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District School Board as a legal entity; also referred to as KPR or KPRDSB.

#### Sex Trafficking

A form of sexual exploitation that is a crime under the Criminal Code of Canada. It is defined by the use of force, physical or psychological coercion that is facilitated by a third party for the purposes of profiting from someone. It may include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex.

#### Survivor

Used to refer to an individual who has escaped a trafficking situation. The term may also be used to refer to a person with lived experience of being trafficked.

#### Victim

Used to refer to an individual who is in the process of being recruited or is being trafficked. The term is often used to refer to a child/youth who has experienced sexual exploitation and sex trafficking.

These definitions provide clarity and are not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another to describe their experience. Further definitions can be found in the guide and definitions/terms will be updated on an ongoing basis to reflect current language and practices.



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Women's Shelter, Dnaagdawenmag Binnoojiiyag Child & Family Services, Kawartha Sexual Assault Centre, Murray McKinnon Foundation and Lavender Hills Education and Community Partnership Program (ECP: also known as Section 23 Programs), New Canadians Centre, Nijkiwendidaa Anishnaabekwewag Services Circle, Nogojiwanong Friendship Centre, Highland Shores Children's Aid Society, Peterborough Aids Resource Network (PARN), Victim Services Durham Region, Victim Services Peterborough Northumberland and Parent Involvement Committee representatives and the KPR Special Education Advisory Committee.

Draft documents have also been shared for feedback with Métis Nation of Ontario (MNO) Oshawa and Durham Region Métis Councils (en) 22.6 (9)B (FM)6 (o)6 (o)







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- 5.3.2.2 ensure school councils have access to materials and information vetted by the tri-department group of Indigenous Education, Equity, Diversity and Inclusive Education and Safe, Caring and Restorative Schools;
  - 5.3.2.3 foster student voices and 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 r

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### 5.3.3 Staff

All staff shall:

5.3.3.1 respond to and report all incidents of suspicions or disclosures of sex trafficking to the principal in accordance with this regulation and the Anti-Sex Trafficking Response Guide. This applies to a student who:

- may be at risk of, or is being sex trafficked;
- may be targeting, luring, grooming or recruiting children and youth for the purpose of sex trafficking; and/or
- is returning to school after they have been trafficked or involved in trafficking others.

5.3.3.2 use teaching and learning practices to help prevent recruitment of students for sex trafficking, including through culturally competent and responsive curriculum-based learning about healthy relationships, consent, mental health and wellbeing, coping skills, personal safety, and online safety, as well as through work with local community-based organizations and survivors.

### 5.3.4 Students

Students shall:

5.3.4.1 work in partnership with school staff and parents, guardians and caregivers to maintain safe learning environments; and

5.3.4.2 report all incidents of suspicions or disclosures of sex trafficking to a trusted, caring adult.

### 5.3.5 Parents, Guardians and Caregivers

Parents, guardians and caregivers shall collaborate with the school in order to support their child with the necessary wraparound supports required when a suspicion or disclosure occurs.

### 5.3.6 Community Groups and Agencies

Community groups and agencies will:

5.3.6.1 work with staff in supporting schools, students, and families with strategies to raise awareness and prevent sex trafficking; and

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5.3.6.2 work with staff in supporting schools, students, and families when a student:

- may be at risk of, or is being, sex trafficked;
- may be targeting, luring, grooming, or recruiting children and youth for the purpose of sex trafficking; and
- is returning to school after they have been trafficked or

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- safety planning with staff and students for self-safety and with students when they are not at school.

In collaboration with the Ministry of Education and community groups and agencies, KPR will develop a performance measurement framework. This framework will monitor the effectiveness of training and whether this Administrative Regulation and Anti-Sex Trafficking Guide respond to the needs of students. This will be measured with performance indicators on how the provisions in place are preventing trafficking within school communities.