

Darnall Charter School
Board Policy
#5005
Human Trafficking

On October 7, 2017, legislation made California the first state to adopt human trafficking prevention education training for teachers and students. Sponsored by 3Strands Global Foundation (a PROTECT coalition founder), the Human Trafficking Prevention Education and Training Act amends California Education Code (EC) Section 51934 of the California Healthy Youth Act for grades seven through twelve to require human trafficking prevention education in public schools. This legislation also amends EC Section 51950 to require the continuation of training for school district personnel regarding human trafficking beginning January 1, 2018. Assembly Bill 1227 amended Section 16524.7 of the Welfare and Institutions Code to include local educational agencies to the list of those who may be included in the multidisciplinary team serving commercially sexually exploited children and youth. Further the bill added the county office of education as a mandated participant in the development of an interagency protocol for counties who have opted-in to the Commercially Sexually Exploited Children Program as outlined in Senate Bill 855.

Background

Human trafficking involves exploiting a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both. Victims of human trafficking include men, women, boys, girls, and transgender individuals lured by the promise of a better life in the United States and adults and children who were born and raised in the United States. The International Labor Organization estimated that in 2012, children represented 26 percent of the 20.9 million victims worldwide. Both U.S. citizens and foreign national children are trafficked for sex and labor in the United States. In fact, many child victims of human trafficking are explorers in the American school system. School administrators and staff need to be aware that cases of child trafficking are being reported in communities throughout the nation. No community, urban, rural, or suburban, school, socioeconomic group, or explorer demographic is immune. For educators and school personnel, the reality of these crimes and the severity of their impact are causes for a call to action. Schools can and should be safe havens for those whose lives are otherwise characterized by instability and lack of safety or security. Effectively responding to child trafficking demands an increased awareness and a clearly defined course of action, supported by collaboration with child protective services, law enforcement, social services, and community-based service providers.

Scope

This policy encompasses actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, explorers, parents/guardians, and volunteers.

Impact on Learning Environment

The shared priorities and beliefs that motivate a school community have an effect on learning, achievement, and behavior. A safe learning environment is proven to be imperative for overall success, and this success is sacrificed on a campus where there is exploitation and violence. Due to the abuse associated with child trafficking, many victims experience severe physical, emotional, and psychological trauma. The symptoms of trauma can impact the learning experience of youth and may manifest problematic behaviors, such as aggression and truancy. Of particular note for educators is research that has shown a correlation between the human trafficking of children and school-related problems, including learning disabilities. In order to build healthy learning environments, educators must be knowledgeable about the signs of child trafficking and what steps to take. A best practice is when all members of a school campus, along with parents and community partners, have a shared commitment to work together to prevent crimes and protect victims. This collaboration is critically important to explore success and will lead to a safer, healthier school culture.

Risk Factors and Indicators

Though there is no standard profile of a child-trafficking victim, several risk factors make certain children more susceptible. Reports indicate that traffickers often target children and youths with a history of sexual abuse, dating violence, low self-esteem, and minimal social support. Runaway and homeless youths, male, female, and transgender, are at particularly high risk for becoming victims, though some trafficked youths continue living at home and attending school. There is also a strong correlation between sexually exploited youths and childhood sexual abuse, chronic maltreatment and neglect, and otherwise unstable home environments. Research findings estimate that between 33 and 90 percent of victims of commercial child sexual exploitation have experienced these types of abuses. Evidence also suggests that lesbian, gay, bisexual, or transgender (LGBTQ) youths can be up to five times more likely than heterosexual youths to be victims of trafficking due to the increased susceptibility that comes with the feelings of rejection and alienation that are often experienced by LGBTQ youths.

Possible risk factors associated with child trafficking include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, promotion of sexual exploitation by family members or peers, and lack of social support.

Findings suggest that low self-esteem accompanies school failure, and the resulting sense of a lack of self-worth may make children more vulnerable to recruitment. Once someone is victimized, identifying him or her can prove difficult for a variety of reasons:

- Reluctance to disclose the problem due to a sense of shame and fear.
- The stigma associated with forced prostitution.
- The power and control of the trafficker's seduction and manipulation.
- An inability to recognize that he or she is a victim and, therefore, is unwilling to seek help.

