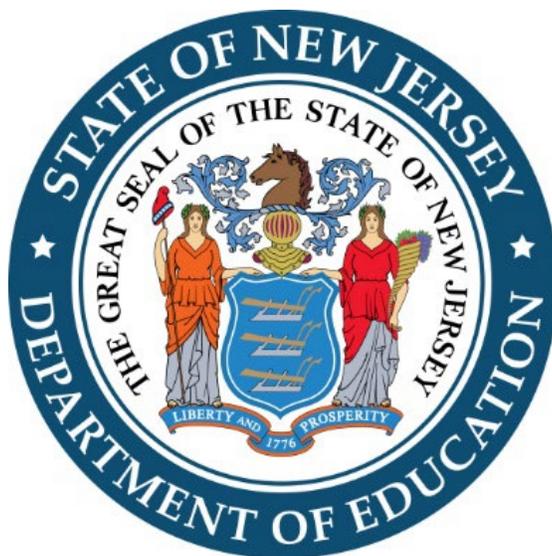


Guidelines for Schools on the Prevention of Human Trafficking of Students



New Jersey Department of Education
Division of Educational Services
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Contributors

In accordance with *N.J.S.A. [18A:6-131.2](#) and [131.3](#)*, the New Jersey Department of Education (NJDOE), in consultation with the Office of the Attorney General (OAG) and the Department of Children and Families (DCF), was charged with developing and distributing guidelines to school districts concerning child trafficking. A stakeholder group was convened in January of 2020 and met multiple times, both in-person and virtually, over the course of a year. Representatives from all involved agencies and organizations were instrumental in the creation of the guidelines document as well as in providing feedback during various stages of development. The NJDOE thanks and recognizes the following organizations, in addition to the OAG and DCF, for their contributions and partnerships in the crafting of this guidelines document:

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- New Jersey Parent Teacher Association
- New Jersey Principals and Supervisors Association
- New Jersey School Boards Association
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Brief Introduction

Human trafficking (HT), also known as trafficking in persons, is one of the fastest growing criminal industries in the world, consistently ranking in the top three along with illegal arms and drug dealing.^{1,2} This crime has been reported in every state in the United States and affects those of all genders, ages, races, nationalities, and socioeconomic statuses.^{3,4} Particularly harrowing is the 2016 data from the International Labour Organization, that shows children as representing up to 17 percent (or 4.3 million) of the estimated 24.9 million sex and labor trafficking victims worldwide, and comprising more than a fifth (21%) of all victims of commercial sexual exploitation.⁵

Human trafficking includes both sex trafficking and forced labor⁶ of adults and children. As defined in New Jersey's Human Trafficking Legislation, *N.J.S.A. 2C: 13-8*:

- The crime of Human Trafficking is committed if an individual knowingly holds, recruits, lures, entices, harbors, transports, provides, or obtains another, **by any means**, to engage in commercial sexual activity **or** to provide labor or services through the use of force, fraud, or coercion.
- The crime of Sex Trafficking of a Minor is committed if an individual knowingly holds, recruits, lures, entices, harbors, transports, provides or obtains, **by any means**, a child under 18 years of age, to engage in commercial sexual activity, whether or not the actor mistakenly believed that the child was 18 years of age or older, and even if that mistaken belief was reasonable. **The use of force, fraud, or coercion does not have to be proven** and this is a first-degree offense.

¹ U.S. Department of Health and Human Services, [Human Trafficking Fact Sheet](https://www.hhs.gov/od/oeo/2004/04/01/human-trafficking-fact-sheet), (2004), <https://www.hsd.org/?abstract&did=23329>.

² U.S. Department of Justice, [Human Trafficking](https://www.justice.gov/usao-ri/human-trafficking), 2016, <https://www.justice.gov/usao-ri/human-trafficking>, accessed on August 4, 2020.

³ U.S. Department of Education, Office of Safe and Healthy Students, [Human Trafficking of Children in the United States – A Fact Sheet for Schools](https://www2.ed.gov/about/offices/list/ose/osh/factsheet.html), (2013), <https://www2.ed.gov/about/offices/list/ose/osh/factsheet.html>.

⁴ National Human Trafficking Hotline, [The Victims](https://humantraffickinghotline.org/what-human-trafficking/human-trafficking/victims), Retrieved from <https://humantraffickinghotline.org/what-human-trafficking/human-trafficking/victims>.

⁵ International Labour Office and Walk Free Foundation, [Global estimates of modern slavery: Forced labour and forced marriage](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575479.pdf), Geneva, (2017), Retrieved from https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575479.pdf.

⁶ Throughout this document, any references to “trafficking” will refer to sex and labor trafficking unless otherwise specified.

There is no such thing as a child sex-worker. Even if it may appear that a student is self-promoting (advertising/engaging on their own), when a student is under 18, it is still deemed sex trafficking and there does not need to be a controlling trafficker.

However, it is important to note that self-promotion by any student (such as those 18 or over) still does not imply voluntary or consensual participation in commercial sex. Staff members should continue to report all suspected incidences, employ a victim-centered approach, and connect students to resources and supports as appropriate.

Relevance in New Jersey

New Jersey, which first passed legislation on human trafficking ([N.J.S.A. 2C:13-8](#)) in 2005, which was then amended in 2013, has continually made strides to combat this heinous crime. Being the most densely populated state in the United States, New Jersey remains especially susceptible to this crime as it is located in close proximity to major cities such as New York, Philadelphia, and Washington D.C., and is easily accessible by various modes of transportation.^{7,8} When looking specifically at the commercialized sexual exploitation of children, the average age of child sex trafficking victims reported missing to the National Center for Missing and Exploited Children (NCMEC) is 15 years old.⁹ Similarly, as seen in Figure 1., the majority of trafficking survivors represented in the data set were first trafficked as minors.

⁷ NJ Office of the Attorney General, Division of Criminal Justice, NJ Human Trafficking Task Force, [NJ Human Trafficking Task Force Brochure](#), <https://www.nj.gov/oag/dcj/humantrafficking/downloads/NJ-Human-Trafficking-Brochure.pdf>.

⁸ U.S. Census Bureau, [Historical Population Density Data \(1910-2020\)](#), <https://www.census.gov/data/tables/time-series/dec/density-data-text.html>, Accessed on July 30, 2021.

⁹ The National Center for Missing and Exploited Children, [The Issues: Child Sex Trafficking](#), <https://www.missingkids.org/theissues/trafficking#bythenumbers>, Accessed on July 17, 2020.

Note: Table of data is available in [Appendix E](#).

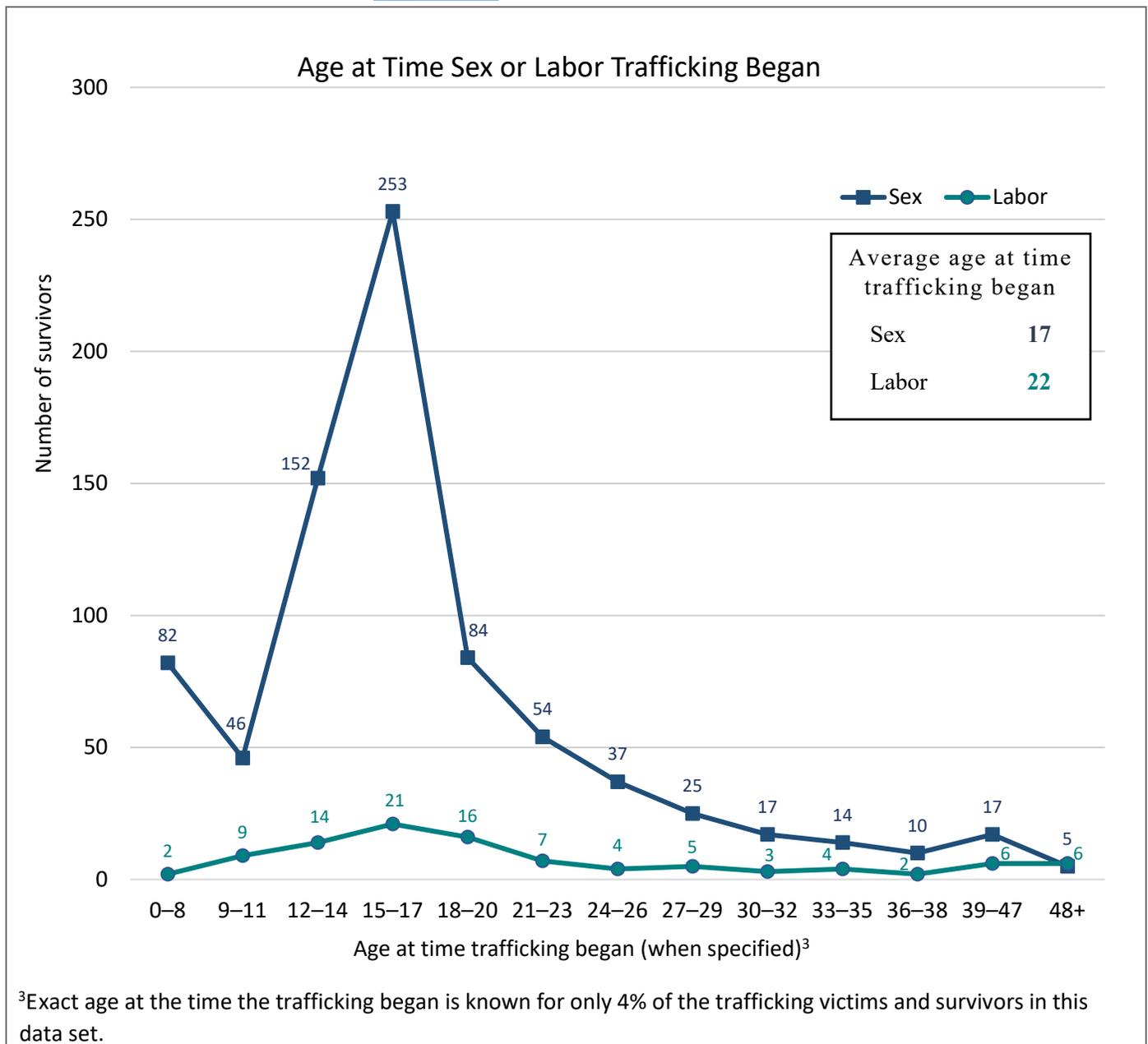


Figure 1. Polaris Project, 2019 Data Report, Accessed August 28, 2020.

Regrettably, there are many personal narratives of youth being exploited in this very state such as the following excerpts:

“When I was 14 years old, I was lured away from home by a man I met at a New Jersey shopping mall. This man told me that I was pretty enough to be a model and that I was too mature for high school. It was the summer after my eighth grade middle school graduation, and I feared high school. I was afraid of getting beat up in the hallways, and I was afraid of losing my friends. This man pretended to be my friend, a romantic interest even. He said he could help me find a glamorous job in Los Angeles, California. Within hours of running away, however, this man forced and coerced me into prostitution in Atlantic City, NJ.”

-Shared with permission from Holly Austin Smith-Gibbs

“What I thought to be a FB prank or challenge turned out to be a reality. A real live teenager, attending school daily, a member of a mentoring organization that was partnered with the H.S. she attended was being sex trafficked at night, and we had no idea. I took a risk and intervened. That risk led to saving her life as well as another teen girl who had been trafficked from upstate NY, and assisted in breaking up a trafficking ring in NJ. Our youth face so many obstacles however they are still attending school. School is where they are recruited by other girls and enticed by young boys.”

-NJ Youth Mentor



Within our schools, educators and other school staff have the opportunity to play key roles in creating a safe and supportive learning environment for all students. As **school staff members** interact with our youth daily, by educating themselves on the risk factors and behavioral indicators of trafficking, as well as knowing how to respond should there be a suspicion regarding trafficking, they **are in a unique position to identify potential victims and connect them to the needed supports**. Schools can further promote change and empower the very same individuals that fall susceptible to this horrific crime by educating parents, families, and youth about human trafficking as well as other topics that can boost protective factors for youth such as digital citizenship, healthy relationships, and other social and emotional skill development. Moreover, educating school staff on the reality of this crime and the importance of adopting a [victim-centered approach](#), will help to ensure that a student’s safety and well-being remain at the forefront at all times.

The purpose of this guidance document is to provide direction for schools regarding how to create awareness of and an informed response to the trafficking of students, as well as how best to prevent it. Through this guidance document, districts will also be provided with resources and information related to training and professional development opportunities for school staff as well as developmentally appropriate resources for students regarding trafficking awareness.

Risk Factors, Recruitment, and Behavioral Indicators

It is imperative for school staff to become familiar with and trained on the risk factors and behavioral indicators of youth who may be at-risk for or are already experiencing exploitation. Also needed, is for educators to have at minimum, a basic understanding of the recruitment methods of traffickers. Doing so increases the ability of school staff to recognize and respond to suspected instances of youth trafficking. While the following information is not exhaustive, it does provide the most common themes seen in youth exploitation and trafficking.

Risk Factors

It is important to note that traffickers target and exploit certain characteristics in those they traffic. While the general lack of autonomy associated with youth is a reason certain traffickers target students for exploitation, additional factors allow traffickers to exert further influence. These factors include adversity, oppression, and unmet needs coupled with a lack of strong support systems.

The following is a list of common risk factors^{10,11,12,13} several of which may overlap or relate to one another:

- History of abuse, including sexual abuse or assault, and/or other forms of maltreatment
- Lack of healthy relationships or strong support systems
- Disability status
- Immigration status
- Low self-esteem
- Unmet need for love and attention
- History of mental illness and/or substance abuse
- Educational instability
- Homelessness or housing instability
- Poverty
- Child welfare involvement/Out of home placements
- Juvenile justice system involvement
- Marginalization on the basis of Race, Sexual Orientation and/or Gender Identity, and/or Immigration Status

Though no one is immune, youth identifying as LGBTQ, migrant youth, students with disabilities, students with mental or behavioral health issues, homeless youth, transfer students, and youth involved in the child welfare system are among the student populations who may be more likely to be targeted by traffickers.

-U.S. Department of Education, Human Trafficking Framework.

¹⁰ National Human Trafficking Hotline, *The Victims*.

¹¹ U.S. Department of Education, Office of Safe and Supportive Schools, *Human Trafficking in America's Schools What schools can do to prevent, respond, and help students to recover from human trafficking (2nd ed.)*, (2021), <https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>.

¹² Institute of Medicine and National Research Council, *Confronting commercial sexual exploitation and sex trafficking of minors in the United States*, (2013), <https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/243838.pdf>.

¹³ Covenant House New Jersey, *Recognizing Human Trafficking Among Homeless Youth*, (2017), <https://covenanthonsej.org/wp-content/uploads/2019/02/CHNJ-Recognizing-Human-Trafficking.pdf>.

Types of Recruitment

To traffickers, the above risk factors present as an ideal opportunity for exploitation, as they can indicate basic needs for survival or physical and emotional voids and vulnerabilities in a youth's life for which they are seeking fulfillment.¹⁴ Traffickers will groom and manipulate youth with false promises to meet those unmet needs, only to then employ various strategies such as violence or psychological coercion or intimidation to attain control and obedience from them as well as ensuring they remain dependent on the traffickers.^{15,16}

Recruitment can happen **anywhere youth commonly gather**, such as:

Children must be reminded that when utilizing digital platforms, they should **not** talk with or share personal/identifying information (such as name, address, pictures) with people online that they do not know in real life and should **never** accept any gifts such as gaming currency from strangers.

- shopping malls
- restaurants
- parks
- schools
- group homes
- businesses
- bus stops/train stations, etc.¹⁷

However, It is important for adults to reduce shame in conversations with youth, as they are never to blame in exploitative situations. Encourage students to seek help if they find themselves in such a situation.

As the **Internet, social media, and online gaming** play such a significant role in the lives of youth, it is common for the identification and grooming processes to also begin online.¹⁸ This is because traffickers know they will find youth online, where there is a perceived sense of safety and heightened sensitivity to attention and approval. As many schools operated remotely in some capacity and students learning remotely may experience less online

¹⁴ Family and Youth Services Bureau, Runaway and Homeless Youth Training & Technical Assistance Center, *Human Trafficking in Youth-serving Programs: A Blueprint for Organizations Working with Street Youth, Homeless Youth, and Youth at Risk*, <https://www.rhyttac.net/assets/docs/Resources/HumanTraffickingBlueprint-508.pdf>.

¹⁵ Arizona State University Office of Sex Trafficking Intervention Research, *A Six-Year Analysis of Sex Traffickers Of Minors: Exploring Characteristics and Sex Trafficking Patterns*, (2017), <https://socialwork.asu.edu/sites/default/files/ASU-Sex-Traffickers-of-Minors-Six-Year-Study-Full-Report-April-2017.pdf>.

¹⁶ Child Welfare Information Gateway, *Human Trafficking and Child Welfare: A Guide for Caseworkers*, (2017), https://www.childwelfare.gov/pubPDFs/trafficking_caseworkers.pdf.

¹⁷ U.S. Department of Health and Human Services Administration for Children, Youth and Families (ACYF), *Guidance to States and Services on Addressing Human Trafficking of Children and Youth in the United States*, <https://www.acf.hhs.gov/cb/policy-guidance/guidance-states-and-services-addressing-human-trafficking-children-and-youth>

¹⁸ Polaris, *On-Ramps, Intersections, and Exit Routes: A Roadmap for Systems and Industries to Prevent and Disrupt Human Trafficking*, (2018), <https://polarisproject.org/wp-content/uploads/2018/08/A-Roadmap-for-Systems-and-Industries-to-Prevent-and-Disrupt-Human-Trafficking.pdf>.

supervision, online recruitment has become a growing issue.^{19,20} However, in-person recruitment also remains a very real concern and should not be discounted.

Once a victim is identified, the method of recruitment can vary and is dependent on the trafficker and the characteristics of their targeted victim. Recruitment methods are as follows and can apply to both sex and labor trafficking:^{21,22}

1. **Grooming/Establishing a Relationship** – Some traffickers groom their victims and utilize psychological manipulation to exploit and keep them loyal. This process of creating a relationship can happen quickly or it can occur over an extended period of time. Victims often feel that their trafficker is the only person in their life who cares for or protects them and, when paired with frequent exposure to traumatic experiences, this can create what is known as a [trauma bond](#) with their trafficker. The types of relationships that are established in this form of recruitment can be:
 - romantic relationships,
 - friendships, or
 - parental/familial relationships.

Recruitment of youth often involves a grooming period during which traffickers gain victims' trust and gradually expose them to exploitative conditions. In cases of sex trafficking, this may look like exposure to pornography → production of sexual images → threats to disseminate those images; resulting in varying degrees of sexual assault and exploitation.

It may also start out as a seemingly innocent or caring comment such as if the trafficker were to comment to the youth, "Sounds like you're having trouble at home. You can come sleep on my couch," upon learning of their struggles at home.

Traffickers may also use **peers** or **classmates** to recruit targeted youth and groom them for the trafficker.

-Human Trafficking in America's Schools (2015)

¹⁹ As can be seen by the rise of [Cyber Tipline reports](#) to NCMEC, <https://www.missingkids.org/blog/2020/covid-19-and-missing-and-exploited-children>.

²⁰ Tech Against Trafficking, [The Effect of COVID-19: Five Impacts on Human Trafficking](#), 2020, <https://techagainsttrafficking.org/the-effect-of-covid-19-five-impacts-on-human-trafficking/>, Accessed on June 30, 2020.

²¹ ASU Office of Sex Trafficking Intervention Research, *A Six-Year Analysis*.

²² Polaris, [The Typology of Modern Slavery: Defining Sex and Labor Trafficking in the United States](#), (2017), <https://polarisproject.org/wp-content/uploads/2019/09/Polaris-Typology-of-Modern-Slavery-1.pdf>.

2. **Coercion** can include the use of threats, manipulation, and fear in order to persuade youth to submit to the demands of the trafficker. Examples can include:
- **Sextortion** – This is a form of blackmail where the trafficker will use the threat of sharing or distributing sexual photos or videos of a victim in order to extort them for sex acts, either with others, or with the trafficker.²³ As can be seen in Figure 2., this form of recruitment is a real concern for school-aged children and youth.



Figure 2. Thorn, 2017 Sextortion Infographic, Accessed August 30, 2020.

- **Exploitation of Immigration Status** – Youth may be coerced into sexual exploitation or forced labor for fear that the trafficker will expose them or their family members for their lack of legal status.²⁴

²³ National Center for Missing and Exploited Children, *The Issue: Sextortion*, <https://www.missingkids.org/theissues/sextortion>, accessed on August 26, 2020.

²⁴ Family and Youth Services Bureau, Runaway and Homeless Youth Training and Technical Assistance Center, *A Resource Guide: Human Trafficking for Runaway and Homeless Youth Serving Programs*, <https://www.rhyttac.net/human-trafficking-for-rhy-serving-agencies-a-resource-guide>.

Case example*:

Sandra, 17, immigrated to the US when she was 15. She has always been shy at school and has trouble connecting with her peers because of her limited English skills. She often chatted with an employee in the school cafeteria who speaks Spanish. When Sandra first started school, she was very motivated but has recently been absent frequently and seems tired and distracted. The cafeteria worker continued to check in with Sandra and encouraged Sandra to keep coming to school. One day, the cafeteria worker noticed Sandra has been crying and asked her if she is okay. Sandra disclosed that she was in an abusive relationship and that her boyfriend had convinced her to film videos of them engaging in sex acts, even though it made her uncomfortable. She learned that her boyfriend had been selling the videos on the internet. When she tried to break up with him, he threatened to send the videos to her family and members of her church if she told anyone or if she refused to continue filming. She is scared that her family will disown her and is afraid of calling the police because she believes she will be deported.

* Provided by Sanar Institute, with names changed and the accounts modified and combined to protect the identity of the youth

- *Violent Threats against Victim or Someone Close to Them*²⁵
- *Debt Bondage* – Traffickers may offer victims housing or other basic needs in exchange for work. However, victims are led to believe that such arrangements mean that there is a debt to be owed before they can be paid. This “debt” accumulates in such a way that makes it impossible to work the hours needed to pay it off. Youth often become caught in a cycle of conducting this work in an attempt to help their family members.²⁶

Case Example*:

Christian, 15, comes into school with his hand wrapped up in bandages. Christian explains to his teacher that he was injured using a machine at work. Christian becomes very uncomfortable answering questions about his job. He tells his teacher that his entire family works for this business and he doesn't want to get anyone in trouble. He explains that their boss took care of the injury because he told Christian's parents that if Christian went to the emergency room, they would be deported. Christian tells his teacher that his family owes the boss for helping them get to the United States. He is afraid to answer any other questions and says they just need to keep working for their boss until their debt is paid off or else the boss says he won't give them back their documentation and will call ICE on them.

* Provided by Sanar Institute, with names changed and accounts modified and combined to protect the identity of the youth

²⁵ Ibid.

²⁶ Chicago Alliance Against Sexual Exploitation, *Know the Facts: Human Trafficking*.

3. **Fraud** – occurs when a trafficker deceives an individual through false promises of a certain rate of pay, form of work, or type of visa or legal status. The types of jobs traffickers may promise include modeling, dancing, agricultural work, or domestic work.²⁷ It is also common for the trafficker to also take on a false identity.

In cases of forced labor, where the most common method of recruitment tends to be deception or fraud, traffickers may lure victims through false promises of a lucrative job opportunity such as with commission-based sales or traveling sales crews. However, in reality the youth could be:

- forced into working long hours,
- exposed to poor or dangerous conditions, and
- paid very little if anything at all.

-International Labour Organization, *Infostories*
 -Children's Bureau, *Human Trafficking and Child Welfare*
 - Family and Youth Services Bureau, *Resource Guide*

4. **Force** – Recruitment through force may involve physical violence, kidnapping, beating, assaulting, forced drug use, and/or forced criminality. Although victims can be recruited through force, it is more commonly seen as a means of control once a victim has already been recruited through other previously listed methods.²⁸

While the media supports a widely accepted image of what a trafficker might look or act like, a trafficker can be:^{29,30,31}



²⁷ Family and Youth Services Bureau, *A Blueprint for Organizations*.

²⁸ Polaris, *The Typology of Modern Slavery*, (2017).

²⁹ Family and Youth Services Bureau, *A Blueprint for Organizations*.

³⁰ Polaris, *The Typology of Modern Slavery*, (2017).

³¹ National Center for Homeless Education at SERVE, *Sex Trafficking of Minors: What Schools Need to Know to Recognize and Respond to the Trafficking of Students*, (2014), <https://nche.ed.gov/wp-content/uploads/2018/10/trafficking.pdf>.

Behavioral Indicators of Possible Student Victims

While this is not a complete list of indicators, and while the indicators are not always necessarily indicative of trafficked youth and could be suggestive of other underlying issues, the following are some behaviors that might communicate that a young person is being exploited:^{32,33,34}

- Lying, inconsistent stories, or being secretive
- Fearful for their own safety or concern for the safety of loved ones
- Exhaustion
- Withdrawn or isolated
- Physical signs of abuse
- Noticeably older or controlling partners
- Suspensions, expulsions, or truancy
- Struggling with mental health
- Struggling with physical health or STIs
- Substance use and/or addiction
- Sudden possession of expensive things or multiple phones
- Sudden change in appearance or attention to personal hygiene
- Branding marks and/or tattoos (e.g., “Daddy” or barcode image)
- Missing from home or care and/or reluctance to return
- Low or declining self-esteem
- Actively seeking love, attention, or affection in ways or to a degree that appears inappropriate
- Hypersexualized behavior
- Engaging in [survival sex](#)
- Recruiting peers
- Self-advertising on websites or social media
- Working unusually long hours
- Not in control of their money or ability to quit a job
- Being paid very little or being unpaid
- Deferring personal or educational decisions to a boss
- Absence of work permit documents
- Living with a non-parental employer or the employer is listed as the student’s caregiver

It is important to note that while these indicators may be suggestive of other underlying issues with the student, they may also be “red flags” of human trafficking.

³² U.S. Department of Education, *Human Trafficking in America’s Schools*, (2021).

³³ NJ Office of the Attorney General, Division of Criminal Justice, NJ Human Trafficking Task Force, [Human Trafficking: Red Flags](#), (2016), https://www.nj.gov/oag/dcj/humantrafficking/downloads/NJHTTF_FS_Potential-Indicators.pdf

³⁴ Family and Youth Services Bureau, *A Blueprint for Organizations*.

If a youth is exhibiting one or several of these behaviors and exploitation is suspected, it is best to follow your school's [protocol on human trafficking](#) and in the absence of one, it is recommended to consult with your school principal.

Important Notes:

- Identification of victims can be challenging as they may develop a [mindset](#) of shame, fear, self-blame, and distrust of law enforcement or service providers; be subject to the power and control the trafficker has over them; and/or have an inability to recognize oneself as a victim. Therefore, it is paramount for school staff to be educated and aware of the psychological and physical aspects of a victim's mindset, as it can prove helpful in better identifying victims.³⁵
- If school staff believe that a student may be **involved in a grooming situation**, it is best to notify the school principal who can refer the concerns to the school social worker and school safety specialist or alternate staff member responsible for student safety such as the school counselor.

Prevention Strategies

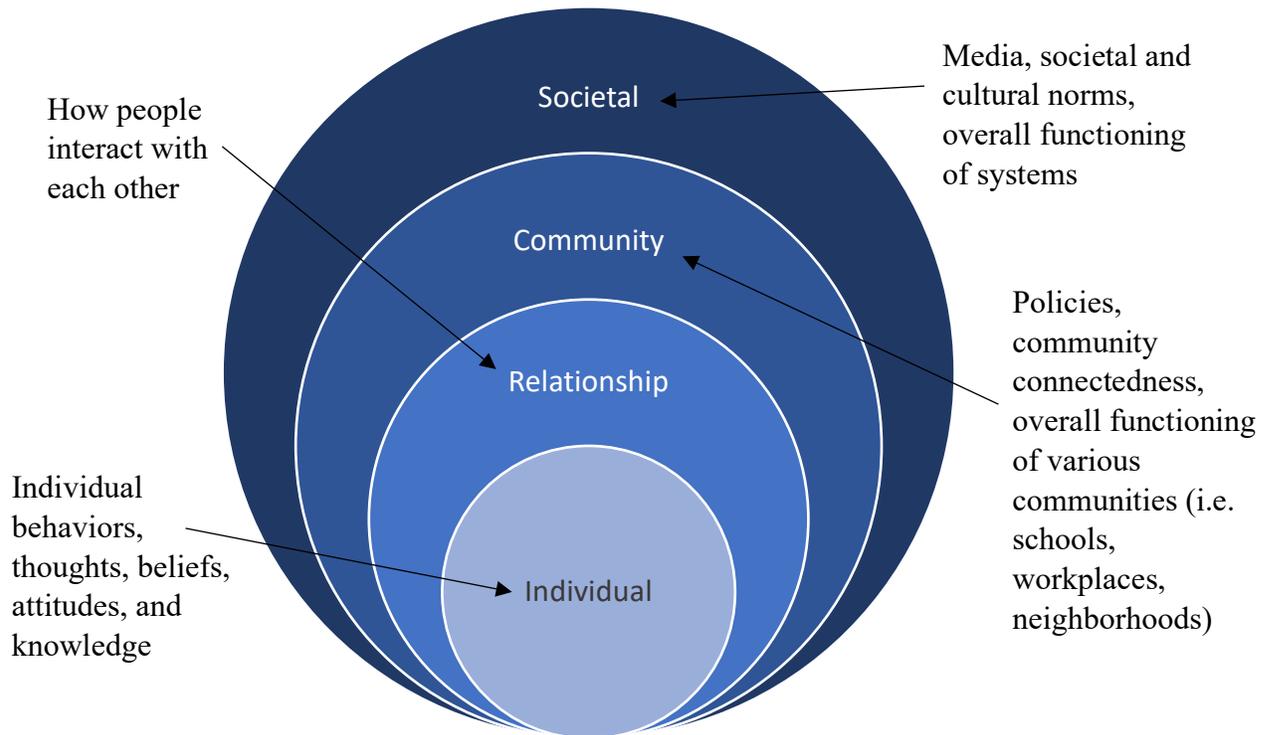
This section is organized into Parts I-III. [Part I](#) focuses on **prevention education and training**. [Part II](#) details information about increasing protective factors through instruction on social emotional learning (which includes a focus on **healthy relationships**) and digital citizenship and can be adapted for students across all K-12 grade levels. And [Part III](#), which focuses on **student empowerment**, will assist educators at the middle and high school levels as it contains specific content on prevention and awareness of youth trafficking.

To develop a comprehensive approach to the prevention of human trafficking, schools may want to look at how efforts could be incorporated within different [tiers of support](#).

Additionally, it may be helpful to become familiar with the Social-Ecological Model of prevention (see graphic below) which helps depict the range of factors that could put individuals at-risk for experiencing harm or buffering them from experiencing or engaging in it.

³⁵ U.S. Department of Health and Human Services, [Identifying Victims of Human Trafficking – Fact Sheet](https://www.acf.hhs.gov/orr-1), <https://www.acf.hhs.gov/orr-1>.

Socio-Ecological Model (SEM):³⁶



Part I - Youth Trafficking Prevention:

The provision of training and education to both staff and students is of the utmost importance in working towards increasing awareness and decreasing the likelihood of the human trafficking of our students. Below are recommendations and best practices on training and educating your school community.

³⁶ Centers for Disease Control and Prevention (CDC), *The Social-Ecological Model: A Framework for Prevention*, <https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>, Accessed on June 17, 2020.

Training/Education Curricula Should:	Training Providers/Trainers	Parent Component
<ul style="list-style-type: none"> • Be research-based, culturally competent, and survivor-informed • Address school collaboration with community stakeholders • Include pre and post evaluation procedures and data collection • For School Staff: <ul style="list-style-type: none"> • Provided to all K-12 personnel and staff • Include a response and reporting protocol for disclosures • Minimum of 2-4 hours • Frequency of training will depend on the individual needs of each district • For Students: <ul style="list-style-type: none"> • All students should receive universal instruction (tier 1) 2x per year, minimum 90-120 mins. • Should include how to seek help for self or a friend. • Students displaying increased risk factors or behavioral indicators should receive additional interventions (tiers 2 and 3) 	<ul style="list-style-type: none"> • Should have experience working with schools on human trafficking prevention • Trainers should be knowledgeable about: <ul style="list-style-type: none"> • Issue of human trafficking and how it occurs in the local community • Answers to common questions on the topic • Information on local resources • Principles of prevention and demand reduction • Programs should provide information on: <ul style="list-style-type: none"> • HT 101 • Behavioral indicators • Recruitment methods • Risk and protective factors • Reporting procedures • Prevention strategies • How trauma impacts the brain and affects behavior • Trauma bonding 	<ul style="list-style-type: none"> • Provide opportunities to learn about: <ul style="list-style-type: none"> • Signs • Risk factors • Recruitment tactics • Normalization of acting out behavior following trauma • How to access trauma-related supports • Send home fact sheets that reinforce students' learning • Utilize webinars or assemblies to increase awareness and provide cyber safety training

It is recommended that educators consider embedding aspects of human trafficking prevention curriculum across various core subjects such as Social Studies, English, Health and Physical Education, and Technology.

³⁷ See U.S. Department of Education, [U.S. Department of Education Use Case –Framework on Human Trafficking Instructional Programming in Schools](https://safesupportivelearning.ed.gov/sites/default/files/USDOE_UseCase_HT_2016.pdf), (2016),

https://safesupportivelearning.ed.gov/sites/default/files/USDOE_UseCase_HT_2016.pdf

³⁸ Ohio Attorney General, Human Trafficking Commission, [Human Trafficking Prevention Education – Guidance for Implementation of Youth Programs](https://udayton.edu/artsscience/ctr/hrc/abolition_ohio/_resources/2018/human-trafficking-prevention-education--final.pdf), (2016),

https://udayton.edu/artsscience/ctr/hrc/abolition_ohio/_resources/2018/human-trafficking-prevention-education--final.pdf.

Important Notes:

- **For Additional Considerations:**
 - School staff should receive training **prior** to youth education as delivering student programming often prompts disclosures.
 - Individuals delivering curriculum (whether it be school staff or an outside organization) should be fully versed in the reporting requirements and procedures of the school as well as have a solid understanding of trauma and its impact.
 - It is also recommended that limits of confidentiality be made known to participants **prior** to the content being presented so that if a student discloses, they do so knowing that certain parties may be notified.
- **On Student Programs:** Educational programming should be student-centered and utilize discussion, problem-solving, and meaningful activities. Students should not only learn about the problem, but how they can take action through student-driven empowerment projects.³⁹ (See [Part III](#) for additional information).
- **On Funding:** In accordance with the [New Jersey Department of Education’s School District Elementary and Secondary Education Act \(ESEA\) Guide](#), school districts are encouraged to explore how they can use their federal funds to address identified needs in a coordinated manner. Districts can consider how their efforts to prevent and intervene in youth trafficking could be supported with their available federal funds.
 - Example 1: If a school’s need assessment identifies the lack of teachers’ knowledge as one of the factors contributing to the increased vulnerability of a student becoming a victim of trafficking or exploitation, the school may be able to utilize Title II, Part A funds to pay for costs associated with professional development focused on preventing child trafficking. In its schoolwide plan, the school can propose to implement quarterly professional development and training to address the vulnerability. The plan should also reflect the components of the professional development and training and the district’s EWEG application should reflect expenditures related to facilitating the professional development.
 - Example 2: If a school’s need assessment identifies that students would benefit from instruction on human trafficking prevention or social and emotional learning, supplementary curricular materials could be purchased using Title IV, Part A funds to pay for the curricular materials. The school’s schoolwide plan should describe the curricular materials and their purpose in the school’s instructional plan and the district’s EWEG application should reflect expenditures related to purchasing and implementing the curriculum.
 - In both examples, the expenditures should support the identified need, remain consistent with the schoolwide plan, be used for purchasing curricular materials that are evidence-based, and should reflect a reasonable cost.

³⁹ U.S. Department of Education, *Framework on Human Trafficking Instructional Programming in Schools*.

Part II: Bolstering Protective Factors such as Social Emotional Skills and Digital Citizenship.

Human trafficking shares risk factors with other forms of violence including child abuse, sexual violence, intimate partner violence, and gang violence. Considering these factors in youth trafficking prevention implementation may further reduce the risk for trafficking to occur. The [CDC's Technical Package on the Prevention of Sexual Violence](#) highlights the important roles that fostering **student empowerment** (see [Part III](#)) and teaching skills such as **social and emotional learning** can play in violence prevention.

A. [Social-Emotional Learning \(SEL\)](#)

The skills gained through the development of SEL can provide a buffer against the risk factors for both perpetration of and victimization from sexual violence, including trafficking.⁴⁰ SEL is the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. SEL also advances the educational equity of all students and can help to address various forms of inequity, while empowering young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.⁴¹ The [five core competencies](#) for SEL are as follows:

- *Self-awareness* - the ability to recognize one's emotions and know one's strengths and limitations;
- *Self-management* - the ability to regulate and control one's emotions and behaviors, particularly in stressful situations;
- *Social awareness* - the ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others;
- *Responsible decision-making* - the ability to use multiple pieces of information to make ethical and responsible decisions; and
- *Relationship skills* - one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts.

Educators should consider implementing and embedding SEL in their school communities and curricula in order to maximize the effects of human trafficking prevention.

In addition to the SEL competencies encouraged by the NJDOE, it is important to note that there are legislative requirements to educate students in New Jersey on the following topics that would fall within the Relationship Skills competency:

- *N.J.S.A. 18A:35-4.23a: Teen Dating Violence (Grades 7-12)*

⁴⁰ CDC, [Prevention Strategies](#), (last reviewed January 2020), <https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>, Accessed June 17, 2020.

⁴¹ CASEL, [What is SEL?](#), <https://casel.org/what-is-sel/>, Accessed July 23, 2021.

- *N.J.S.A.* 18A:35-4.38: Consent for Physical Contact and Sexual Activity (Grades 6-12)
- *N.J.S.A.* 18A:35-4.5a: Sexual Abuse/Assault Awareness and Prevention (Grades pre-K-12)
- *N.J.S.A.* 18A:35-4.32 & 3: Sexting (middle school)

Please see the 2020 New Jersey Student Learning Standards – [Comprehensive Health and Physical Education](#) (2020 NJSL-CHPE) for additional information and to become familiar with the newly added performance expectations related to human trafficking.

B. Digital Citizenship - Integrating Human Trafficking Awareness

Current 2020 New Jersey Student Learning Standards - [Career Readiness, Life Literacies, and Key Skills](#) (2020 NJSL-CLKS) empower students to engage as responsible members of today's digitally global society. Through the Digital Citizenship and Information and Media Literacy disciplinary concepts within the standards, some of the topics students will be introduced to in age-appropriate means across grade-bands are as follows:

- Cyber safety and security
- Managing one's digital footprint
- Appropriate social interaction within digital communities
- Awareness of cyber ethics

Additionally, through the 2020 NJSL-CHPE, students should also be receiving prevention education on topics such as cyberbullying and sexting by learning how to communicate safely, respectfully, and empathically when using social media and digital devices.

With more children having access to devices at younger ages, it becomes of even greater importance to integrate human trafficking prevention into aspects of digital citizenship, such as online safety instruction. Within any lessons on cyber safety, educators should consider including instruction regarding the grooming process and the ways in which children can be targeted online through various social media applications or gaming platforms. Also beneficial is having knowledge of current platforms popularly used among youth (i.e., SnapChat, Discord, TikTok) while remaining mindful that relevant applications will change over time.

To help children understand the risks of engaging online with people seeking to develop trust for future exploitation, real examples of what has happened to children are found to be particularly useful. Without identifying victims, sharing their lived experiences can be real and relevant. Therefore, it is recommended that age-appropriate stories and unidentified real experiences be used as one means to describe human trafficking, sextortion, youth exploitation, and the use of child sexual abuse images ([CSAM](#)).

For example, predators and traffickers are known to use subtle methods to groom children for exploitation and future trafficking. Grooming can start out with “likes” on social media and move to buying children gaming dollars or offering support and encouragement. Traffickers understand the need children have to be liked and validated on social media and will try to fill that need by giving children the attention they seek online. Then, once they have gained a child’s trust, they will attempt to exploit them.

Part III - Guidelines for Student Empowerment: A Preventive Strategy to Combat Human Trafficking (for use with middle and high school students)

As previously shared in [Part II](#), teaching skills on empowerment is one approach to violence prevention. Empowerment is also a component of the victim-centered approach, of which school staff should remain mindful. Ultimately, giving students a voice and an opportunity to become change agents can allow for the beneficial effects of informed students becoming better reporters and supporters of peers with characteristics that traffickers are known to exploit, as well as student victims becoming more likely to seek assistance.⁴²

"While it felt like a lot of the knowledge we received in high school classes seem passive or reflective on our history, learning about human trafficking had a different impact because it was something happening at that very moment to young people like us. The tools were actionable, which made it impossible to not feel some sort of impetus to do something. Learning about such an important topic in a social justice framework empowered me. For the first time I, as a young person, felt capable of making real change."

-Ina J, NJ High School Student

As it is recommended that student programming include opportunities for student-led activities,⁴³ an additional approach to promote student empowerment is to give students

⁴² U.S. Department of Education, *Framework on Human Trafficking Instructional Programming in Schools*.

⁴³ Ibid.

the opportunity to meet regularly with their peers in the capacity of an awareness club under the leadership of a school staff member (e.g., coach, teacher, counselor, administrator). [Project Stay Gold](#) is a helpful reference with relevant information outlined in their chapter manual.

When advising a club of this nature, school staff may consider beginning this new initiative through conducting research. Students can examine the complex issue of human trafficking through:

- watching documentaries,
- reading the State Department and United Nations Reports on Trafficking of Persons,
- attending local meetings or community awareness events,
- consulting websites of effective organizations working in prevention, and/or
- speaking with a survivor, law enforcement officers, or representatives from organizations.

Subsequently, under the leadership of an advisor, students can determine how best to engage their school community in raising awareness about human trafficking considering some of the examples^{44,45} below:

1. Public Service Announcements (PSA):

Create and broadcast PSAs for the entire school to view and discuss during homeroom, lunch, in hallways: wherever TV screens are available.

This may include homeroom announcements. Students may want to select a week in January (Human Trafficking Awareness Month) and with administrative approval, communicate HT awareness for the entire school to hear. The students can communicate quotes, facts, and statistics, as well as promote messaging that inspires empathy and understanding and helps to combat the stigma that survivors may face. Additionally, if students are hosting or participating in an awareness event, they can invite the entire school to attend using this method.

2. Posters:

Students can use various websites or applications (i.e., Canva.com or Adobe Spark) to create posters to display around their school building to generate awareness throughout the entire month of January. The posters can include facts, stats, quotes, etc.

⁴⁴ New Jersey Coalition of Human Trafficking, [15 Ways to Engage Your School in Human Trafficking Awareness](https://www.safernj.org/uploads/resource/EDComm-15WaysToEngageYourSchool.pdf), <https://www.safernj.org/uploads/resource/EDComm-15WaysToEngageYourSchool.pdf>, accessed January 21, 2021.

⁴⁵ Ohio Attorney General, Human Trafficking Commission, *Human Trafficking Prevention Education*.

3. Host Events Related to Promoting Awareness of HT:

Video/Documentary Screening⁴⁶:

Purchase the rights to a documentary and host a screening in your school at night. The screening can be advertised to your school, local community, and neighboring school districts and even be hosted in your school media center or cafeteria. For further impact, students can invite a speaker to provide context and answer questions.

HT101 Awareness Event:

A Human Trafficking 101 event will provide your community with an introductory overview of the issue. Begin by reserving a space in your building to host an awareness event. Invite speakers, play videos, and prepare students to give speeches and communicate what they have learned about human trafficking. Additionally, the speakers can host a Q&A session. Invite non-profit organizations to participate.

"Upon learning that heinous injustices such as human trafficking... existed in our world, I felt not only incredibly outraged, but obligated to make a difference. By rallying with a passionate group of teachers and peers, I had access to resources and a collaborative energy that kept me wanting to do as much as possible to generate awareness and support for victims in need of aid/rescue."

-Mark D
NJ High School Student

Locker Slam:

Students can use their lockers as a billboard to communicate human trafficking awareness. By placing magnets on lockers, students are starting the conversation around the issue and prompting the school community to consider prevention solutions for their community. This could be a competition where students vote on the best locker display.

Organize a School Assembly:

Students and teachers can plan a school assembly by inviting state and/or local community organizations involved in this work to lead a presentation about Human Trafficking. A documentary can be shown at an assembly for the student body. (See video/documentary screening above).

Fundraiser:

Students can initiate conversations with local anti-trafficking organizations to see how they might best help and subsequently, explore coordinating a fundraising event where all proceeds are donated.

4. School Chalking:

Gather facts and statistics about Human Trafficking in New Jersey, nationwide, and abroad. Chalk the statistics onto the sidewalks of the school to raise awareness.

⁴⁶ For a list of appropriate videos or documentaries, schools may wish to work with a local coalition or organization. For example, the NJ Coalition Against Human Trafficking currently provides examples within their [community toolkit](#).

5. Extracurricular Activities:

Students can set up a table with information on Human Trafficking awareness at various extracurricular events held on campus such as a sporting event, school play, choral concert, or talent show. In addition, students can arrange to make a brief awareness presentation during halftime or intermission at those events.

6. Student-Led Lessons on Human Trafficking:

Students can research Human Trafficking and create lessons to teach their peers or students in lower grades. The lessons could take place within social studies, health, or global issues classes. The lessons should be interactive and engaging with video, discussion, victims' stories, and possible action taken by students.

7. Art Displays:

Art is a very powerful medium to communicate a message or platform for social issues. Students can create works of art to promote awareness and display around the school building.

8. Parent Involvement:

Students and their advisor(s) can work with their local parent association to have conversations on how to keep parents aware and informed within their communities. Parent associations can then turnkey these conversations starting with their Local, Regional, and County associations, and finally at the State level.

Please Note:

- Prior to the implementation of any of the aforementioned activities, it is recommended that the product or event be evaluated through a trauma-informed lens as well as for inclusivity and access for all.
 - Supervisory staff should also consider having mindful discussions with students around cultural competency in any selected images used for posters, art displays, or other visual mediums.
- When leading events or activities such as a film screening or having a speaker come to talk or answer questions, school staff should:
 - collaborate and/or consult with local human trafficking organizations and coalitions regarding suggested films or speakers for events,
 - be informed on the content of the film and the appropriateness of its use for the respective student population, and
 - ensure the appropriate emotional supports are in place and clearly communicated for those who may need them.

Reporting and Response Protocol

It is recommended that districts develop policies⁴⁷ and protocols regarding identifying a suspected student victim of trafficking and responding to a possible disclosure. Current policies related to the identification and reporting of child abuse and neglect may be referenced or expanded when developing human trafficking protocols.⁴⁸

Though an effective anti-trafficking protocol may vary across districts, schools should consider the following:

- Developing, adopting, enforcing, and implementing a policy to address trafficking of students;
- Finalized protocols should be trauma- and culturally-informed and should ensure all school personnel are properly trained on the policy, which should include training on risk factors, behavioral indicators, and the [victim-centered approach](#). The policy should be provided to all staff in contact with students (i.e., lunch personnel, custodians, bus drivers, etc.);
- Evaluating any campus security protocols to ensure that there is language requiring all visitors to be screened;
- Allowing for parents and guardians to have a role in their children’s safety and security, both at school and while traveling to and from school;
- Assessing the environmental structure within the respective school and community, taking every possible step to help make it safe. This may include collaboration with local law enforcement agencies to protect the routes that students use to travel to and from schools;
- Partnering with local law enforcement experts or community organizations to provide a parent and family awareness program on the dangers and warning signs of youth trafficking; and
- Immediate notification to administrators and/or authorities as well as the Department of Children and Families’ Division of Child Protection and Permanency ([DCP&P](#)), similar to the reporting of child abuse and neglect.

Additional Points of Consideration:

- It is important for staff to explain limits of confidentiality to students and that they are mandated reporters. When possible, this discussion should happen prior to any disclosures.

⁴⁷ For an example of a policy, please see New Jersey School Board Association’s sample policy within [Appendix D](#).

⁴⁸ U.S. Department of Education, Office of Safe and Healthy Students, [Human Trafficking in America’s Schools](#), Washington, D.C., 2015.

- It is **not** the role of the mandated reporter to investigate or collect proof. Investigations should be completed by child welfare staff and/or law enforcement.⁴⁹
- When developing said policies, districts should consider:
 - other existing requirements related to child abuse and neglect (*N.J.A.C. 6A:16-11*),
 - responses to other noted behaviors outside of, but possibly related to, the trafficking of students (i.e., substance use; weapon; or harassment, intimidation, and bullying offenses; etc.),
 - reporting requirements in the [Student Safety Data System](#),
 - provisions in the Memorandum of Agreement Between Education and Law Enforcement Officials (MOA),
 - protocols in the district’s [School Safety & Security Plan](#), and
 - next steps in the student’s care (i.e., referrals, follow-up check ins) and which staff members are appropriate to involve (e.g., caseworker, school counselor, student assistance coordinator, homeless liaison, or education stability liaison).
- Districts should also consider how parents and guardians will be notified, while remaining in compliance with section 3.17.5. Notification of Parents or Guardians within the [MOA](#), which states that “notification to the student’s parents or guardians must **not** be made by school officials when it is suspected that either parent or guardian is responsible for the suspected abuse.”
- With truancy being a behavioral indicator of sex trafficking, **school attendance** can be a protective factor for students. Schools should review their student code of conduct and policies regarding suspension, and where plausible, make adjustments to reduce out of school suspensions.⁵⁰
- Policies and protocols for responding to human trafficking should be posted and easily accessible for students, parents, and the public. They should also be available in multiple languages to ensure inclusivity.

Please see [Appendix B](#) for a two-page reference sheet for school staff.

⁴⁹ Georgia Statewide Human Trafficking Task Force, [Georgia’s Child Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide](#), <https://abuse.publichealth.gsu.edu/files/2019/02/GA-Child-Sexual-Abuse-and-Exploitation-Prevention-Guide-8.2.17.pdf>.

⁵⁰ Amara Legal Center, [Subtle Yet Distinct Connections Between School-To-Prison Pipeline And Sex Trafficking](#), (2015), <https://www.amaralegal.org/subtle-yet-distinct-connections-between-school-to-prison-pipeline-and-sex-trafficking/>, accessed on 8/7/2020.

Sample Human Trafficking Reporting Protocol for Schools or Districts

Suspected or Confirmed Student *Victim* of Human Trafficking

Step 1 →	Step 2 →	Step 3 →	Step 4 →	Step 5
<p>In a manner consistent with your district policy, submit a report to DCP&P and local law enforcement.</p>	<p>School safety specialist to be aware of possible school campus impacts (recruitment, harassment, and/or involvement of other students) and threats to school safety.</p>	<p>If appropriate and in consultation with the victim, contact and inform the parent/guardian of potential or confirmed victimization.</p>	<p>Offer the victim or suspected victim referrals as needed to appropriate counseling or social services.</p>	<p>Set up regular contact with the victim and periodically check on status (generally most appropriate for school counselor, social worker, or other trained student support staff).</p>

Adapted from *Human Trafficking in America's Schools*, by the U.S. Department of Education, 2015.

Procedures for Ensuring Confidentiality and Privacy

As seen from the previous section on reporting protocols, an effective school policy on this topic should require that school administrators and/or authorities be notified immediately. However, it should be a key priority to maintain the student's confidentiality to the extent possible under the law by only sharing the report with those required by your school policy and the law. Once a student victim is identified, it is imperative that all responding providers coordinate intervention and support for the victim as well as ensure minimal impact on other students.

Handling Disclosures⁵¹

Disclosures may happen as a one-time event or they may unfold gradually over time. The following steps offer suggestions to assist school staff in the event of a student disclosure⁵²:

1. Find a private place to talk with the student.
2. Reassure them by letting them know: you believe them, it is not their fault, and that you are glad they told you.
3. Listen openly and calmly while keeping your emotions and nonverbal cues as neutral as possible.
4. Write down any facts and use the same verbiage the student provided when reporting.

School staff should **never** confront a suspected trafficker, nor should they conduct their own investigation.

⁵¹ Georgia Statewide HT Task Force, *Child Sexual Abuse & Exploitation Prevention Resource Guide*.

⁵² Note: Though any school staff member may find themselves in a situation of student disclosure, trained staff such as the school counselor, social worker, or other appropriately designated staff member should be utilized when possible.

5. Follow your school/district reporting protocol, immediately reporting the disclosure to the appropriate school administrator, DCP&P, and law enforcement.
6. Respect the youth's need for confidentiality. **Be sure not to discuss the abuse with anyone aside from those required by the school policy and the law.**

Points to Consider:

- As previously noted, it is important for staff to explain limits of confidentiality to students and that they are mandated reporters. When possible, this discussion should happen prior to any disclosures.
- If there is a need for school staff to communicate with any outside providers (i.e., a school nurse contacting a student's medical home), you **must** obtain signed consent from the student's parent or guardian.
- If the students' parent or guardian is the perpetrator – or suspected perpetrator – similar to reported cases of child abuse and neglect, it is important that school personnel do **not** contact them regarding the disclosure.
- If a student does make a disclosure, it is **not** the role of the staff member to interview the student or try to get all of the details.
 - It is important to minimize the number of questions asked and avoid the use of leading questions.
 - As soon as you are able to, write down the actual words used in the disclosure, as it will assist those investigating the report.
 - When the student is finished sharing, **follow your school or district reporting protocol.**
 - Any notes taken during the disclosure should **not** be included as part of the student's educational record.
- Districts should also remain aware of any associated [FERPA](#) privacy requirements and requirements around student records as pursuant to *N.J.A.C. 6A:32-7*.

For further resources, please visit the [NJDOE Human Trafficking](#) website.

For additional information or if you have any questions regarding this guidance, please contact the Office of Student Support Services at SafeSupportiveSchools@doe.nj.gov.

Resource Section

Please note that while the majority of listed resources are free to utilize, there are a few that may have associated costs. Please see the note on [funding](#) on pg.18 for ideas on how to leverage federal monies to support the prevention of human trafficking.

Staff Professional Development Opportunities

- [Avanzar](#) provides community education on human trafficking. For more information contact their center at (609) 646-6767.
<https://avanzarnow.org/programs-services/human-trafficking/>
- The New Jersey Office of the Attorney General, Division of Criminal Justice, provides trainings on human trafficking. If interested, please email Humantrafficking@njdcj.org.
- [NJ Human Trafficking Liaison List by County](#) – For HT 101 Training
<https://www.njoag.gov/programs/human-trafficking/#liaisons>
- [ChildWIN – Trainings for Professionals](#)
<https://childwellnessinstituteofnj.org/training-menu/training-topics-for-professionals/>
- [National Criminal Justice Training Center](#) offers training webinars on various subjects such as child abuse and neglect and child sex trafficking
<https://ncjtc.fvtc.edu/>
- National Human Trafficking Resource Center – [Human Trafficking Awareness for Educators](#)
<https://humantraffickinghotline.org/resources/human-trafficking-awareness-educators>
- New Jersey Coalition Against Human Trafficking – [Attend an Event](#)
<https://www.safernj.org/news-events>
- [Sanar Institute](#) – offers Human Trafficking 101 trainings using a trauma-informed lens as well as trainings on the utilization of trauma-informed care while working with survivors of complex trauma including survivors of human trafficking.
<https://sanar-institute.org/thrive-initiative/>
- Sex Trafficking Intervention Research ([STIR](#)) offers an online Sex Trafficking 101 training module which includes specific information for school professionals.
<https://socialwork.asu.edu/stir/training>
- U.S. Department of Health and Human Services and Postgraduate Institute for Medicine jointly provide [SOAR Online training modules](#) which educates professionals on how to identify and respond appropriately to individuals who are at risk of or who have experienced trafficking.
<https://nhhtac.acf.hhs.gov/soar/soar-for-individuals/soar-online>

Staff Training Resources

Infographics and Brochures

- NJ Human Trafficking Task Force – [Awareness and education brochures, fact sheets, and posters](#)
<https://www.njoag.gov/programs/human-trafficking/#resources>
- US Dept. of Homeland Security - [Blue Campaign's Document Library](#), which includes information sheets, pamphlets, cards, posters, infographics, and toolkits.
<https://www.dhs.gov/blue-campaign/library>
- [New Jersey Human Trafficking Statutes](#)
<https://www.nj.gov/oag/dcj/humantrafficking/downloads/HT-Prevention-Protection-Treatment-Act.pdf>
- [Prevent Child Abuse New Jersey](#) – offers a brochure on understanding CSEC, available in English and Spanish, along with a Resource Guide and other infographic handouts.
<https://www.preventchildabuse.nj.org/what-we-do/programs/human-trafficking/#>
- [Shared Hope International](#) – Non-profit organization committed to ending sex trafficking through their prevention, restoration, and justice efforts. Their resource page offers printable community resources.
<https://sharedhope.org/resources/>
- [Teen Sex Trafficking and Sexual Exploitation Training Tool](#) for School Educators and Administrators - Arizona State University School of Social Work
<https://socialwork.asu.edu/sites/default/files/school%20educators%20and%20school%20admin%20brochure.pdf>
- [Human Trafficking Power and Control Wheel](#)
<https://humantraffickinghotline.org/resources/human-trafficking-power-and-control-wheel>

Publications

- U.S. Department of Education, Office of Safe and Supportive Schools. (2021). [Human trafficking in America's schools: What schools can do to prevent, respond, and help students to recover from human trafficking \(2nd ed.\)](#)
<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>
- [Readiness and Emergency Management for Schools \(REMS\) Technical Assistance \(TA\) Center](#)
https://rems.ed.gov/Docs/Resource_List_Integrating_Human_Trafficking_with_School_EOPs.pdf

Prevention

- [2021/2022 Prevention Resource Guide](#) – offers trusted information, strategies, and resources to help communities support and strengthen families and promote the well-being of children and youth
https://www.childwelfare.gov/pubPDFs/guide_2021.pdf

Social Emotional Learning/Character Development

- [Character Lab](https://characterlab.org/) - a nonprofit organization that connects researchers with educators to create greater knowledge about the conditions that lead to social, emotional, academic, and physical well-being for young people.
<https://characterlab.org/>
- [ChildWIN](https://childwin.org/resources/) – offers free resources supporting social-emotional health
<https://childwin.org/resources/>
- [Futures without Violence](http://www.futureswithoutviolence.org/children-youth-teens/) – Resources and initiatives that focus on prevention and promoting healthy parent-child relationships, friendships, and dating relationships
<http://www.futureswithoutviolence.org/children-youth-teens/>
- [NJDOE Social and Emotional Learning Webpage](https://www.nj.gov/education/safety/wellness/selearning/)
<https://www.nj.gov/education/safety/wellness/selearning/>
- [Pure Edge](https://pureedgeinc.org/) – provides strategies for educators and learners to support social, emotional, and academic development through mindful movement and rest.
<https://pureedgeinc.org/>
- Final Report of the New Jersey School Board Association’s [Task Force on Mental Health Services in Schools](https://www.njsba.org/wp-content/uploads/2019/09/NJSBA-Final-Mental-Health-Task-Force-Report-September-2019.pdf). This resource is helpful to supply prevention, intervention, and postvention resources and lends focus to building healthy relationships.
<https://www.njsba.org/wp-content/uploads/2019/09/NJSBA-Final-Mental-Health-Task-Force-Report-September-2019.pdf>
- [SCTP Resource Guide](https://www.nj.gov/education/students/safety/sandp/climate/SCTP%20Strategy%20Resource.pdf) – Supports schools in exploring the most common research-based strategies used to improve school climate as well as offering strategies related to the development of social and emotional skills of both staff and students.
<https://www.nj.gov/education/students/safety/sandp/climate/SCTP%20Strategy%20Resource.pdf>
- [US Dept. of HHS – Healthy Relationships in Adolescence](https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html)
<https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html>

Cultivating Trauma-Sensitive School Environments

- National Association of School Psychologists – [Trauma-Sensitive Schools](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/trauma-sensitive-schools)
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/trauma-sensitive-schools>
- [Tips for Working with Students Known to be Affected by Trauma](https://safesupportivelearning.ed.gov/sites/default/files/SP2L17%20Hndt_TipsWorkWithStudents.pdf)
https://safesupportivelearning.ed.gov/sites/default/files/SP2L17%20Hndt_TipsWorkWithStudents.pdf
- [Trauma-Informed Schools for Children in K-12: A System Framework](https://www.nctsn.org/sites/default/files/resources/fact-sheet/trauma_informed_schools_for_children_in_k-12_a_systems_framework.pdf) – The National Child Traumatic Stress Network
https://www.nctsn.org/sites/default/files/resources/fact-sheet/trauma_informed_schools_for_children_in_k-12_a_systems_framework.pdf

- [Trauma-Sensitive Schools Training Package](https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package) - National Center on Safe Supportive Learning Environments
<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Books

- *Renting Lacy: A Story of America's Prostituted Children* by Linda Smith
- *The Slave Across the Street* by Theresa Flores
- *Walking Prey: How America's Youth Are Vulnerable to Sex Slavery* by Holly Austin Smith

Curriculum/Age-Appropriate Student Resources

Human Trafficking and Exploitation Curriculum

- [Lights Curriculum by Unitas](https://www.unitas.ngo/images/LIGHTS_by_Unitas.pdf) - designed to educate middle and high school students with 10 specialized 45-minute sessions aimed at empowering young people with knowledge and skills to protect themselves from human trafficking and exploitation.
https://www.unitas.ngo/images/LIGHTS_by_Unitas.pdf
- [Love146 Prevention Curriculum](https://love146.org/notanumber/) – *Not a #Number* is an interactive, five-module prevention curriculum designed to teach youth how to protect themselves from human trafficking and exploitation through information, critical thinking, and skill development. School Staff can apply to become licensed in delivering this student curriculum.
<https://love146.org/notanumber/>
- [Nest Educators](http://nesteducators.org/) – equips teachers with age-appropriate curriculum and resources
<http://nesteducators.org/>
- [Prevention Trainings for Youth](https://childwellnessinstituteofnj.org/training-menu/youth-community-programs/) - ChildWIN
<https://childwellnessinstituteofnj.org/training-menu/youth-community-programs/>
- [Project Starfish](http://projectstarfish.education/) – Sex Trafficking Awareness for Individual Strength and Hope
<http://projectstarfish.education/>

Other Related Curriculum/Toolkits

- Common Sense Education – [Teaching Digital Citizenship](https://www.commonsense.org/education/digital-citizenship)
<https://www.commonsense.org/education/digital-citizenship>
- [Healthy Relationship High School Educators Toolkit](http://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf)
<http://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>
- National Runaway Safeline – [Let's Talk: Runaway Prevention Curriculum](https://www.1800runaway.org/runaway-prevention-curriculum-sign-up/) (Grades 5-12)
<https://www.1800runaway.org/runaway-prevention-curriculum-sign-up/>
- [New Jersey Child Assault Prevention \(NJCAP\)](https://njcap.org/) - Provides programming and workshops on child assault prevention, bullying prevention, and violence prevention
<https://njcap.org/>

- NCMEC (National Center for Missing & Exploited Children) has [NetSmartz](https://www.missingkids.org/netsmartz/home) - an online safety education program. It provides age-appropriate videos and activities to help teach children be safer online with the goal of helping children to become more aware of potential online risks and empowering them to help prevent victimization by making safer choices on- and offline.
<https://www.missingkids.org/netsmartz/home>
- [Overcoming Obstacles](https://www.overcomingobstacles.org/) – a free, research-based life skills curriculum that provides educators with the tools to teach elementary, middle, and high school students the social and emotional skills necessary for success.
<https://www.overcomingobstacles.org/>
- [Take a Stand for Healthy Relationships Curriculum](https://www.teens4healthyrelationships.com/) (Grades 6-8)
<https://www.teens4healthyrelationships.com/>
- [Teaching Tools – KidSmartz](https://www.kidsmartz.org/TeachingTools)
<https://www.kidsmartz.org/TeachingTools>
- [Tip Sheets for Teens on Navigating Digital Safety](https://www.missingkids.org/netsmartz/resources#tipsheets)
<https://www.missingkids.org/netsmartz/resources#tipsheets>

Additional Opportunities for Student Education/Engagement

- [EPCAT USA – Youth Education](https://www.ecpatusa.org/youtheducation) aims to empower youth to become advocates in their communities
<https://www.ecpatusa.org/youtheducation>
- [U.S. Department of Homeland Security – Project iGuardian](https://www.ice.gov/topics/iGuardians) aims to keep youth safe from online predators through education and awareness
<https://www.ice.gov/topics/iGuardians>
- Ohio Human Trafficking Commission - [Human Trafficking Prevention Education Guidance for Implementation of Youth Programs](https://udayton.edu/artssciences/ctr/hrc/abolition_ohio/_resources/2018/human-trafficking-prevention-education--final.pdf) – pg.14 – Details cross-curricular ideas on teaching human trafficking within various subject matters.
https://udayton.edu/artssciences/ctr/hrc/abolition_ohio/_resources/2018/human-trafficking-prevention-education--final.pdf
- **Book:** *Slavery in the Land of the Free: A Student's Guide to Modern Day Slavery* by Theresa Flores & PeggySue Wells

Human Trafficking Assistance Information

*Schools will typically call DCP&P for suspected cases of youth trafficking. However, the resources below may be helpful for related questions or to share with students and caregivers.

- [Child Abuse Hotline \(State Central Registry\)](https://www.nj.gov/dcf/reporting/hotline/) – For reporting trafficking of a student
1-877 NJ ABUSE (1-877-652-2873) | TTY 1-800-835-5510
<https://www.nj.gov/dcf/reporting/hotline/>
- [National Human Trafficking Hotline](https://humantraffickinghotline.org/report-trafficking_1-888-373-7888) – 24/7 Confidential
https://humantraffickinghotline.org/report-trafficking_1-888-373-7888 (TTY: 711)
Operated by [Polaris Project](https://polarisproject.org/) - a non-profit organization committed to confronting and ending sex and labor trafficking within North America
<https://polarisproject.org/human-trafficking/>

- [NJ Human Trafficking Hotline](https://www.njoag.gov/programs/human-trafficking/#hotline) – A 24/7 hotline operated by New Jersey’s law enforcement – also provides victim service information
https://www.njoag.gov/programs/human-trafficking/#hotline| 855-END-NJ-HT
- [AVANZAR](http://www.avanzarnow.org/human-trafficking) – Statewide human trafficking assistance program DREAM FREE. Provides 24/7 crisis response statewide, 24-hour hotline, intensive care management, advocacy and system linkage.
1-800-286-4184 (24/7 hotline) | www.avanzarnow.org/human-trafficking
- [Covenant House Call Center](https://covenanthousenj.org/how-we-help/issues/human-trafficking/) – Statewide Human Trafficking Victim Services. Serves all ages in NJ, regardless of housing/immigration status or type of trafficking.
862-240-2453 | https://covenanthousenj.org/how-we-help/issues/human-trafficking/
- [Center for Family Services - SERV Human Trafficking Program](http://www.centerffs.org/serv/human-trafficking-services) - 24-hour hotline, crisis intervention, and referral services for both foreign and domestic victims. Serving Camden, Cumberland and Gloucester counties.
www.centerffs.org/serv/human-trafficking-services | 1-800-225-0196
- [NCMEC Cyber Tipline](https://www.missingkids.org/gethelpnow/cybertipline) – for reporting instances of online child sexual exploitation
https://www.missingkids.org/gethelpnow/cybertipline

NJ-Specific Resources

- [New Jersey Coalition Against Human Trafficking](https://www.safernj.org/)
https://www.safernj.org/
- [New Jersey Coalition Against Sexual Assault](https://njcasa.org/find-help/)
https://njcasa.org/find-help/
- [2-1-1 New Jersey](http://www.nj211.org) – To find resources in your community
www.nj211.org | 2-1-1
- [2nd Floor Youth Helpline](http://2ndFloor.org)
2ndFloor.org | 1-888-222-2228

Resources for LGBTQ, Homeless, and/or Foster Youth

- [Accompany Now!](https://rchip-ahc.org/accompany-now/) provides home studies and post-release services, such as assistance with school enrollment or medical and dental services, to unaccompanied minors in central New Jersey
https://rchip-ahc.org/accompany-now/
- [Covenant House](https://www.covenanthouse.org/) – providing services to homeless and trafficked youth
https://www.covenanthouse.org/
- [HiTops](https://www.hitops.org/) – fosters strong and healthy young people of all identities by providing inclusive and youth-informed sex education and LGBTQ+ support for young people throughout New Jersey
https://www.hitops.org/
- [NJ Youth Resource Spot](https://www.nj.gov/njyrs/) - resources, opportunities, news and events (both state-wide and county-specific) for young people in New Jersey that have had any involvement with the NJ Department of Children and Families.
https://www.nj.gov/njyrs/

- [The Pride Center of New Jersey](https://www.pridecenter.org/) – provides a safe and welcoming space for all individuals who identify as LGBTQ to find support, educational tools, health and education resources, and social opportunities within a community of acceptance.
https://www.pridecenter.org/
- [Q Spot LGBT Community Center](http://qspot.org/programs/homeless-out-of-home-and-at-risk-lgbt-youth/) - fosters the health, well-being and pride of NJ's LGBT community by providing resources, referrals, education, and outreach.
http://qspot.org/programs/homeless-out-of-home-and-at-risk-lgbt-youth/

Survivor Resources

- [AVANZAR](http://www.avanzarnow.org/human-trafficking) – Statewide human trafficking assistance program DREAM FREE. Provides 24/7 crisis response statewide, 24-hour hotline, intensive care management, advocacy and system linkage.
1-800-286-4184 (24/7 hotline) | www.avanzarnow.org/human-trafficking
- [Beauty for Freedom](https://beautyforfreedom.org/our-projects/) – serving survivors of trafficking and at-risk youth who have experienced trauma through creative arts and empowerment initiatives.
https://beautyforfreedom.org/our-projects/
- [Children of the Night](https://www.childrenofthenight.org/) - Provides intervention in the lives of children who are sexually exploited and vulnerable to or involved in prostitution and pornography.
https://www.childrenofthenight.org/
- NCMEC - [Resources for Survivors of Sexual Abuse Material](https://www.missingkids.org/gethelpnow/csam-resources)
https://www.missingkids.org/gethelpnow/csam-resources
- [Services Empowering Rights of Victims \(SERV\)](https://www.centerffs.org/serv/lgbtq-services) offers support to survivors of domestic and sexual violence and human trafficking in lesbian, gay, bisexual, transgender, queer, and other sexual and gender minority (LGBTQ+) communities.
https://www.centerffs.org/serv/lgbtq-services
- [Sanar Institute](https://sanar-institute.org/) - Provides transformational trauma healing services to survivors of human trafficking and interpersonal violence. This includes specialized mental health services for HT survivors.
https://sanar-institute.org/

Resources for Parent and Family Engagement and Education

- CDC – [Monitoring Your Teen's Activities: What Parents and Families Should Know](https://www.cdc.gov/healthyyouth/protective/pdf/parental_monitoring_factsheet.pdf)
https://www.cdc.gov/healthyyouth/protective/pdf/parental_monitoring_factsheet.pdf
- [Common Sense Media](https://www.common sense media.org/) – Parent tab provides ratings on various types of media as well as a “Parents Need to Know” section
https://www.common sense media.org/
- EPCAT-USA – [A Parent Guide to Online Sexual Exploitation and Human Trafficking During COVID-19](https://static1.squarespace.com/static/594970e91b631b3571be12e2/t/5eb1582220f28c1741f2d6e1/1588680739195/Parent+Guide+to+Internet+Safety.pdf)
https://static1.squarespace.com/static/594970e91b631b3571be12e2/t/5eb1582220f28c1741f2d6e1/1588680739195/Parent+Guide+to+Internet+Safety.pdf
- [NJDCF – Internet Safety Publications](https://www.nj.gov/dcf/news/publications/internet_safety.html)
https://www.nj.gov/dcf/news/publications/internet_safety.html

- American Academy of Pediatrics – [What Parents Should Know about Child Sexual Abuse](https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Sexual-Abuse.aspx)
https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Sexual-Abuse.aspx
- [PTA Connected](https://www.pta.org/home/programs/connected) – helping children act safely, responsibly and thoughtfully online.
https://www.pta.org/home/programs/connected
- [Training Tool for Parents of Teens](https://socialwork.asu.edu/sites/default/files/Parents-Sex-Trafficking-Brochure.pdf) (Arizona State University – School of Social Work)
https://socialwork.asu.edu/sites/default/files/Parents-Sex-Trafficking-Brochure.pdf

Infographics

- NCMEC - [Child Sex Trafficking in America: A Guide for Parents and Guardians](https://www.missingkids.org/content/dam/missingkids/pdfs/CSTinAmerica_ParentsGuardians.pdf)
https://www.missingkids.org/content/dam/missingkids/pdfs/CSTinAmerica_ParentsGuardians.pdf
- [New Jersey Office of the Attorney General - Online Safety Graphic](https://www.nj.gov/oag/newsreleases20/2002-0826_PC-ICAC-Press-Conf_tips.pdf) warns parents and offers tips to keep children safe as many return to virtual learning
https://www.nj.gov/oag/newsreleases20/2002-0826_PC-ICAC-Press-Conf_tips.pdf

Disclaimer: The resources provided on this webpage are for informational purposes only. All resources must meet the New Jersey Department of Education’s (NJDOE) accessibility guidelines. Currently, the Department aims to conform to Level AA of the Web Content Accessibility Guidelines ([WCAG 2.1](#)). However, the Department does not guarantee that linked external sites conform to Level AA of the WCAG 2.1. Neither the Department of Education nor its officers, employees, agents, or consultative state agency partners, specifically endorse, recommend or favor these resources or the organizations that created them. Please note that neither the Department of Education, nor its consultative state agency partners, have reviewed or approved the materials related to the programs.

Appendix A: Glossary of Terms^{1,2,3,4,5,6,7,8,9}

Boy-friending: A method of recruitment into the life of commercial sexual exploitation by posing as a ‘boyfriend’ instead of a trafficker.

Branding: Tattoo or carving that indicates ownership by a trafficker.

Child Sexual Abuse Material (CSAM): The preferred term to describe any visual depictions of sexually explicit conduct involving a minor, also known as child pornography.

Circuit: Series of cities where victims are moved. Or a chain of states by which victims are moved through a series of locations.

Coercion: Threats or perceived threats of serious harm to or physical constraints against any person. Intended to cause a person to believe that failure to perform will result in serious harm to or physical restraint against any person.

Commercial Sex Act: Any sex act on account of which anything of value (money, drugs, shelter, food, clothes, transportation, etc.) is given to or received by any person.

CSEC: Commercial Sexual Exploitation of Children

Daddy: Term a trafficker will often require his victim to call him.

Familial Trafficking: Trafficking occurring by the victim’s own family, generally for basic needs or drugs.

Force: Physical restraint or causing serious harm such as kidnapping, battering, kicking, pushing, denial of food or water, denial of medical care, forced use of drugs or denial of drugs once a victim is addicted, forced to lie, being held in locked rooms or bound.

Fraud: Using false promises of wealth and grandeur to entice a victim into the control of a trafficker. Common fraud examples include promises of a modeling career, better job opportunities, or photo shoots.

Grooming Period: The time in which a trafficker invests in a potential victim to gain their trust and loyalty. They will build a false relationship using gifts, affection, and feeding on their dreams/vulnerabilities until they have formed an attachment with the victim that they can then manipulate for their purposes.

Human Smuggling: Facilitation, transportation, attempted transportation, or illegal entry of a person or persons across an international border, in violation of one or more laws.

John (buyer or trick): Individual who pays for or trades something of value for sexual acts.

Labor trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.¹⁰

Minor: Anyone 18 years of age or younger.

Pimp/Sex-Trafficker: Person who controls and financially benefits from the commercial sexual exploitation of another person. Relationship can be abusive and possessive with use of manipulation, intimidation, starvation, rape or gang rape, beating, confinement, threats of violence towards family, forced drug use, shame. Traffickers can be individuals, couples, groups, teenagers, family members, or gangs. They are found in every demographic.

Protective factors: characteristics of individuals, families, communities, or the larger society that decrease risk or eliminate risk and promote healthy development and well-being.

Risk factor: a characteristic, condition or behavior that makes someone more susceptible to victimization.

Sex Industry/Sex Trade: All the businesses that provide sex related services or products.

Sex Tourism: Traveling for the purpose of purchasing sex.

Sex Trafficking: The recruitment, harboring, transportation, provision, or obtaining a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion or in which the person induced to perform such an act has not attained 18 years of age.¹¹

Sextortion: When a trafficker befriends someone in order to gain their trust and get them to give sexual photos/videos of themselves, which they eventually use to manipulate their victims into the sex trade.

Strip/Block/Blade/Track: Where sex-trafficking activity takes place.

Sugaring: A term that refers to “sugar mommy/daddy” or “sugar baby” relationships where a wealthy adult offers a much younger person monetary or material compensation in exchange for anything from companionship to sexual acts. Though this can start out as platonic, often times sex acts are ultimately expected in return.

Survival Sex: Involves the trading of sexual acts to meet the basic needs of survival (i.e., food, shelter, etc.).

The Game/The Life/The Trade: Subculture of trafficking complete with rules, hierarchy of authority, and language. Referring to the act of trafficking/exploiting as ‘the game’ gives the illusion that it can be a fun an easy way to make money. Victims typically state they have been ‘in the life’ if they have been involved in trafficking.

Traffickers: People who exploit others for profit. They can be any demographic, individuals and groups, street gangs and organized crime, businesses or contractors.

Trauma bond: the emotional connection victims may develop with their traffickers, causing them to support or protect the trafficker; also known as Stockholm syndrome.

Victim-Centered Approach: focusing on the needs and concerns of a victim to ensure the compassionate and sensitive delivery of services in a nonjudgmental manner. This approach

seeks to minimize retraumatization, empower survivors as engaged participants in the process, and ensure that the victim's wishes, safety, and well-being remain the main priority.

¹ American Military University, In Public Safety, [Know the Language of Human Trafficking](https://ncjtc-static.fvtc.edu/Resources/RS00002773.pdf), (2014), <https://ncjtc-static.fvtc.edu/Resources/RS00002773.pdf>.

² National Center for Missing or Exploited Children (NCMEC), [Child Sexual Abuse Material \(CSAM\)](https://www.missingkids.org/theissues/csam), <https://www.missingkids.org/theissues/csam>, Accessed on June 17, 2020.

³ EPCAT International, [SECO Manifestations Factsheet](https://ecpat.org/search-our-library/), <https://ecpat.org/search-our-library/>.

⁴ Shared Hope International, [The Problem](https://sharedhope.org/the-problem/), <https://sharedhope.org/the-problem/>, Accessed June 17, 2020.

⁵ U.S. Department of Health and Human Services, Administration of Children and Families, Administration on Children, Youth and Families, Children's Bureau, [2019 Prevention Resource Guide](https://www.childwelfare.gov/pubPDFs/guide_2019.pdf), https://www.childwelfare.gov/pubPDFs/guide_2019.pdf.

⁶ Covenant House, [Homelessness, Survival Sex and Human Trafficking: As Experienced by the Youth of Covenant House New York](https://humantraffickinghotline.org/sites/default/files/Homelessness%2C%20Survival%20Sex%2C%20and%20Human%20Trafficking%20-%20Covenant%20House%20NY.pdf), (2013), <https://humantraffickinghotline.org/sites/default/files/Homelessness%2C%20Survival%20Sex%2C%20and%20Human%20Trafficking%20-%20Covenant%20House%20NY.pdf>.

⁷ U.S. Department of Justice's Office for Victims of Crime (OVC) and Bureau of Justice Assistance (BJA), [Human Trafficking Task Force e-Guide](https://www.ovcttac.gov/taskforceguide/eguide/1-understanding-human-trafficking/13-victim-centered-approach/), <https://www.ovcttac.gov/taskforceguide/eguide/1-understanding-human-trafficking/13-victim-centered-approach/>, Accessed June 17, 2020.

⁸ Child Welfare Information Gateway, [Human Trafficking and Child Welfare](https://www.childwelfare.gov/pubPDFs/guide_2019.pdf), (2017).

⁹ Arenson, Tamar, [The Bitter Truth About Sugar Dating](https://endsexualexploitation.org/articles/the-dangers-of-sugar-dating-and-sugaring-explained/), National Center on Sexual Exploitation (NCOSE), <https://endsexualexploitation.org/articles/the-dangers-of-sugar-dating-and-sugaring-explained/>, Accessed September 14, 2020.

¹⁰ As defined in the federal legislation titled the Trafficking Victims Protection Act of 2000 (TVPA), as amended in 22 U.S.C. § 7102.

¹¹ Ibid.

Human Trafficking Reference Sheet for School Staff

What is the definition of Human Trafficking under N.J.S.A. 2C:13-8?

Human Trafficking includes both sex trafficking and labor trafficking for adults and minors.

Sex trafficking of a minor is the holding, recruiting, luring, enticing, harboring, transporting, providing or obtaining, by any means, a child under the age of 18 to engage in commercial sexual activity (a sex act for which anything of value is given to or received by any persons).

Sex and labor trafficking of anyone is the holding, recruiting, luring, enticing, harboring, transporting, providing or obtaining, by any means, anyone to engage in sexual activity or provide labor or services by force, fraud or coercion.

What if you suspect a student is a victim of Human Trafficking ?

As mandatory reporters you are required to make immediate notification to both **the Division of Child Protection & Permanency (DCP&P)** and local law enforcement in a manner consistent with your local district protocol.

What are some red flag indications to look for?

- Does not attend school regularly, may have unexplained absences or be identified as truant
- Runs away from home regularly
- Talks about frequent travel to other cities
- Has bruises or other physical, mental or sexual signs of abuse
- Shows signs of fear, anxiety, depression or emotional distress
- Experiences malnutrition or hunger, poor hygiene, back problems or urinary difficulties
- Shows signs of drug addiction
- Demonstrates a sudden change in behavior or clothing
- Makes references to sexual situations that are unusual for a child of that age
- Has a “boyfriend” or “girlfriend” who is noticeably older
- Poor dental health
- Physically exhausted in class, particularly after weekends
- Works long hours; responsible for childcare or cleaning
- Mention of needing to pay off a debt
- Has unreasonable chores or duties; heightened sense of duty or obligation to family
- Loss of age-appropriate control of their own identification documents.

New Jersey Department of Education

Human Trafficking Sample Reference Sheet for School Staff

Things to remember:

Human trafficking happens in all ethnic/racial groups; all economic groups; all religions; to lesbian, gay, bisexual, transgender (LGBT) and heterosexual persons; to those at all levels of education or profession. Human trafficking knows no boundaries. The youth often do not see themselves as being trafficked, victimized or in abusive situations. Some may not want to be rescued from their situation and may see their trafficker/abuser as the only person who cares for/loves them or provides for them. Telling them they are abused or that the trafficker is endangering them—instead of them telling you—may put the youth on the defensive or increase their loyalty to the trafficker/abuser. When responding to possible disclosures, school staff should:

- Explain limits of confidentiality (school staff are mandated reporters).
- Trust your intuition.
- Make sure the student's partner/guardian/friend is not within earshot or view. You can explain, "This part of the session is for the student only; I'll come and get you in a few minutes."
- Use the student's language to refer to their identified trafficker (e.g., say "boyfriend/girlfriend/boss/ etc." if that is the language they use).
- Never confront a suspected trafficker nor should you conduct your own investigation.
- Even if it may appear that the student is self-promoting (advertising/engaging on their own), it does not necessarily mean that they are doing so voluntarily; and further, when the student is under 18, there does not need to be a controlling trafficker for it to be considered sex trafficking.

Sources:

- U.S. Department of Education, Office of Safe and Supportive Schools, (2021). *Human Trafficking in America's Schools (2nd ed)*.
- NJ Office of the Attorney General, Division of Criminal Justice, NJ Human Trafficking Task Force, *Human Trafficking 101 for School Administrators and Staff*, (2016).

Appendix C: Multi-Tiered System of Supports (MTSS)¹

MTSS² is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate databased instructional decision-making.³ MTSS frameworks align academic, behavioral, social, and emotional supports to improve education for all students. Additionally, MTSS frameworks help schools meet state requirements for intervention and referral services. New Jersey's current model of MTSS, the New Jersey Tiered System of Supports (NJTSS) is represented in the diagram below. MTSS frameworks include three tiers of instruction and intervention. It is important to remember these tiers refer to levels of support students receive, not to students themselves (i.e., students receive Tier 2 supports; they are not Tier 2 students). As many schools are already implementing some version of a tiered system of support or positive behavioral interventional supports, this can be visited with a [prevention lens for human trafficking](#) to see how it may be able to be adjusted to support these efforts.

Tier 1: Universal Supports (All)

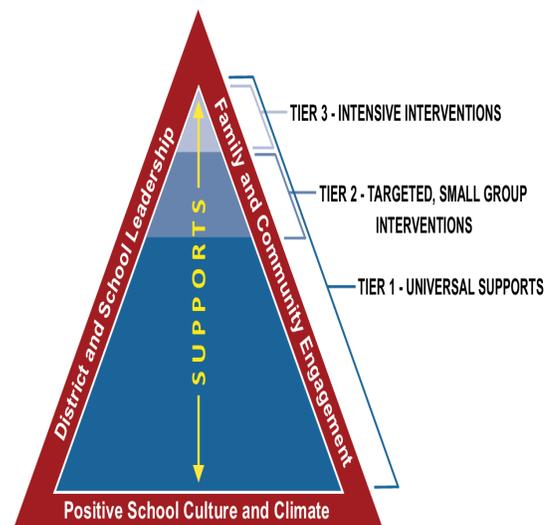
Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports (which may include prevention education) to all students. For most students, the core program gives them what they need to be successful and promotes positive skill development.

Tier 2: Targeted Interventions (Some)

Tier 2 involves targeted, small group interventions which are provided in addition to Tier 1 core instruction. Schools often provide Tier 2 supports to groups of students with similar targeted skill needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit from the core programs at the school.

Tier 3: Intensive, Individualized Interventions (Few)

Tier 3 supports are the most intensive, individualized interventions the school offers. These are also provided in addition to Tier 1 core instruction.



¹ Adapted from The Center on Positive Behavioral Interventions and Supports, [Tiered Framework](#), <https://www.pbis.org/pbis/tiered-framework>, Accessed June 17, 2020.

² New Jersey has developed its own framework of tiered supports and interventions ([NJ Tiered System of Supports](#)) based on the core components of MTSS. For more information please visit: <https://www.nj.gov/education/njtss/>

³ P.L. 114-95—Dec. 10, 2015, [Every Student Succeeds Act](#), <https://www.congress.gov/114/plaws/pub195/PLAW-114pub195.pdf>

Appendix D: New Jersey School Boards Association (NJSBA) Sample Policy

The board of education shall foster with its community of parents a sense of wellbeing and confidence that each child is valued and will be protected from any form of threat or danger to their safety and wellbeing. Ensuring the safety and wellbeing of the students and staff requires cooperation between the district schools and community agencies. The chief school administrator shall establish positive working relationships with community agencies, including but not limited to, police authorities, fire departments, Division of Child Protection and Permanency, emergency room and/or squad, other school districts, and all other agencies providing services to district students.

Chief school administrator

- General policy and procedure oversight within the district
- Development and implementation of the Memorandum of Agreement for the school district
- Designation of the liaison(s)
- Contacting and being the liaison with law enforcement, local fire departments, DCP&P, EMS and other school districts
- Maintain contact information for police, EMS, fire department, DCP&P

Building principal

- General procedure oversight within the school
- Development and implementation of the Memorandum of Agreement for the school
- Contacting and being the liaison with law enforcement, local fire departments, DCP&P, EMS and other school districts
- Maintain contact information for police, EMS, fire department, DCP&P
- Contact parents/guardians or emergency contact as appropriate

School Nurse

- Respond to any illness and injury
- Determine if EMS shall be called and designate a staff member to make the call
- Maintain emergency contact information of staff and students
- Maintain contact information for police, EMS, fire department, DCP&P

Appendix E: Data Table for Figure 1. Age at Time Sex or Labor Trafficking Began

Table 1 - Shows how many survivors were first trafficked for sex or labor in each listed age bracket.

	0-8	9-11	12-14	15-17	18-20	21-23	24-26	27-29	30-32	33-35	36-38	39-47	48+
Sex	82	46	152	253	84	54	37	25	17	14	10	17	5
Labor	2	9	14	21	16	7	4	5	3	4	2	6	6