

CITY HEIGHTS PREP

CHARTER SCHOOL

Human Trafficking School Safety Protocol (HTSSP)

Project SaFE

The Human Trafficking School Safety Protocol (HTSSP) is a guide for educators and other school staff that is used to:

1. ensure the safety of students, educators, and other staff reporting human trafficking and other forms of violence;
2. ensure that educators and other staff comply with state mandatory reporting laws; and
3. ensure that students are connected with service providers and/or programs that will reduce further exposure to violence and victimization.

Click on links below to jump to that specific section in the HTSSP.

<u>Before calling child welfare...</u>		<u>Before calling child welfare...</u>	
Step	<u>Potential Victim of Human Trafficking</u>	Step	<u>Identified Victim of Human Trafficking</u>
1	<u>Call to report to child welfare services.</u>	1	<u>Call to report to child welfare services.</u>
2	<u>Report and coordinate with law enforcement, when appropriate.</u>	2	<u>Report and coordinate with law enforcement, when appropriate.</u>
3	<u>Investigate potential impact on school campus (safety, harassment, recruitment, etc).</u>	3	<u>Investigate potential impact on school campus (safety, harassment, recruitment, etc).</u>
4	<u>If appropriate, contact parent/guardian/caregiver.</u>	4	<u>If appropriate, contact parent/guardian/caregiver.</u>
5	<u>Offer resources for counseling and/or social services.</u>	5	<u>Determine appropriateness of school placement.</u>
6	<u>Set up regular contact with the student for follow up support.</u>	6	<u>Offer resources for counseling and/or social services.</u>
		7	<u>Set up regular contact with the student for follow up support.</u>

Resources

- [Student Disclosures](#)
- [Highly Vulnerable Student Populations - Supplemental Guides](#)
- [SDCOE Human Trafficking Resources](#)
- [Definitions](#)
- [Additional Policies & Procedures \(Confidentiality, Privacy, Record File Management, Data Collection, HTSSP Monitoring and Compliance\)](#)

Potential Victim of Human Trafficking

A potential victim of human trafficking is any individual who is reported or suspected as being a victim of a severe form of trafficking in persons as defined in the Trafficking Victims Protection Act of 2000, as amended.

Before making the call to child welfare

Consult With Your School’s Project SaFE Liaison (PSL)

Each school site has a Project SaFE Liaison (PSL) along with other staff (i.e., site administrator, school social workers, counselors, etc) who have received additional specialized training on human trafficking and are aware of available resources for students, families and staff. These individuals are part of the human trafficking response team who are available for consultation and referrals. Consider these staff your human trafficking coordinating/support team.

Contact information:

- **Project SaFE Liaison (PSL):** Amanda Janikowski - (619)795-3137; Ajanikowski@cityheightsprep.org
- **Site Administrator:** Dr. Elias Vargas, (619)795-3137; evargas@citysheightsprep.org

If No Disclosure is Made by the Student

If a student has **not** made a disclosure about human trafficking, but staff still have concerns that have been observed or concerns have been shared by others (i.e., students, other staff), **consult immediately with the designated Project SaFE Liaison (PSL) or site administrator**. PSL/site administrator will assess the student’s situation and determine the appropriate level of support and intervention.

Support for Students

Aligning with a trauma-informed approach, staff want to limit their interactions with a student as well as the number of times a student may have to share any details about their situation. The PSL/site administrator will be the staff person to speak with the student to assess for appropriate support and level of intervention. There may be some exceptions (see **Some Exceptions to Consider** below). The role of staff is not to investigate or interview the student and the goal interacting with the student is not to obtain or encourage a disclosure. However, staff can still conduct a general assessment of immediate needs, provide a supportive response, and explain why the student will be referred to the PSL or site administrator.

If staff is comfortable doing so and if possible or appropriate...

- find a private space to talk and is free of distractions.
- ask the student if they have any language needs or if they would be more comfortable speaking with someone else or if they'd like another staff member to join the conversation. See the Assistant Principal Secretary at your school site to request translation/interpreter services.
- explain to the student that you are a mandated reporter and you may be required to call CWS about these concerns to help keep them safe. But first you will consult with the PSL.
-

Below are some helpful prompts for student support and engagement:

- "Are you okay? I have noticed you seem more tired/withdrawn/upset than usual. Would you like to talk to someone about how you are feeling or any struggles you may be experiencing?"
- "Are you able to stay in class or do you need to talk to someone right now?"
- "How can I support you when you are at the school or when you are in class?"
- "I encourage you to ask for help when you are ready. You can let me know, and I will take you to _____."
- "I am referring you to _____. She/he/they are here to listen, have a lot of knowledge about how to support students in difficult situations, and can discuss with you some options, etc."
- "I am grateful you are sharing your need for support and help with me. You deserve to be heard and to feel safe. I am glad to continue to be supportive of you in this process while in the classroom/sport practice/etc.; however, to be fully honest, when a student requests support or shares about difficult situations, usually a couple of other people get involved to support you and help you stay safe or with other needs you may have. Before you share other details about your situation, I wanted to let you know that I may need to report what you've shared with me and you may have to retell your story."

Some Exceptions to Consider

There may be situations where exceptions need to be made where staff who are not part of the human trafficking coordinating/support team continue to be involved even after a referral has been made to the PSL or site administrator. For instance, when a student self-discloses directly to a staff member specific abuse/exploitation, or a student of concern is only willing to talk to a specific staff member about their situation. These exceptions will be made on a case-by-case basis by the PSL and/or site administrator.

If a Disclosure Is Made by the Student

If a student makes a disclosure, **consult immediately with the PSL and/or site administrator.** Ensure the student's safety by not leaving the student alone. For additional best known practices for student disclosures see **Student Disclosures**, [Trauma-Informed Approaches to Working with Youth Impacted by Human Trafficking](#) and [Supporting Students and Families After Human Trafficking Disclosure](#) for additional information.

When Staff May Not Need to Call Child Welfare and/or Law Enforcement

There may be situations where a report to child welfare and/or law enforcement will not be needed. For instance, staff have observed some red flags or there are students who have been identified as high risk but there is not enough reasonable concern to call child welfare and/or law enforcement. It is still crucial however to address any perceived needs to mitigate further harm. Refer students to the school social worker/counselor for additional support. PSL/counselor will assess the student's situation and determine the appropriate level of support and intervention.

Step 1

If a potential victim of human trafficking (sex and/or labor trafficking) is suspected, and in coordination with the PSL and/or site administrator, submit mandated report to Child Welfare Services (CWS).

If there is imminent danger, call 911. For further details, see Step 2.

If an employee has suspicion or knowledge of suspected child abuse or neglect, they shall follow the below reporting procedures:

Initial Telephone Report

Immediately make an initial report by telephone to county child welfare department or any police department (excluding a school district police/security department).

NOTE: When calling in to make the report, be specific that the concerns reported are related to human trafficking.

Child Abuse Placement & Protective Services

1-858-560-2191 or 1-800-344-6000

Fax # 858-467-0412

Via Online Reporting Portal: [CWS Web MRA \(sandiegocounty.gov\)](https://www.sandiegocounty.gov)

- Reporting Parties will still need to call the Child Abuse Hotline first.
- Mandated reporters now have the ability to provide follow up information via the San Diego County CWS Web Mandated Reporter Application also known as MRA. Hotline screeners will create an account for the mandated reporter after they have called into the CWS Hotline to report suspected child abuse, neglect, or exploitation. Once the account is created, reporters will receive an email to set up their account. Mandated reporters will then complete and submit follow up information through their MRA account. They will have the option to save a copy of the report for their records.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form ([SS 8572](#)).

Reports are confidential and may be disclosed only to specified persons and agencies. For more information about confidentiality and privacy, click [here](#).

CWS Reports will not be filed in student's cumulative folder and are to be placed in a separate folder in secure filing cabinet.

For more detailed information on Child Abuse and Reporting responsibilities, click [here](#).

Coordinating with CWS

The PSL and/or a site administrator will make every attempt to coordinate and collaborate with CWS and any other identified agencies to support students and families. Additional personnel that may assist with the coordination of services may also be an administrator, academic counselor, school social worker, and/or school psychologist.

CITY HEIGHTS PREP

CHARTER SCHOOL

	<p>Other Forms of Violence and Exploitation</p> <p>If other forms of violence and exploitation are suspected or have been identified, see above child abuse reporting guidelines and follow Step 2 - 6.</p>
Step 2	<p>Coordinating and Reporting to Law Enforcement</p> <p>Any suspicious activity should be reported immediately the San Diego Police Department at (619) 531-2000</p> <p>If there is imminent danger call 911.</p> <p>NOTE: When calling in to make the report, be specific that the concerns reported are related to human trafficking.</p> <p>If danger is not imminent and it's an issue that can be addressed by CWS, then defer to CWS.</p>
Step 3	<p>Investigate potential impact on school campus, including harassment, recruitment, and threats to school safety.</p> <p>Local law enforcement, school resource officer, and/or school site administration investigate possible impact on school campus, including harassment and/or recruitment, threats to school safety, etc. When possible, if school consequences are needed (i.e., identified offender for bullying, Title IX violations, teen dating violence, recruitment, etc), they will be in consultation and coordination with the PSL and those responsible for investigations, per EC Section 32282. For more information regarding disciplinary action steps, see Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.</p> <p>The PSL will coordinate with their site administrator to refer to the Protocol for Harrassment and for any safety concerns to self or others, see Threat Assessment Protocol: Follow threat assessment procedure Comprehensive School Safety Plan.</p>
Step 4	<p>If appropriate, contact and inform parent/guardian/caregiver of potential victimization.</p> <p>After consultation with law enforcement and/or CWS, the human trafficking coordinating/support team (i.e. the Project Safe Liaison, site administrator, school social worker, counselor, and/or school psychologist) will determine how and when to contact and inform parent/guardian/caregiver of potential victimization. When possible and appropriate, consulting with the student is crucial to ensure their safety.</p>

CITY HEIGHTS PREP

CHARTER SCHOOL

	<p>Aspects to consider regarding whether to reach out to the parents include:</p> <ul style="list-style-type: none"> • Whether the caregiver (or close family members) is the trafficker or has any involvement in the trafficking situation. • Whether the exploitation occurred as a direct result of neglectful supervision or other forms of neglect (i.e., one of the parents knew about the exploitation or level of risk and failed to protect or were unwilling to). • Cultural or religious beliefs that will impact the family’s response.
Step 5	<p>Offer student and/or parent/guardian/caregiver a referral to appropriate counseling or social services.</p> <p>The PSL and/or designated personnel will be responsible for making referrals. The school social worker/counselor will follow up regarding on site and outside resources. All information will be documented as part of a student information system. Follow up will be scheduled to ensure the family is able to access services.</p> <p>For a list of vetted resources, click here. Vetting consists of assessing organizations for policies and practices that are, but not limited to the following:</p> <ul style="list-style-type: none"> • Trauma-informed • Multilingual and culturally responsive • Developmental and age-appropriate • Accessible services for all • Inclusivity • Diversity <p>San Diego County Office of Education (SDCOE) Student Wellness & School Culture staff will vet and update appropriate resources every July and January.</p>
Step 6	<p>Set up regular contact with student and periodically check on status.</p> <p>The PSL and/or designated personnel should set up regular contact with student and monitor support plan and student’s progress. These PSL and/or designated personnel may be the academic counselor, school social worker, and/or school psychologist. Coordinate and collaborate with community partners and family as appropriate.</p> <p>Some students and their support network (i.e., parent/caregiver/guardian, relatives, etc) may benefit from community-based organizations that offer specific cultural and linguistic approaches and/or services. For instance, a student who has recently immigrated from a village in Vietnam and their second language is English and their parent(s)/caregiver(s) do not speak English. Collaborating and coordinating services with the Union of Pan Asian Communities (UPAC) may be helpful.</p>

CITY HEIGHTS PREP

CHARTER SCHOOL

Some available culturally and linguistically responsive resources include, but are not limited to:

- [Unaccompanied Migrant Youth](#)
- [LGBTQIA+ Youth](#)
- [Native Youth](#)
- [Union of Pan Asian Communities](#)
- [SouthBay Community Services](#)
- [Operation Samahan Clinics](#)
- [Alliance for African Assistance](#)
- [LaMaestra Community Health Centers](#)

Identified Victim of Human Trafficking

Identified Victims are those individuals who self-identify as victims of a severe form of trafficking in persons, individuals who have been identified by law enforcement as having been subjected to a severe form of trafficking in persons, or individuals who have been screened by victim assistance providers trained on human trafficking and found to be a victim of trafficking.

Before making the call to child welfare

If a student makes a disclosure, consult immediately with the PSL and/or site administrator.

If a student has made a disclosure about human trafficking or child welfare/law enforcement has confirmed a student is a victim of human trafficking, we want to align with the [principles of a trauma-informed approach](#) by limiting the number of times a student may have to share any details about their situation.

Each school site has a Project SaFE Liaison along with other staff (i.e., site administrator, school social workers, counselors, etc) who have received additional training on human trafficking and are aware of specific available resources for students, families and staff. Consider these staff as your school site's human trafficking coordinating/support team. These individuals are available for consultation and referrals. Contact information:

- **Project SaFE Liaison (PSL):** Amanda Janikowski - (619)795-3137; Ajanikowski@cityheightsprep.org
- **Site Administrator:** Dr. Elias Vargas, (619)795-3137; evargas@citysheightsprep.org

If staff is comfortable doing so and if possible or appropriate...

- find a private space to talk and is free of distractions.
- ask the student if they have any language needs or if they would be more comfortable speaking with someone else or if they'd like another staff member to join the conversation. See the Assistant Principal Secretary at your school site to request translation/interpreter services.

Board Policy: Human Trafficking Prevention

Adopted/Ratified: October 22, 2021

Revised: March 11, 2022

- explain to the student that you are a mandated reporter and you may be required to call CWS about these concerns to help keep them safe. But first you will consult with the PSL.

Support for a Student

Staff, however, can still conduct a general assessment of immediate needs, provide a supportive response, and explain why the student will be referred to the PSL or site administrator. Below are some helpful prompts for student support and engagement.

- “I am referring you to _____. She/he/they are here to listen, have a lot of knowledge about how to support students in difficult situations, and can discuss with you some options, etc.”
- “I am grateful you are sharing your need for support and help with me. You deserve to be heard and to feel safe. I am glad to continue to be supportive of you in this process while in the classroom/sport practice/etc.; however, to be fully honest, when a student requests support or shares about difficult situations, usually a couple of other people get involved to support you and help you stay safe or with other needs you may have. Before you share other details about your situation, I wanted to let you know that I may need to report you and you may have to retell your story.”

For additional best practices for student disclosures see **Student Disclosures**, [Trauma-Informed Approaches to Working with Youth Impacted by Human Trafficking](#) and [Supporting Students and Families After Human Trafficking Disclosure](#) for additional information.

Step 1

In coordination with the PSL and/or site administrator, contact and submit a detailed mandated report to Child Welfare Services.

If there is imminent danger, call 911. For further details, see Step 2.

If an employee has suspicion or knowledge of suspected child abuse or neglect, shall follow the below reporting procedures:

Initial Telephone Report

Immediately make an initial report by telephone to the county child welfare agency and any police department (excluding a school district police/security department).

NOTE: When calling in to make the report, be specific that the concerns reported are related to human trafficking.

Child Abuse Placement & Protective Services

1-858-560-2191 or 1-800-344-6000

Fax # 858-467-0412

Via Online Reporting Portal: [CWS Web MRA \(sandiegocounty.gov\)](http://CWS Web MRA (sandiegocounty.gov))

- Reporting Parties will still need to call the Child Abuse Hotline first.
- Mandated reporters now have the ability to provide follow up information via the San Diego County CWS Web Mandated Reporter Application also known as MRA. Hotline screeners will create an account for the mandated reporter after they have called into the CWS Hotline to **report** suspected child abuse, neglect, or exploitation. Once the account is created, reporters will receive an email to set up their account. Mandated reporters will then complete and submit follow up information through their MRA account. They will have the option to save a copy of the report for their records. The link to the website is below.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form ([SS 8572](#)).

Reports are confidential and may be disclosed only to specified persons and agencies. For more information about confidentiality and privacy, click [here](#).

CWS Reports will not be filed in student's cumulative folder and are to be placed in a separate folder in secure filing cabinet.

For more detailed information on Child Abuse and Reporting responsibilities, click [here](#).

Coordinating with CWS

The PSL and/or a site administrator will make every attempt to coordinate and collaborate with CWS and any other identified agencies to support students and families. Additional personnel who might assist with the coordination of services may also include a site administrator, academic counselor, school social worker, and/or school psychologist.

Other Forms of Violence and Exploitation

If it has been determined that the student has experienced other forms of violence and exploitation, see above child abuse reporting guidelines and follow Step 2 - 7.

Step 2

Contacting and coordinating with law enforcement.

Any suspicious activity should be reported immediately to the San Diego Police Department at **(858) 560-2191**. **If there is imminent danger call 911.**

CITY HEIGHTS PREP

— CHARTER SCHOOL —

	<p>NOTE: When calling in to make the report, be specific that the concerns reported are related to human trafficking.</p> <p>If danger is not imminent and it's an issue that can be addressed by CWS, then defer to CWS.</p>
Step 3	<p>Investigate potential impact on school campus, including harassment, recruitment, and threats to school safety.</p> <p>Local law enforcement, school resource officer, and/or school site administration investigate possible impact on school campus, including harassment and/or recruitment, threats to school safety, etc. When possible, if school consequences are needed (i.e. identified offender for bullying, Title IX violations, teen dating violence, recruitment, etc), they will be in consultation and coordination with the PSL and those responsible for investigations, per <u>EC Section 32282</u>. For more information regarding disciplinary action steps,</p> <p>The PSL will coordinate with their site administrator to refer to the Protocol for Harrassment and for any safety concerns to self or others, see Threat Assessment Protocol: Follow threat assessment procedure, here.</p>
Step 4	<p>If appropriate, contact and inform parent/guardian/caregiver of potential victimization.</p> <p>After consultation with law enforcement and/or CWS, the school site team (i.e. the Project Safe Liaison, site administrator, school social worker, counselor, and/or school psychologist) will determine how and when to contact and inform parent/guardian/caregiver of potential victimization. When possible and appropriate, consulting with the student is crucial to ensure their safety.</p> <p>Aspects to consider regarding whether to reach out to the parents include:</p> <ul style="list-style-type: none"> • Whether the caregiver (or close family members) is the trafficker or has any involvement in the trafficking situation. • Whether the exploitation occurred as a direct result of neglectful supervision or other forms of neglect (i.e., one of the parents knew about the exploitation or level of risk and failed to protect or were unwilling to). • Cultural or religious beliefs that will impact the family's response.
Step 5	<p>Investigate whether the school placement is appropriate for the student; if not, work with the appropriate department to transfer student.</p> <p>Each school site has pre-determined school personnel (i.e., academic counselor, administrator, school social worker, and/or school psychologist) who will meet with the student and family to co-create an support plan to address concerns. This may include referrals to community agencies for additional support and safety and appropriateness of school placement. The personnel should set up regular contact with student and monitor action plan and student's progress.</p>

Step 6

Offer student and/or parent/guardian a referral to appropriate counseling or social services.

The PSL and/or designated personnel will be responsible for making referrals. The school social worker/counselor will follow up on site resources as well as follow up on outside resources. All information will be documented as part of a student information system. Follow up will be scheduled to ensure the family is able to access services.

For a list of vetted resources, click [here](#). Vetting consists of assessing organizations for policies and practices that are, but not limited to the following:

- Trauma-informed
- Multilingual and culturally responsive
- Developmental and age-appropriate
- Accessible services for all
- Inclusivity
- Diversity

San Diego County Office of Education (SDCOE) Student Wellness & School Culture staff will vet and update appropriate resources every July and January.

Step 7

Set up regular contact with student and periodically check on status.

The PSL and/or designated personnel should set up regular contact with student and monitor support plan and student's progress. These PSL and/or designated personnel may be the academic counselor, school social worker, and/or school psychologist. Coordinate and collaborate with community partners and family as appropriate.

Some students and their supports may benefit from community-based organizations that offer specific cultural and linguistic approaches and/or services. For instance, a student who has recently immigrated from a village in Vietnam and their second language is English and their parent(s)/caregiver(s) do not speak any English. Collaborating and coordinating services with the Union of Pan Asian Communities (UPAC) may be helpful.

Some available culturally and linguistically responsive resources include, but are not limited to:

- [Unaccompanied Migrant Youth](#)
- [LGBTQIA+ Youth](#)
- [Native Youth](#)
- [Union of Pan Asian Communities](#)
- [SouthBay Community Services](#)
- [Operation Samahan Clinics](#)
- [Alliance for African Assistance](#)
- [LaMaestra Community Health Centers](#)

Resources

Student Disclosures (or Self-Disclosure)

If a student makes a direct disclosure, Listen - Reassure - Respect. Consult immediately with the PSL and/or site administrator. Ensure the student’s safety by not leaving the student alone.

Staff can also refer to [Trauma-Informed Approaches to Working with Youth Impacted by Human Trafficking](#) and [Supporting Students and Families After Human Trafficking Disclosure](#).

Listen

- Go to a place that's private and free of distractions.
- Let the student use their own words—avoid asking leading questions.
- Try to remain calm. Do not express shock, panic or disbelief, as this may cause a student to feel anxious or that they have done something wrong and they may withhold or withdraw information.
- Be supportive and non-judgmental.

Reassure

- Reassure the student that it is OK that they have told you what’s been happening.
- Reassure the student that they are not at fault.
- Check your tone of voice and help the child make sense of what you are feeling. Say, “I am feeling concerned for you. What can we do right now to help you feel safer?”
- Address any concerns about the student's safety.

Respect

- Respect that the student may only reveal some details.
- Acknowledge the student's bravery and strength.
- Avoid making promises you can’t keep—the student's expectations.
- Explain to the student that in order for them to be safe you will need to report their experience to someone else.

Highly Vulnerable Student Populations & Supplemental Guides

It is important to recognize that while all youth are vulnerable to abuse and exploitation; there are some subpopulations or certain situations that may increase the level of risk. This section provides several resources for staff to refer to for more information concerning some subpopulations.

How to Support Students Identified as High Risk

The likelihood of a student becoming a victim of violence and exploitation increases when risk factors are present. These risk factors such as poverty, racism, homelessness, knowing someone already involved in human trafficking, truancy, poor academic performance, mental and behavioral issues as well as substance use can make students very vulnerable. Additionally, some students may be involved in relationships where they may be experiencing teen dating violence or are being bullied or cyberbullied. These situations can make students vulnerable as well. Oftentimes, school staff are aware of such risk factors but may not familiar with how these risk factors can possibly set

a student on a trajectory to experience more harm. The importance of training school staff from a holistic prevention standpoint has the potential to reduce the likelihood of a student experiencing trafficking in the first place.

Observing some red flags or students who have been identified as high risk does not always require an automatic report. There may be situations where a report to child welfare and/or law enforcement will not be needed. For instance, staff have observed some red flags or there are students who have been identified as high risk but there is not enough reasonable concern to call child welfare and/or law enforcement. However, it is still crucial to address any perceived needs to mitigate further harm. The earlier a student can be screened and referred for an assessment of needs by the PSL or other designee, the sooner current issues and risks can be addressed.

A [Risk Factors and Indicators of Human Trafficking Supplemental Guide](#) is available for staff to reference.

Students should also receive information on who and where they can go if they need support and assistance. Remind the student counselors and social workers are available at the school they can walk-in and speak to someone.

More information is provided below which includes a list of Supplemental Guides for staff to refer to:

- [Supporting Students and Families After Human Trafficking Disclosure](#)
- [Foster Youth](#)
- [Unaccompanied Migrant Youth](#)
- [Homeless Youth](#)
- [LGBTQIA+ Youth](#)
- [Students with Disabilities](#)
- [Native Youth](#)
- [Safety Planning](#)
- [Trauma-Informed Approaches to Working with Youth Impacted by Human Trafficking](#)

Engaging or re-engaging students who have experienced human trafficking or are at risk of experiencing chronic truancy or falling behind.

Every high school in Escondido Union High School District has a site leadership team that utilizes Multi-Tiered Systems of Supports to implement campus-wide wellness initiatives and to problem-solve ways to support at-risk students. In this process, sites use data to identify targeted students and to strategically match them with appropriate interventions. Each high school campus employs a site school social worker and parent liaison who support students and families with social-emotional needs and address social barriers to health and well-being.

How to Support Students Who have been Exploited

Particularly for students who have been exploited, these students may have additional unique needs that requires a trauma-informed approach and referrals to specific supports and resources to meet those needs. Because of 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 students and may manifest as post-traumatic stress, depression, anxiety, difficulty learning, aggression, or truancy (Palines et al, 2020). Other needs that may present include stable and safe housing, language needs, and immigration assistance. It is strongly recommended that the PSL and/or designee is consulted to assess and connect the student with the most appropriate services.

(source: Palines, P., Rabbitt, A., Pan, A., Nugent, M., & Ehrman, W. (2020). Comparing mental health disorders among sex trafficked children and three groups of youth at high-risk for trafficking: A dual retrospective cohort and scoping review. *Child Abuse & Neglect*, 100. <https://doi.org/10.1016/j.chiabu.2019.104196>)

SDCOE Human Trafficking Resources

Definitions

Education Code Section 49381

City Heights Prep Charter School will comply with Education Code section 49381 to ensure all students, parents and guardians are given information regarding resources for human trafficking prevention. Student grades 6-12 will receive links to resources on parent and guardian engagement application monthly, and access on school website, to ensure awareness and accessibility.