Possible behavioral indicators of a child sex trafficking victim include, but are not limited to, an inability to attend school on a regular basis and/or unexplained absences; frequently running away from home; references made to frequent travel to other cities; bruises or other signs of physical trauma; withdrawn behavior, depression, anxiety, or fear; lack of control over a personal schedule; lack of identification or travel documents; hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings); and signs of drug addiction. Additional warning signs include coached or rehearsed responses to questions; sudden changes in attire, behavior, relationships, or material possessions (e.g., expensive items); uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age-specific norms; referencing a “boyfriend” or “girlfriend” who is noticeably older and/or controlling; attempt to conceal scars, tattoos, or bruises; a sudden change in attention to personal hygiene; tattoos (a form of branding) displaying the name or moniker of a trafficker; hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior; hypoarousal or symptoms of daydreaming; inability to bond with others, inattention, forgetfulness; and/or shyness.

Behavioral indicators for labor trafficking include being unpaid, paid very little, or paid only through tips; being employed but not having a school-authorized work permit; being employed and having a work permit but clearly working outside the permitted hours; owing a large debt and being unable to pay it off; not being allowed breaks at work or being subjected to excessively long work hours; being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss; not being in control of his or her own money; living with an employer or having an employer listed as a caregiver; and/or a desire to quit a job but not being allowed to do so.

What to Do if You Suspect Trafficking

In order to build healthy learning environments, educators and school personnel must be knowledgeable about the signs and symptoms of trafficking, ways to support disclosure, and the steps to take if there is a strong suspicion of trafficking. If any school staff member suspects recruitment or if there is a suspected victim of human trafficking, follow these steps:

- Immediately notify the administration team for possible investigation.
- Contact the San Diego Child Abuse Hotline at (858) 560-2191. (Alternative toll free number: (800) 344-6000) if child abuse or neglect is suspected.
- Investigate possible campus impacts, such as recruitment, harassment, and involvement of other students, and/or safety issues on campus.
- If appropriate, and in consultation with the victim, contact and inform the parent or guardian of potential victimization.

If there is confirmation of a victim human trafficking:

- Immediately notify the administration team for possible investigation.
- Contact the San Diego Child Abuse Hotline at (858) 560-2191 to submit a report with as much detail as possible. (Alternative toll free number: (800) 344-6000).

- Investigate possible campus impacts, such as recruitment, harassment, and involvement of other explorers, and safety issues on campus.
- Contact applicable law enforcement if needed to begin an appropriate investigation.
- If appropriate, and in consultation with the victim, contact and inform the parent or guardian of potential victimization.
- Offer the victim a referral to appropriate counseling or social services; set up regular contact with the victim and periodically check on status.

Multidisciplinary Team Participation

Pursuant to Assembly Bill 1227, which amended Section 16524.7 of the Welfare and Institutions Code, local educational agencies, including charter schools, may be included as members of multidisciplinary teams serving commercially sexually exploited children and youth. Darnall Charter School acknowledges its potential role in this collaborative framework and commits to participating when appropriate and requested by authorized agencies.

Team Membership and Responsibilities

When invited to participate in multidisciplinary teams under Welfare and Institutions Code Section 16524.7, Darnall Charter School will:

- Designate appropriate personnel to serve on multidisciplinary teams, typically including school administrator or designee, school psychologist/counselor/social worker, and other relevant staff as determined by the team's needs.
- Participate in case planning for commercially sexually exploited children and youth who are enrolled at or connected to the school.
- Provide educational perspective on the student's academic progress, attendance patterns, behavioral observations, and school-based support needs.
- Collaborate in service coordination to ensure wraparound services are effectively integrated with the student's educational experience.
- Maintain appropriate confidentiality in accordance with FERPA, state confidentiality laws, and established team protocols

School participation in multidisciplinary teams will follow established protocols for information sharing while protecting student privacy rights. The school will:

- Share relevant educational information only as permitted by law and team agreements.
- Obtain necessary consent or legal authorization before sharing confidential student information.
- Ensure all team communications comply with mandated reporter requirements.
- Document participation and decisions in accordance with school record-keeping policies.

County Office of Education Coordination

In compliance with Senate Bill 855 and the Commercially Sexually Exploited Children Program, Darnall Charter School will coordinate with the San Diego County Office of Education in the development and implementation of interagency protocols. This coordination includes:

- Protocol Development Participation

- Contributing to the creation of standardized procedures for identifying and serving commercially sexually exploited children.
- Providing input on educational considerations and school-based interventions.
- Reviewing and implementing county-wide protocols within the school setting.
- Information and Resource Sharing
 - Participating in county-wide training initiatives.
 - Sharing best practices and lessons learned with other educational partners.
 - Accessing county-developed resources and materials for staff training and student support.
- Ongoing Communication
 - Maintaining regular contact with the County Office of Education regarding protocol updates.
 - Reporting on implementation challenges and successes.
 - Participating in periodic reviews and revisions of interagency protocols.

Staff Training and Professional Development

All school personnel will receive training on human trafficking awareness and identification as required by Education Code Section 51950. This training will include:

- Initial Training for all new employees within 60 days of hire.
- Annual Refresher Training for all staff members.
- Specialized Training for personnel who may serve on multidisciplinary teams.
- Documentation of all training completion in personnel files.

Training will address legal requirements and school obligations, risk factors and behavioral indicators, appropriate response procedures, multidisciplinary team roles and responsibilities, confidentiality and information sharing protocols, available resources and referral procedures, and trauma-informed approaches to supporting victims. The school will utilize training resources from the San Diego County Office of Education and JPA, and the California Department of Education.

Implementation and Compliance Monitoring

This policy will be implemented through staff notification of policy requirements and procedures, and integration with existing child abuse reporting and student safety protocols. The school will monitor compliance through annual policy review and updates as needed, training completion tracking, and incident reporting and follow-up procedures as necessary.

Publications and Resources

Some of the best ways to help combat human trafficking are to raise awareness, learn more, and help school staff, administrators, and the community at large learn about how to identify victims. Information about human trafficking can be found at:

- U.S. Department of Health and Human Services, Administration for Children and Families: www.acf.hhs.gov/endtrafficking.

- U.S. Department of Homeland Security Blue Campaign:
<http://www.dhs.gov/blue-campaign/shareresources>.
- Institute of Medicine:
<http://www.iom.edu/~media/Files/Resources/guideforhealthcaresector.pdf>.
- National Center on Homeless Education:
<http://center.serve.org/nche/downloads/briefs/trafficking.pdf>.
- National Center for Missing and Exploited Children: <http://www.ncmec.org>.
- National Human Trafficking Resource Center:
<http://www.polarisproject.org/what-we-do/nationalhuman-trafficking-hotline/the-nhtcr/overview>.
- Runaway and Homeless Youth Training and Technical Assistance Center:
<http://www.rhyttac.net/resources/document/human-trafficking-resource-list>.
- United Nations Office on Drugs and Crime:
<http://www.unodc.org/unodc/en/human-trafficking/what-ishuman-trafficking.html>.

Training:

- U.S. Department of Health and Human Services, Anti-Trafficking in Persons Division, Office of Refugee Resettlement, National Human Trafficking Resource Center, “Safe Harbor” Laws: A Systemic Approach to Addressing Child Sex Trafficking:
<http://polarisproject.adobeconnect.com/safeharbor/>.
- U.S. Department of Homeland Security, Blue Campaign, Human Trafficking Awareness Training: <http://www.dhs.gov/blue-campaign/awareness-training>.

Services

- U.S. Department of Health and Human Services, Services Available to Victims of Human Trafficking: A Resource Guide for Social Service Providers:
<http://www.acf.hhs.gov/programs/orr/resource/servicesavailable-to-victims-of-humantrafficking>.
- U.S. Department of Homeland Security, Blue Campaign, Victim Assistance Resources:
<http://www.dhs.gov/blue-campaign/victim-centered-approach>.
- U.S. Department of Justice, Office for Victims of Crime, Initiatives to Expand Services to Human Trafficking Victims http://www.ojp.usdoj.gov/ovc/news/human_trafficking.html.
- International Labour Organization, International Programme on the Elimination of Child Labour, Combating Trafficking in Children for Labour Exploitation: A Resource Kit for Policymakers and Practitioners:
<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=9130>.

Mental Health Resources

Aurora Behavioral Health Care
www.sandiego.aurorabehavioral.com
 11878 Avenue of Industry San Diego, CA 92128
 (858) 487-3200

Social Advocates for Youth (SAY) San Diego
www.saysandiego.org
(858) 974-3603; (619) 582-9056; (619) 283-9624

YMCA
www.ymca.org
4080 Centre Street, San Diego, CA 92103
(619) 543-9850

YWCA Counseling Center
www.ywcasandiego.org
1012 C Street, San Diego, CA 92101
(619) 239-0355 ext. 221

For more information on SB 1104: Pupil Safety, visit the California Legislative Information Web page at:

https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=201720180SB1104&showamends=false.

Board Approval: