

# What is the CoP and How Can I Join?

We encourage you to sign up and explore the REMS TA Center Community of Practice (CoP) now, so you will be ready for our Web Chat immediately following the Webinar.

The CoP is a powerful resource for schools, school districts, institutions of higher education, and your community partners to collaborate on special projects, share news and resources, discuss trends and ideas, and learn from the experiences of others. It offers a variety of forums for practitioners to exchange ideas and resources. Visit <http://rems.ed.gov/COP/Default.aspx> to join.

If you have any questions or issues accessing the CoP, please contact the REMS TA Center at [info@remstacenter.org](mailto:info@remstacenter.org).

# Integrating Human Trafficking with School Emergency Operations Plans

**Welcome! The virtual meeting will begin at 2:00 p.m. EST.**

- **Use the Q&A tool** to send a message to the moderator. Your questions and comments will be addressed at the end of the call.
- For support during the Webinar, **please contact the REMS TA Center** at [info@remstacenter.org](mailto:info@remstacenter.org).
- **Use the *Handout Pod* in the upper right-hand corner of your screen** to download the slides and handouts.
- You are invited to **participate in a 30-minute Web chat** via the REMS TA Center Community of Practice following the virtual meeting. View the announcement email for instructions to join.



# Integrating Human Trafficking with School Emergency Operations Plans (EOPs)

January 21, 2015 | 2:00 p.m. EST



U.S. Department of Education  
Office of Safe and Healthy Students

# Welcome & Introductions

Welcome

Housekeeping  
Items

Speakers

# Agenda

## Overview of Human Trafficking

Landscape of K-12 Human Trafficking Threats and Trends

Background on the Guides and Integrating Human Trafficking Protection into the Six Step Planning Process

Human Trafficking Resources, Programs, and Tools for K-12 Education

Q&A Session

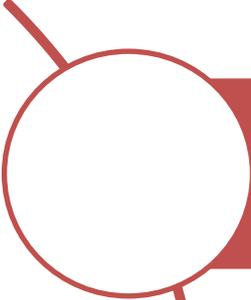
# Human Trafficking in Our Country

“Today, millions of men, women, and children are victims of human trafficking. This modern-day slavery occurs in countries throughout the world and in communities across our Nation. These victims face a cruelty that has no place in a civilized world: children are made to be soldiers, teenage girls are beaten and forced into prostitution, and migrants are exploited and compelled to work for little or no pay. It is a crime that can take many forms, and one that tears at our social fabric, debases our common humanity, and violates what we stand for as a country and a people.”

- President Barack Obama, December 31, 2014



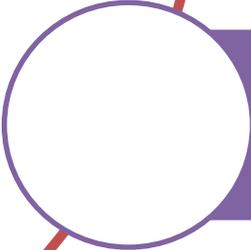
# Quick Overview of the Issue



Recruitment and trafficking at K-12 schools has increased over the last decade.



These incidents hurt the students and the school.



ED offers resources, programs, and tools to help K-12 schools establish and maintain a safe environment in spite of human trafficking's rapidly increasing influence on America's youth.

# Human Trafficking

## Human trafficking

- Is the exploitation of a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both

## Victims

- Include men, women, boys, girls and transgender individuals

## Two types

- Sex trafficking
- Labor trafficking

# Human Trafficking is Modern Slavery...

26% of trafficked victims are children

- That is 5.5 million of the 20.9 million victims worldwide

Runaway children are often victims

- One out of eight endangered runaway youths is likely a victim of human trafficking

Not all traffickers are adults

- A suburban Minneapolis high school cheerleader was arrested for allegedly recruiting a younger student

No community is immune

- Many of the victims are trafficked from the American school system

Trafficking is hard to recognize and address

- Schools play an important and pivotal role in addressing these issues

# Child Sex Trafficking

## Defined

- When a child (a person under 18) is induced to perform a commercial sex act.
- Proving force, fraud, or coercion against a child's pimp is not necessary for the offense to be human trafficking.
- No exceptions.

## Conditions

- Long-lasting physical and psychological trauma
- Disease (including HIV/AIDS)
- Drug addiction
- Unwanted pregnancy
- Malnutrition
- Social ostracism
- Death

# Child Labor Trafficking

## Forms

- Bonded labor or debt bondage
- Involuntary domestic servitude

## Indicators

- The child is:
- In the custody of a nonfamily member;
  - Required to do work that benefits someone outside the child's family; and/or
  - Does not have the option of leaving.

## Contexts

- Domestic service
- Agriculture work
- Peddling
- Hospitality

## Control is Exerted by

- Fear
- Intimidation
- Abuse
- Other psychological controls

# A Call to Action: The Role of Schools

## Schools should be safe havens for students...

- Schools should be a place where all students feel comfortable and safe.

## School personnel...

- Should not address these complex issues alone.
- Effectively responding to trafficking demands a clearly defined course of action.

## School officials...

- Should understand how human trafficking impacts schools.
- Recognize indicators of child trafficking.
- Develop policies, protocols, and partnerships.

# The Need for Action in Schools

## Impact on the Learning Environment

- A safe learning environment is imperative for student success
- Human trafficking brings exploitation and success that results in problematic behaviors, such as aggression and truancy among others.

## Building Healthy Learning Environments

- Educators must be knowledgeable about the signs
- Educators must know the steps to take when behaviors at school are out of order
- Members of school campus, parents, and community work together to prevent crimes and protect victims

# Behavioral Indicators



# Risk Factors



# Trafficking Recruitment Tactics

## On Campus

- Use peers or classmates who befriend a target and slowly groom the child
- Attend sporting events or other school related activities to gain access to unsuspecting targets

## Off Campus

- Use social media such as Facebook, Snapchat and other internet sites.
- Trackers will often create a seemingly loving and caring relationship with the victim in order to gain trust, dependence and allegiance
- Young victims are also lured into exploitation through psychological manipulation, drugs, and/or violence

# Sample Protocols for School Districts

## SUSPECTED RECRUITMENT OR ACTUAL EXPLOITATION

- Investigate possible campus impacts, such as the recruitment, harassment, and involvement of other students, and safety issues on campus.
- Involve on-site law enforcement agents for possible investigation.

## SUSPECTED VICTIM OF TRAFFICKING

- Involve the on-site school resource officer (SRO) or law enforcement agents for possible investigation.
- Involve Child Welfare Services if necessary
- Investigate the possible campus impacts and safety issues on campus.
- Contact and inform a guardian or parent about potential victimization.
- Offer a referral to appropriate counseling or social services.
- Set up regular contact with the victim, and periodically check on his or her status

## CONFIRMED VICTIM OF HUMAN TRAFFICKING

- Involve the on-site SRO for possible investigation.
- Submit a report to Child Welfare Services.
- Investigate the possible campus impact and safety issues on campus.
- Contact and inform a parent or guardian about potential victimization.
- Investigate whether your school is the appropriate placement for the student. Offer the victim and/or family a referral to appropriate counseling or social services.

# Agenda

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Q&A Session

# Human Trafficking Information Sharing and Collaboration

## Interschool Human Trafficking Training

Training on risk factors for vulnerable children and victim-centered approach should be provided to all staff working with students.

## Collaboration with community partners

Each community should develop cross-system mechanisms and infrastructure collaboration among public agencies and other stakeholders.

# Human Trafficking Threats and Trends

- Threats, activities, trends and tactics change quickly and regularly.
- All forms and levels of trafficking must be acknowledged and considered
- Still attending school, active truancy and/or a decline in academic performance or after school activities
- No longer attending school on a regular basis.  
Runaway, missing or very limited engagement in the educational process

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# Presidential Policy Directive (PPD-8)

## National Preparedness Directive

Describes the nation's approach to preparedness

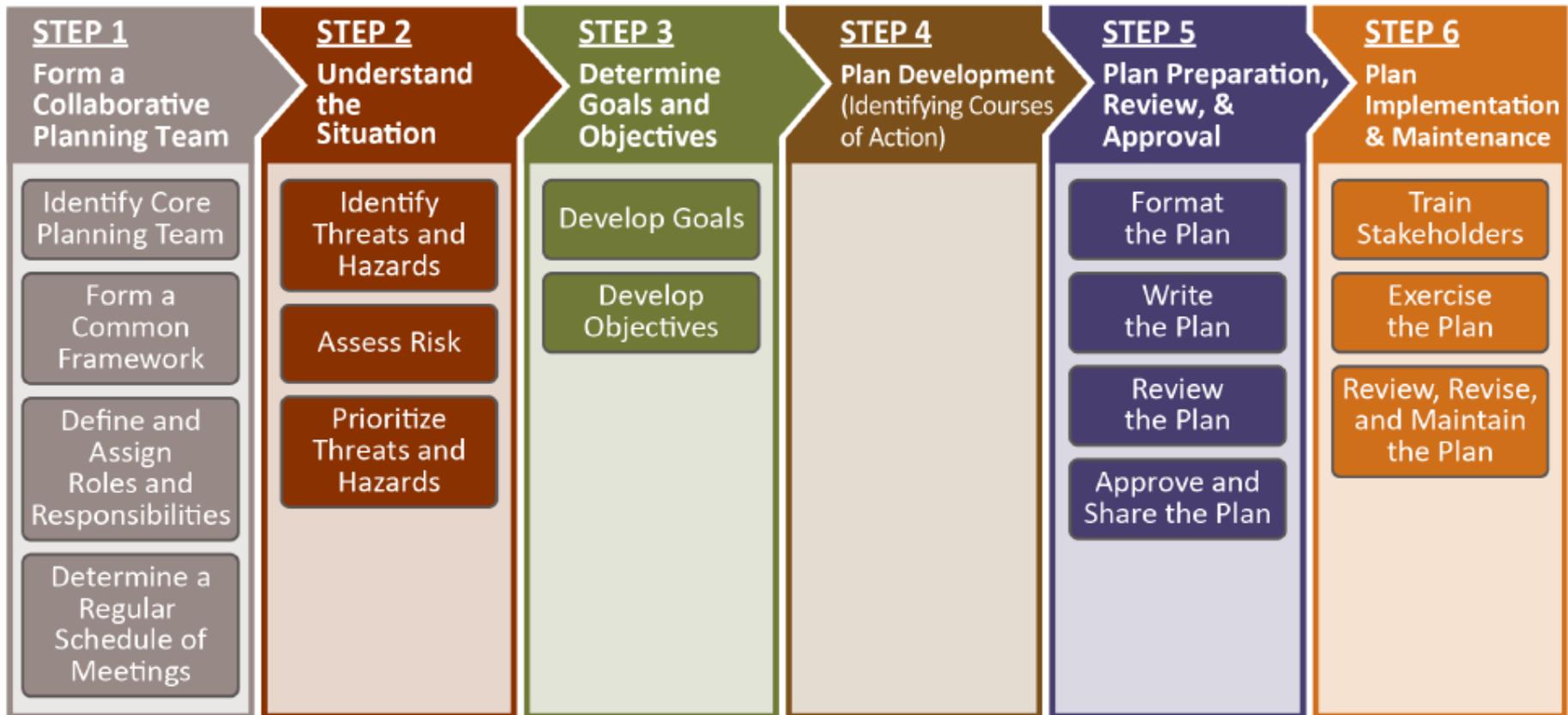
Aims to facilitate an integrated approach and align planning at all levels and with all sectors

# Five Preparedness Missions

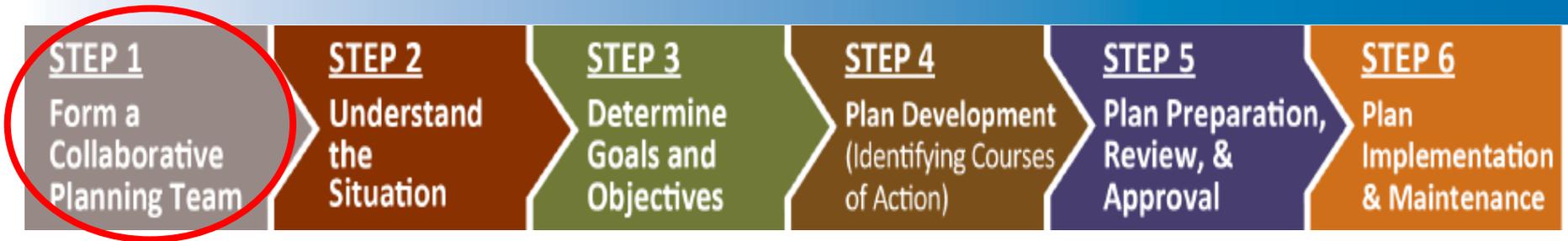


**an incident or emergency**

# Steps in the Planning Process



# Step 1: Form a Collaborative Planning Team



The planning team members should include personnel who have a role in managing a human trafficking threat or emergency. A collaborative planning team may include the representatives from the following areas and more:

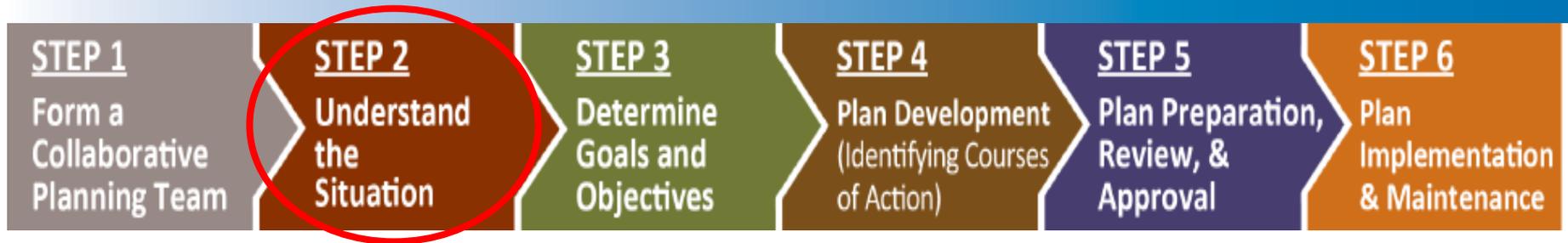
## *District & School Personnel*

- *Administrators & Educators*
- *School Resource Officers*
- *School Psychologists*
- *McKinney-Vento / Education of Homeless Children and Youth Coordinators, etc.*

## *Community Partners*

- *Law Enforcement*
- *Child Welfare Services*
- *Transportation Systems*
- *Local Businesses*
- *Others, etc.*

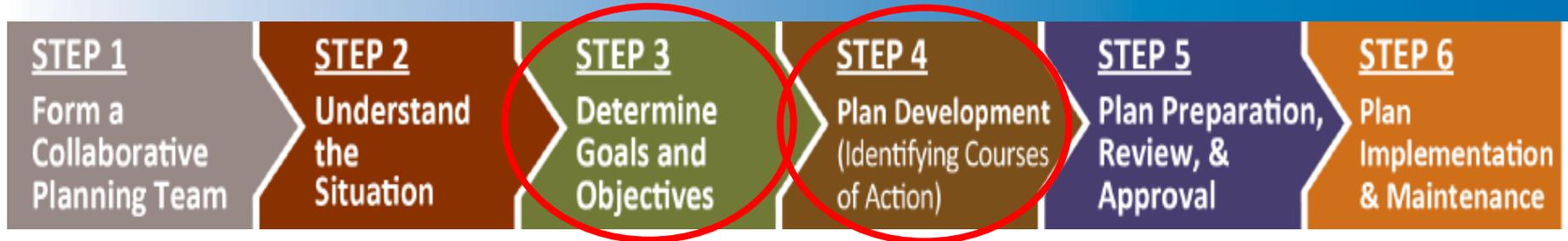
# Step 2: Understand the Situation



## Step 2

- Identify threats and hazards.
- Assess the risk.
- Prioritize.

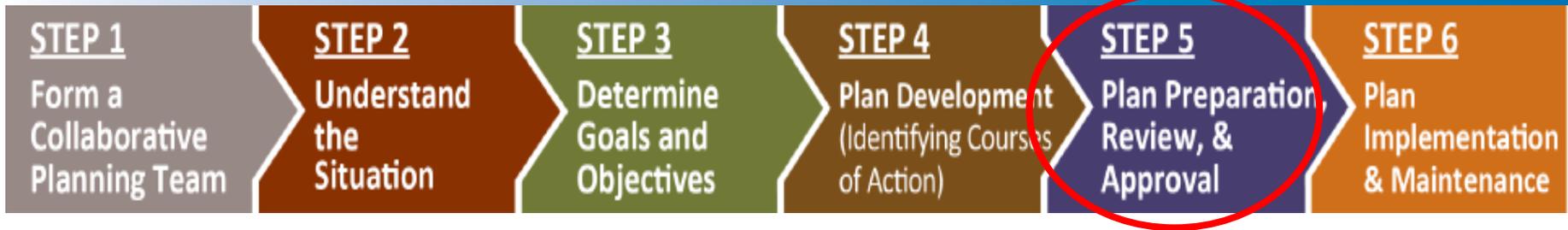
# Steps 3 & 4: Develop Goals, Objectives, and Courses of Action



## Steps 3 and 4

- Develop goals and objectives
- Identify courses of action

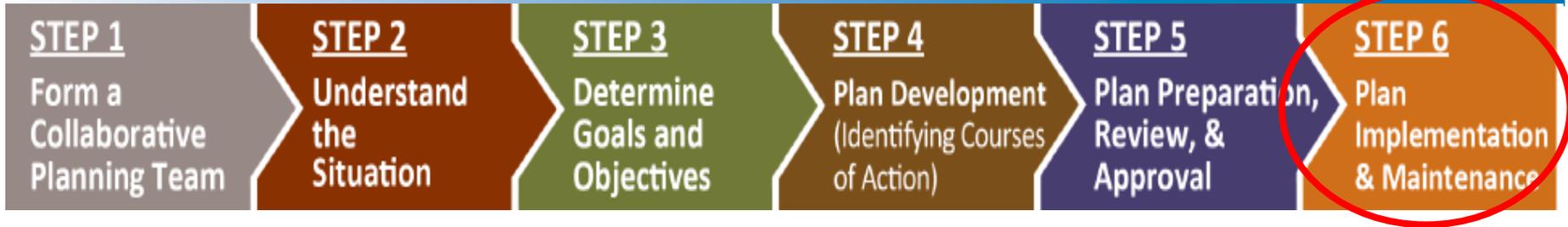
# Step 5: Plan Preparation, Review, and Approval



## Step 5

- Format the plan.
- Write the plan.
- Review the plan.
- Approve and share the plan.

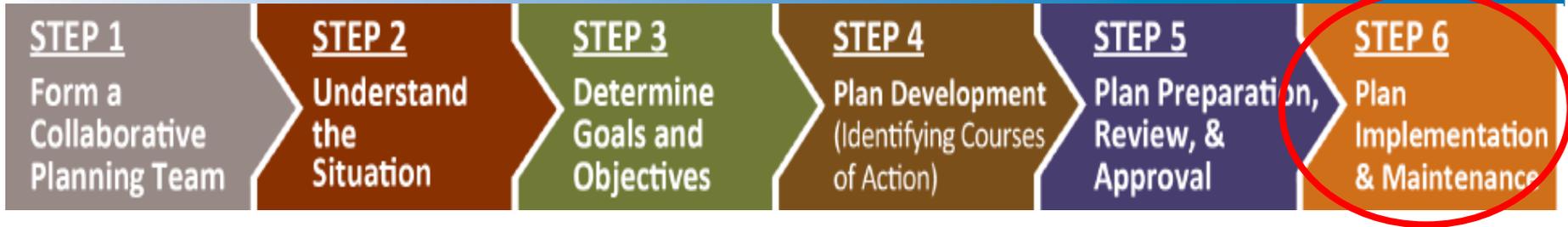
# Step 6: Plan Implementation and Maintenance



## Step 6

- Train stakeholders on the plan and their roles and responsibilities.
- Exercise the plan.
- Review, revise, and maintain the plan.

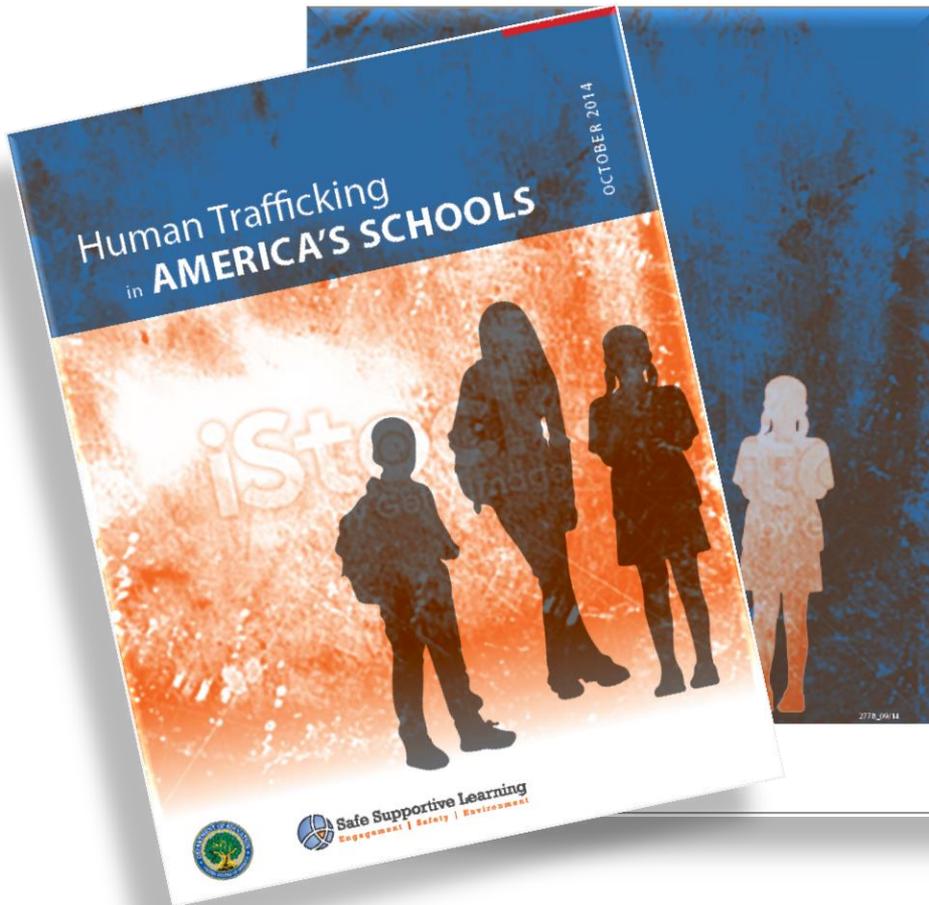
# Step 6: Plan Implementation and Maintenance (Contd.)



## Train Stakeholders on Plan and Roles

- **Hold a Meeting**
- **Distribute Materials**
- **Visit Key Locations**
- **Teach Roles and Responsibilities**
- **Include Community Partners**

# Recently Released ED Resources



- Human Trafficking 101 for School Administrators and Staff Guide
- Human Trafficking of Children in the United States
- Human Trafficking in America's Schools Fact Sheet

# About the REMS TA Center



Phone: (855) 781-7367 (REMS)

Email: [info@remstacenter.org](mailto:info@remstacenter.org)

<http://rems.ed.gov>

Get the  
*Guide*

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of Practice

Access  
Virtual  
Trainings

Request an  
On-site  
Training

# Questions?

Remember to pose your question using the Q&A Chat function on the lower right side of your computer screen.

# Wrap Up & Web Chat

**To join the Web chat, use the steps below:**

1. Join or log in to the REMS TA Center Community of Practice (CoP). <http://rems.ed.gov/COP/Default.aspx>
2. Click **Community Forums** in the left-hand navigation.
3. Click **Human Trafficking & School EOPs Web Chat** under **K-12 Public Forums**.
4. Click **Web Chat @ 3:15 P.M. Today! Join Us!** to enter the forum.
5. Click **Add Reply** to post your question.

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