgeting etc... and connect youth to potential resources that they can access outside of the program.</p> <p>Though Carrollynn has not begun Group programming as of yet (start date TBD), she is conducting one on one programming with youth and their families.</p> <p>YAHT: Veronica Spade who is Minwaashin Lodges Youth Anti-Human Trafficking worker, is also equipped to work and walk alongside youth who are at risk of being trafficked and or survivors of being trafficked. Veronica has many years of outreach experience with Minwaashin's S.T.O.R.M program (Mobile outreach), working with the street involved population and community members.</p> <p>Minwaashin houses Oshki Kizis, Ottawa's only VAW shelter for Indigenous women (and their children) and we are able to help rehome or relocate if necessary.</p> <p>The Drop-In and STORM are our two main community outreach programs. STORM serves marginalized and at-risk folks in the community through mobile outreach 6 days a week (every night but Tuesdays) and the Drop-In is every Monday & Friday night 6-8 pm in Vanier. Both run on holidays.</p>	
<p>Tungasuvvingat Inuit</p>  <p>Tungasuvvingat Inuit</p> <ul style="list-style-type: none"> ● Alluriarniq 	<p>Tungasuvvingat Inuit (TI) offers programming and services that are Inuit-specific. TI can assist with employment opportunities, education, training, housing and homeless issues, youth programming, counselling, access to culture and country food and much more.</p> <p>Alluriarniq means "stepping forward" The program provides support (in-person and virtually) to Inuit living in Ontario ages 13 years</p>	<p>For program information and referral please call: outreach 613-371-2803 or 613-204-9596 or visit our website http://tiontario.ca Alluriarniq program</p>

	<p>and older who are at risk or currently engaged in sexual exploitation or victims of human trafficking.</p> <p>The program also supports victims of sexual violence. The program uses trauma-informed, harm reduction, and Inuit societal values to provide support to survivors. Direct intervention includes community-based outreach, programming, and one-on-one support. If you need someone to talk to we are here to listen Monday to Friday during the hours of 9:00am and 4:30pm.</p>	
<p>CORATH (Creating Opportunities and Resources Against the Trafficking of Humans)</p>  <p>CORATH.CA</p>	<p>CORATH is a community program for girls and LGBTQ2+ youth, aged 12 to 24, who have been or are at risk of being trafficked notably through sexual exploitation.</p> <p>Services include:</p> <p>24-hour emergency services and support: Via text, phone, online chat, and email. These services are also aimed at prevention – youth avoiding harmful situations and seeking our support and assistance as required.</p> <p>Mind and body health services: Access to a nurse practitioner as well as counselling and clinically supervised psychotherapy programs tailored for client needs.</p> <p>Emergency and long-term shelter: CORATH has one bed in a live-in facility reserved for those leaving human trafficking. We can also help with shelter, rental applications, and searches.</p> <p>Survivor mentorship: Survivor leaders meet youth where they are at, providing support through a survivor and lived experience lens.</p> <p>Drop-in service: from 7 am to 7 pm: Open 7 days a week to provide a safe place to hang out, ask for guidance or help, complete schoolwork, access the internet for job and housing searches.</p> <p>Indigenous Cultural Programming: An Indigenous Program Coordinator provides strength-based, culturally safe programming</p>	<p>For program information and referrals please contact the 1-888-918-0186 or visit our website CORATH.ca</p>

	<p>and activities that reflect the cultures of First Nations, Inuit and Métis peoples.</p> <p>Individualized education at a private school: CORATH clients may attend the Debbie Campbell Learning Academy (also known as the Roberts/Smart Academy). Education can be virtual or in person based on need, comfort level and preference. Students are supported by an education coordinator, teacher, and case worker.</p> <p>Case management services to assist with educational, health and legal matters: This could include working with doctors, lawyers, and social workers as well as helping youth obtain and take the medication they need, navigate the foster care system, prepare for court dates, and go to school. We also provide referrals to other support services.</p>	
<p>Ottawa Police Services (Anti-HT Unit)</p> 	<p>The Ottawa Police Service's (OPS) Human Trafficking Unit (HTU) is a team of specialized officers available to meet (on a confidential and informal basis) with individuals, families or front line workers on potential cases or for information sharing</p> <p>The OPS HTU also works with service-oriented agencies across the city to identify victims or survivors and offer them the supports they need to get out.</p>	<p>1-800-292-1168</p> <p>HumanTrafficking@ottawapolice.ca</p> <p>613.236.1222 extension 5005</p>
<p>The Children's Aid Society of Ottawa</p>  <p>The Children's Aid Society of Ottawa La Société de l'aide à l'enfance d'Ottawa</p>	<p>PIVOT</p> <p>The Pivot worker is a CAS-OPS liaison, employed by CASO. The purpose of the Pivot worker is to decrease and ultimately prevent the victimization of vulnerable children and youth. The Pivot worker identifies at-risk youth and oversees and ensures the intervention plan, established at the SAFETY Committee, is instituted. The Pivot worker also increases awareness and education of child sexual exploitation and human trafficking to target audiences such as youth and caregivers themselves, youth in care, and those working with CASO.</p> <p>S.A.F.E.T.Y.</p> <p>The S.A.F.E.T.Y. committee's purpose is to</p>	<p>Programs are for those receiving services by the Children's Aid Society of Ottawa. Please call 613-747-7800 ext. "5" and speak to Telephone Intake. Referrals to these programs are done internally.</p>

	<p>assess youth at risk of exploitation, divert youth recruitment, talk to youth and their caregivers (when appropriate) about CSE/HT and develop a safety/intervention plan. This is accomplished through a joint partnership including CAS-O, OPS, Voice Found, CORATH, and You Turn. Referrals to agencies that can support the youth and caregivers are made here. Follow up meetings and consultations also take place.</p>	
<p>A New Day</p> 	<p>A NEW DAY (AND) is committed to addressing the problems faced by youth and young adults between the ages of 16-26, that identify as female, who are escaping human trafficking and/or commercial sexual exploitation, by providing a 4-bed restorative residential treatment program with wrap around support services.</p> <p>Services include:</p> <p>Emergency/Crisis bed: crisis bed program for youth between the ages of 16-26, that need emergency shelter, who are fleeing a crisis situation. The youth can reside up to 31 days in the program.</p> <p>Long term restorative residential program: for youth between the ages of 16 to 26 years that have been commercially sexually exploited. Youth can stay in the program while they are working on their trauma, health, and recovery for eighteen months or more, depending on their individual needs.</p> <p>Transition Home: Long term housing for youth that require additional support while reintegrating back into the community.</p>	<p>Referrals, application process and program information can be accessed through 613-747-2223 ext. 4 (main office) 343-987-1259 (cell phone) wgee.anewday@gmail.com or halak.anewday@gmail.com</p>

REFERENCE DOCUMENTS

Ministry Legislations
<ul style="list-style-type: none">• Accessibility for Ontarians with Disabilities Act, 2005• Child, Youth and Family Services Act, 2017• Education Act• Human Rights Code• Municipal Freedom of Information and Protection of Privacy Act• Protecting Students Act
PPM Documents
<ul style="list-style-type: none">• PPM 9: Duty to Report Children in Need of Protection• PPM 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols