



Algoma District School Board

Anti-Sex Trafficking School Board Protocol

PURPOSE

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 protocol will support coordinated action by all community partners 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.

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.

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 individuals 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

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](#).

women and girls – of whom comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada.

STATEMENT OF 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 must be given when reaching out to parents, families and caregivers to ensure they are a safe adult 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, should be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort should also be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians and caregivers about this work.

Foster Student Voices

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

Build Multi-Sectoral Relationships with Community Organizations

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

Potential community organizations and agencies from across the Board who will be involved in the finalization of this protocol and in provide ongoing guidance, support and educational materials are listed in Appendix C.

Interventions Must Be Safe

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

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

Build Up School-Based Prevention

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

Respect Confidentiality, Privacy and Informed Consent

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

Promote Equitable and Culturally Safe Responses

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

STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

This protocol applies to in-person and remote/virtual learning and includes all school and school board related activities, including field trips, overnight excursions, board-sponsored sporting events and board-operated before- and after-school programs. To raise awareness about sex trafficking with students, school board employees, parents, caregivers and the broader school community, the following strategies will be put into place:

- Development of dedicated “Sex Trafficking” section on public section of ADSB website which will include this protocol, related procedures, Quick Guides, resources and links to community, provincial and national supports, and a link to a training video;
- **Human Trafficking Day of Awareness (February 22), Red Shirt Day (May 5), National Day of Action for Missing and Murdered Indigenous Women and Girls [MMIWG] (October 4)** and other anti-sex trafficking awareness information to be highlighted in Edsby, the ADSB website and *Connect – ADSB Well-Being Newsletter*;
- Development and distribution of *ADSB Quick Guide for Parents/Guardians – Responding to Sex Trafficking* and *ADSB Quick Guide for Staff – Responding to Sex Trafficking*;
- Inclusion of “Sex Trafficking” section in the ADSB Volunteer Guide and ADSB Coaches Guide;
- Collaborate with ADSB Parent Involvement Committee (PIC), School Councils, the ADSB Indigenous Education Advisory Council, ADSB Special Education Advisory Committee and community partners to facilitate information sessions for families, community members and staff related to sex-trafficking that will include information such as:
 - Cyber-safety;
 - Signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student; how to get help safely (e.g. through the school board, community providers and/or support hotline [Canadian Human Trafficking Hotline]);
 - How they can report concerns to the school board and the school board's process for responding to concerns; and
 - Human Trafficking Children for Sexual Exploitation – training video.
- To prevent recruitment of students for sex trafficking, and 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 existing sex trafficking to the school without fear of reprisal, including anonymously where preferred, and how to access support and help safely, the following measures will be implemented:

- Curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety and online safety, particularly in elementary Health and Physical Education classes and secondary Health and Physical Education and Social Science courses;
- Class, school and grade presentations and guest speakers in partnership with community-based organizations;
- Engagement with student voice including student groups such as ADSB Student Senate and ADSB Northern Indigenous Youth Council;
- Inclusion of information, including the Canadian Human Trafficking Hotline, on school websites and student handbooks and school Edsby and social media accounts; and
- Share teaching resources and lesson plans with teachers such as:
 - Prevent - [home \(wrprevent.ca\)](http://home.wrprevent.ca)
 - Speak Out: Stop Sex Trafficking - endindigenoustrafficking.com
 - The Trap: Human Trafficking Digital Education Tool (<https://www.mcsc.gov.on.ca/htapp/>).

RESPONSE PROCEDURES

When an educator or administrator receives a disclosure or suspects sex trafficking:

- Remember that making a disclosure is a highly vulnerable experience.
- Listen to the student without judgement.
- Consider your bias: it may be hard to understand or empathize with some of the choices students make, or the barriers they experience.
- Be aware of and soften your body language (e.g. take a deep breath, give a reassuring smile, lower your shoulders and speak slowly and with confidence)
- 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. no confidentiality).

If an educator receives a disclosure or suspects sex trafficking:

(1) Keep the Student Safe

Always make the student aware that you are obliged to disclose any information regarding illegal activity with your administrator and possibly the Police and a Child Protection Agency or an Indigenous Child and Family Well-Being Agency.

- 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.

(2) Explain Your Role

- 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. These roles include:
 - Reporting to the school Administration;
 - The duty to report child protection concerns;
 - If the student identifies you as a key support, and the administrator determines this is appropriate, offering to be present in subsequent conversations between the student, administration, School Attendance Counsellor and community partners engaged in the response; and

- In conjunction with administration, engage appropriate ADSB partners, including the School Attendance Counsellor and/or RISE Counsellor, to create a safety plan with the student and refer them to resources.

(3) Child Protection Agency – Duty to Report

- For students under 16 years of age, staff MUST report to the administrator and a child protection agency;
- For students 16 and 17 years of age, staff MUST report to the administrator and may report to a child protection agency. Please refer to *Policy 6.02 – Child Abuse (Maltreatment) Reporting Policy* for guidance.
- The following Child Protection Agencies and Indigenous Child and Family Well-Being Agencies support families within the Algoma District School Board:
 - Children’s Aid Society of Algoma
 - Children’s Aid Society of the Districts of Sudbury and Manitoulin (Chapleau)
 - Nogdawindamin Family & Community Services (SSM, Central Algoma & North Shore)
 - Kunuwanimano Child & Family Services (Chapleau & Hornepayne)
 - Dilico Anishinabek Family Care (Wawa).

(4) Contact School Administration

- Immediately contact your school administrator regardless of the age of the student.

If an administrator receives a disclosure or suspects sex trafficking:

(1) Keep the Student Safe

Always make the student aware that you may be obliged to disclose any information regarding illegal activity with the Police and a Child Protection Agency or an Indigenous Child and Family Well-Being Agency.

- Ensure the student remains supervised by school staff.
- Ensure the student is not being re-victimized by having them repeat their story.

(2) Child Protection Agency –Duty to Report

- If you received the disclosure or suspect sex trafficking, call a Child Protection Agency.
- If a staff member received the disclosure or suspects sex trafficking, verify staff has called Child Protection Agency.
 - Students under 16 years: Verify that staff who received the disclosure has called a Child Protection Agency and provided you documentation, or call the Child Protection Agency if disclosure is made to you.
 - Student 16 and 17 years: Verify whether the staff who received the disclosure has contacted a Child Protection Agency and provided you documentation. Record the decision to call a Child Protection Agency and contact your Superintendent for further consultation if the decision is made not to call.

(3) Contact

- Contact the Board Mental Health Lead to coordinate the involvement of the School Attendance Counsellor and Algoma Family Services R.I.S.E. Counsellor for consultation and resources.
- Consult with School Superintendent.

(4) Contact Parent/Guardian

- Do not call parent/guardian if:

- Directed not to contact parent/guardian by Child Protection Agency or local police;
- Student is 18 years or older; or
- Student is 16 or 17 and has withdrawn from parental control.

(5) Contact Police

- Contact police immediately if a trafficker is on-site or known to be a student, staff member or volunteer at the school.
- For a victim who has disclosed involvement in sex trafficking, offer to contact police, but respect their decision. If the victim agrees to police involvement, meet with police first to outline known information before the police meets with the student.

The following supports will be implemented for students involved in sex trafficking:

- After disclosure that a student has been a victim of sex trafficking or a victim also involved in recruiting other students for sex-trafficking, an academic and non-academic support plan will be developed in collaboration with school and Board staff, community partners, and the family, to support the student until their return to school.
- To support a victim of sex-trafficking, including a victim who may have been involved in recruiting other students for sex-trafficking, before returning to school a transition meeting will take place with those involved in the academic and non-academic support plan to develop a School Safety/Support Plan involving connection to the school counselor, an ADSB Indigenous Graduation Coach where appropriate, and continued work with community partners (e.g. First Nation communities) and agencies. Regular check-ins with the school counselor will be incorporated into the plan and the plan will be updated as necessary.
- A student who has facilitated sex-trafficking other students, including recruiting, will be subject to progressive discipline and safe schools as outlined in *Policy 6.49.02 Progressive Discipline Policy including Suspension and Expulsion*. This will include the development of an academic and non-academic support plan as appropriate, a transition meeting prior to return to school to update the non-academic support plan, and the continuation of non-academic supports, such as counseling after return to school.
- Friends of a victim of sex trafficking will be referred to the school counselor for check-ins and ongoing support. Families will be provided with information about available community support services. Where appropriate, siblings who attend school may also be referred to the school counselor for check-ins and ongoing support.
- Additional support is available 24 hours a day, 7 days a week, for someone who may be a victim of sex trafficking by calling the National Human Trafficking Hotline at 1-833-900-1010. This Hotline connects victims and survivors of sex trafficking to law enforcement, emergency shelters, transition housing, long-term supports, counselors, and a range of other trauma-informed services. Services are offered in 200+ languages and are accessible to the deaf, hard-of-hearing and non-verbal.

Staff will document incidents in our schools related to sex-trafficking. After the necessary reporting has been completed (e.g. child protection agency, police), a record of the situation and steps taken throughout the process will be maintained by the school.

Intervening in these situations can be very challenging and can have impacts on staff who are providing support. The ADSB offers resources to these employees through out Employee Assistance Program (EAP).

TRAINING FOR SCHOOL BOARD EMPLOYEES

All school board employees, including teachers, administrators, and other school staff will be provided with regular training sessions and access to support materials regarding anti-sex trafficking. Training will be tracked and will be available at different points throughout the year to all new and existing school board employees. Training sessions and support materials will be updated and delivered regularly to stay current with emerging issues related to trafficking and changes in community services and response.

Training sessions and support materials will include:

- Development of a Staff Meeting Module to launch the protocol and to be used by school administrators and board site administrators;
- Inclusion of Annual Training Module for all staff with other training modules (e.g. Health & Safety) at the beginning of each school year in September;
- Training Module for New Hire Orientation, Teacher Candidates & Community Volunteers;
- Section to be included in NTIP Handbook and ADSB Community Volunteer and Coach Guides;
- Development and distribution of *ADSB Quick Guide for Staff – Responding to Sex Trafficking*; and
- Development of dedicated “Sex Trafficking” section on the ADSB website which will include a training video and other resources.

Training sessions and support materials will include 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; and
- Roles and responsibilities of school board employees in raising awareness, identifying and responding to sex trafficking.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

This protocol will be reviewed every five years as part of the regular review cycle for 6.49.01 - *Safe Schools Policy*.

The Algoma District School Board will collaborate as necessary with community partners in the completion of Ministry of Education reporting requirements.

ADDITIONAL RESOURCES

Below are some links to additional resources for parents and youth on online safety, sextortion, and human trafficking:

- [ProtectKidsOnline.ca](https://protectkidsonline.ca)
- [Online Harms: Sextortion – Cybertip.ca](https://www.cybertip.ca)
- Kids Help Phone <https://kidshelpphone.ca/get-info/human-trafficking-how-recognize-signs>
- Canadian Centre for Child Protection: <https://protectchildren.ca/en>

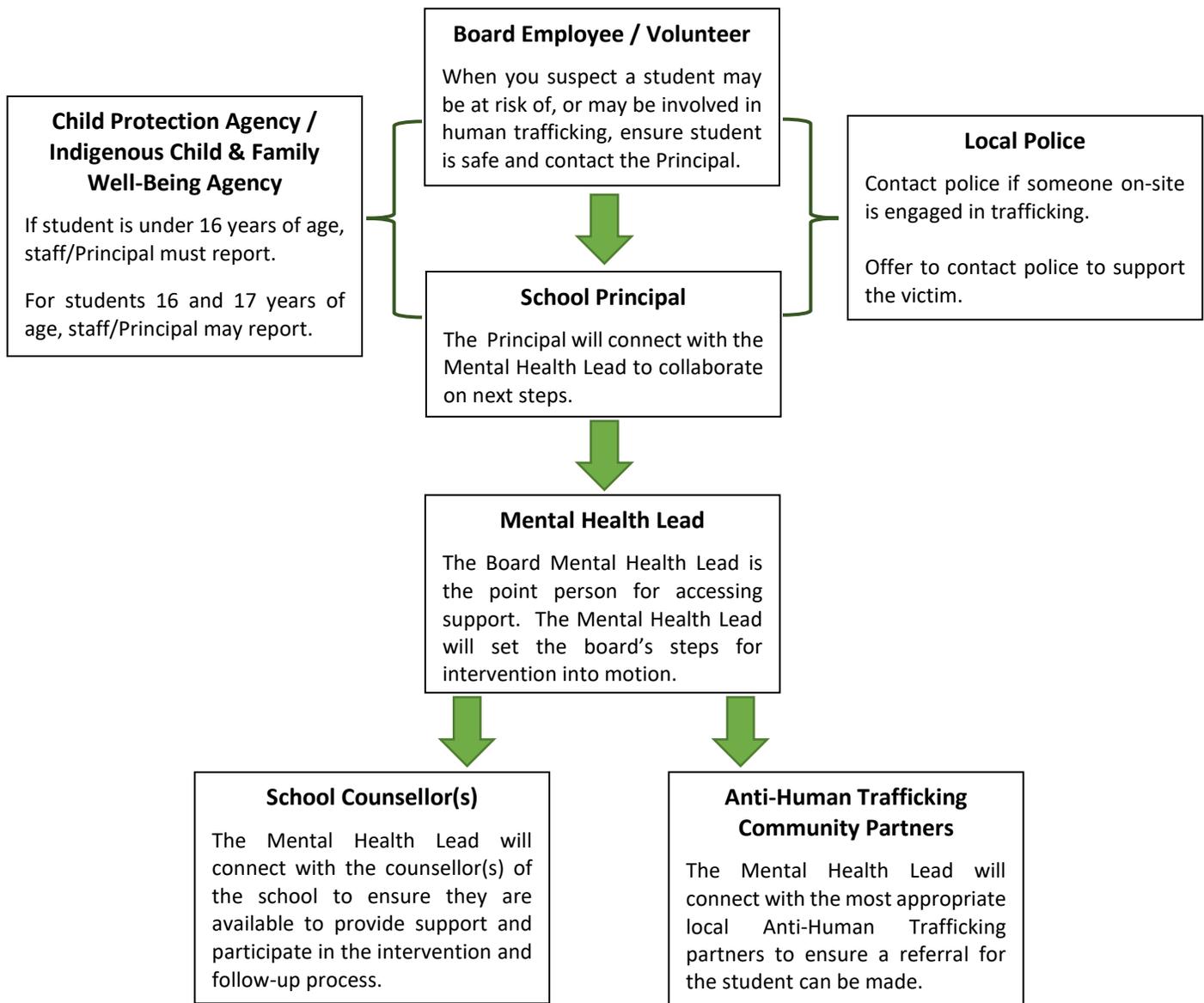
Below are some links to additional information regarding Human Trafficking in Canada:

- Government of Ontario: <https://www.ontario.ca/page/human-trafficking>
- White Ribbon Prevent: [What is Child Sexual Exploitation and Sex Trafficking? — home \(wrprevent.ca\)](https://www.wrprevent.ca)
- The Centre: [The Canadian Centre To End Human Trafficking](https://www.thecentre.ca)

Additional assistance is available 24 hours a day, 7 days a week at the Canadian Human Trafficking Hotline:

- Hotline 1-833-900-1010 [Canadian Human Trafficking Hotline](https://www.humantraffickinghotline.ca)

APPENDIX A: RESPONDING TO INCIDENTS/REPORTS OF HUMAN TRAFFICKING



Before returning to their regular schedule, a transition meeting with the school team, community agencies, the student and guardians will occur. The team will create a safety plan for the student, including supports and academic needs. The student will be assigned a school counsellor, who will continue to monitor the student on a regular basis.

Canadian Human Trafficking Hotline

24 hours a day, 7 days a week

1-833-900-1010

www.canadianhumantraffickinghotline.ca

APPENDIX B: GLOSSARY OF TERMS

LGBTQ2S+: Refers to lesbian, gay, bisexual, transgender, queer, questioning, two-spirit, and other gender and sexual identifies including but not limited to 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.”

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.

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?](#)

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 C: COMMUNITY PARTNERS

The Algoma District School Board works cooperatively with a variety of community partners and organizations, including but not limited to the following:

Algoma and Central Algoma District (Blind River, Elliot Lake, Sault Ste. Marie)

- A New Link - Breton House: <https://bretonhouse.ca/for-moms-a-new-link/>
- Algoma Family Services - Resources & Integration for Survivor Empowerment (R.I.S.E.): <https://algomafamilyservices.ca/our-services/>
- Algoma Public Health: <https://www.algomapublichealth.com/>
- Anishinabek Police Services: <https://www.apscops.org/>
- Batchewana First Nation: <http://batchewana.ca>
- Batchewana First Nation Police Services: <https://batchewana.ca/facilities/police-services/>
- Canadian Border Services Agency: <https://www.cbsa-asfc.gc.ca/menu-eng.html>
- Canadian Mental Health Association of Sault Ste. Marie: <https://www.northeasthealthline.ca/displayservice.aspx?id=165224>
- Children's Aid Society of Algoma: <https://algotacas.org/>
- Community Living Algoma: <https://communitylivingalgoma.org/>
- Crown Attorney's Office: [List of Contacts](#)
- District of Sault Ste. Marie Social Services Administration Board: <https://socialservices-ssmd.ca/>
- Garden River First Nation: <http://gardenriver.org/>
- Group Health Centre: <https://www.ghc.on.ca/>
- HepCare Program - Group Health Centre: <https://www.northeasthealthline.ca/displayservice.aspx?id=112038>
- H.O.P.E. Alliance, the Algoma Region Human Trafficking Coalition
- Indian Friendship Centre of Sault Ste. Marie: <http://www.ssmifc.com/>
- Indigenous Women's Anti-Violence Task Force: <https://www.facebook.com/IWAVTF/>
- John Howard Society of Sault Ste. Marie & District: <https://johnhoward.on.ca/sault-ste-marie/>
- Mississauga First Nation: <http://mississaugi.com>
- Nimkii Naabkawagan Family Crisis Shelter: <https://www.northeasthealthline.ca/displayservice.aspx?id=90702>
- Nogdawindamin Family & Community Services: <https://www.nog.ca/>
- North Shore Tribal Council Mamaweswen: <https://mamaweswen.com>
- Ontario Aboriginal Housing Services, Sault Ste. Marie: <https://www.ontarioaboriginalhousing.ca/rental-homes/sault-ste-marie>
- Ontario Disability Support Program: <https://www.mcass.gov.on.ca/EN/MCASS/programs/social/odsp/index.aspx>
- Ontario Provincial Police: <https://www.opp.ca/>
- Pauline's Place: <https://www.paulinesplacessm.org/>
- RCMP: <https://www.rcmp-grc.gc.ca/>
- Sault Area Hospital: <https://sah.on.ca/>

- Sault Ste. Marie Indian Friendship Centre: <http://www.ssmifc.com/>
- Sault Ste. Marie Police Services: <https://saultpolice.ca/>
- Sault Ste. Marie Safe Communities Partnership: <https://sault.safecommunities.parachutecanada.org/>
- Serpent River First Nation: <https://serpentriverfn.com/>
- Sexual Assault Care Centre - Sault Area Hospital: <https://www.northeasthealthline.ca/displayservice.aspx?id=165508>
- Superior Family Health Team: <https://www.superiorfht.ca/>
- Thessalon First Nation: <https://www.thessalonfirstnation.ca/>
- Victim Services Algoma and Wawa: <https://www.facebook.com/WawaAreaVictimServices/> and <https://www.northeasthealthline.ca/displayservice.aspx?id=144714>
- Women In Crisis: <https://womenincrisis.ca/>

Sudbury District – Chapleau

- Angels of Hope Against Human Trafficking: <https://www.aohagainsttrafficking.ca/>
- Brunswick House First Nation: <http://www.brunswickhousefirstnation.com/>
- Centre Victoria pour Femmes, Sudbury: <https://www.centrevictoria.ca/>
- Chapleau Cree First Nation: <https://chapleaucree.ca/>
- Chapleau Ojibwe First Nation: <https://chapleauojibwe.ca/index.html>
- Children’s Aid Society of the Districts of Sudbury and Manitoulin: <https://www.casdsm.on.ca/>
- Genevra House Sudbury (Shelter): <https://ywcassudbury.ca/programs/genevra-house-shelter/>
- Kunuwaimano Child & Family Services: <http://www.kunuwanimano.com/>
- Nishnawabe Aski Police: <https://www.naps.ca/northeast-region>
- Ontario Provincial Police: <https://www.opp.ca/>
- Public Health Sudbury and Districts: <https://www.phsd.ca/>
- Sudbury and Area Victim Services: <https://www.savs.ca/about>
- Wabun Tribal Council: <http://wabuntribalcouncil.ca>
- Sudbury Women's Centre: <https://sudburywc.ca/human-trafficking/>

North Algoma – Hornepayne, Wawa

- Algoma Family Services: <https://algomafamilyservices.ca/>
- Chadwic Home Emergency Shelter (Wawa - servicing North Algoma): <https://chadwichome.com/>
- Children’s Aid Society of Algoma: <https://algomacas.org/>
- Dilico Anishinabek Family Care (Wawa): <https://www.dilico.com/>
- Kunuwaimano Child & Family Services (Hornepayne): <http://www.kunuwanimano.com/>
- Lady Dunn Health Centre: <https://www.ldhc.com/>

- Michipicoten First Nation: <https://michipicoten.com/>
- Netmizaaggamig Nishnaabeg Health Centre, Pic Mobert First Nation (Thunder Bay District): <https://www.picmobert.com/health-social-services>
- North Algoma Counselling (NAC) - Lady Dunn Health Centre, Wawa & White River: <https://www.ldhc.com/Programs-Services/North-Algoma-Counselling-Services>
- Northern Neighbours Nurse Practitioner Led Clinic, White River and Pic Mobert First Nation: <https://nnnplc.ca/>
- Porcupine Health Unit: <https://www.porcupinehu.on.ca/en/>
- Superior East Detachment of the Ontario Provincial Police (SE OPP): <https://www.opp.ca/>
- Wawa and Area Victim Services: <https://www.facebook.com/WawaAreaVictimServices/> and <https://www.northeasthealthline.ca/display/service.aspx?id=144714>