

**BOARD OF EDUCATION  
GUIDELINES FOR TRAINING ON THE PREVENTION OF TRAFFICKING OF  
CHILDREN**

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Guidelines Developed in Response to  
House Bill No. 2282

Approved by the Board of Education  
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## Introduction

In 2017, the Virginia General Assembly through House Bill 2282 adopted as an enactment clause the trainings of school board employees on the prevention of trafficking of children:

*The Board of Education shall develop guidelines for training for school counselors, school nurses, and other relevant school staff on the prevention of trafficking of children.*

As a response to this bill, the **Board of Education (BOE) Guidelines for Training on the Prevention of Trafficking of Children** were developed and approved by the Virginia Board of Education on (date to be added).

These guidelines offer recommendations and resources to assist school divisions in providing professional development to school counselors, school nurses, and other relevant school personnel on the prevention of trafficking of children.

***"Trafficking is the "face of modern-day slavery"  
-United States Department of State<sup>1</sup>***

Human Trafficking is the trade of human beings through force, fraud, or coercion for the purpose of exploitation for labor, sexual purposes, or organs. According to U.S. law, any minor (anyone under the age of 18) who is induced to perform a commercial sex act is a victim of human trafficking, regardless of whether there is proof of force, fraud, or coercion.

Human trafficking is the fastest growing crime in the world and is rampant throughout the United States, with cases reported in every state. In 2017, the International Labor Organization and the Walk Free Foundation released a report that estimated 40.3 million people were being trafficked at any one time in 2016, throughout the world. In 2016, Polaris reported that 74 percent of trafficking victims in the United States are trafficked between childhood and age 23. Reported trafficked persons in the U.S. include males and females, adults and children, foreign nationals and U.S. citizens. The range of backgrounds in the United States is vast, as youth from low to high socio-economic regions are involved in human trafficking.

***"Training on risk factors for vulnerable children, the signs and indicators of exploitation and trafficking, and the victim-centered approach should be provided to all staff working with students."  
-United States Department of Education<sup>2</sup>***

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<sup>1</sup> 2017 TIP Report: <https://www.state.gov/documents/organization/271340.pdf>

<sup>2</sup> Human Trafficking in America's Schools: <https://safesupportivelearning.ed.gov/sites/default/files/HumanTraffickinginAmericasSchools.pdf>

Human trafficking in the United States is often under-recognized and under-reported because there is a lack of education about human trafficking facts, figures, and methods to identify, prevent, intercept, and intervene both safely and effectively. This document presents the critical guidelines on the necessary components of effective human trafficking education for school counselors, school nurses, and other relevant school staff. As school divisions seek assistance in equipping their teams with human trafficking training, this document encourages a thorough review of human trafficking in the United States; the different types of trafficking that are facing our youth population today; and how school counselors, school nurses, and other relevant school staff may effectively, carefully, and safely help their students.

## **Professional Development Framework**

School divisions may develop original professional development activities or seek support from outside agencies and community resources to provide training in the prevention of trafficking of children to school counselors, school nurses, and other relevant personnel. These guidelines are intended to assist school divisions in designing, implementing, and evaluating the training required to build the knowledge and skill-base of school counselors, schools nurses, other student services personnel, and other relevant school personnel to recognize and appropriately respond to signs of children who may be victims of trafficking.

### **Identification of Personnel**

School divisions should designate personnel to oversee and coordinate training efforts. The designee(s) will identify the personnel that are required to receive training. A designee may be a central office administrator (such as a Director of Student Support Services or Counseling Director), building administrator, or lead student services personnel. The personnel to be involved in participating in the training activities should include school counselors, school nurses, other student support services personnel, and other relevant school personnel. Examples of building-based student support personnel may include, but are not limited to, student assistance coordinators, intervention specialists, school psychologists, and school social workers.

### **Scope of Training**

Once personnel are identified, the designee(s) are to determine the breadth and scope of training needs based on the *Content Requirements*, presented on page 8, and the selected personnel's job responsibilities. During the design period and prior to training implementation, designee(s) should identify the method for monitoring and tracking of training efforts, as well as any measures used to evaluate the effectiveness of the training.

## Professional Development Phase

School divisions have the autonomy to choose and implement the training strategies that will be most effective in addressing individual needs and that will be appropriate for the selected professionals based on role, length of employment, as well as past trainings and current skills. School divisions should consider the following suggestions when developing training materials or selecting training materials from outside sources.

- Trainings should include research-based activities such as discussion, demonstration, or role playing that leads to skill enhancement.
- Training activities should be delivered by qualified personnel who are familiar with the *Content Requirements*. Trainers may include Specialized Instructional Support Personnel (SISP), school resource officers (SROs), educational specialists, or outside community personnel with expertise in the areas of human trafficking and child development.
- The training course should continue until mastery of required content is demonstrated.

Professional development activities will vary based upon the needs of each school division. Training may include the following approaches, or any combination thereof, or be based upon unique methodologies determined by the school division:

- *Cohorts*: School divisions may coordinate professional development leave for professionals who require training at a specified time during the school year. These individuals may attend regularly scheduled training activities in a designated location, as members of a learning community or cohort. Cohorts may complete computer-based modules with trainer support or participate in specialist-led live training activities.
- *Individualized Training*: Professionals may independently complete professional development activities that meet school division requirements. Professionals must submit evidence that all the required training components have been addressed. It is the responsibility of the professional to provide proof of completion to the school division. Individual training activities may include, but are not limited to, multi-day presentations, online courses, and school division-approved trainings provided internally or by outside organizations or institutes.
- *Train the trainer*: Specialists from outside organizations, within a school division, or school divisions working collaboratively may train licensed professionals to deliver this training. Train-the-trainer materials may be developed by specialists within a division or the division may utilize outside resources after obtaining permissions and agreeing to possible terms and conditions.

## **Accountability**

It is the responsibility of the school division to identify the professionals who require training in the prevention of trafficking of children, determine how and when such training will be conducted, and track the completion of all training activities.

When the professional has received training, it is recommended that the school division require documentation of completion. Certificates of completion from live or online training activities, event logs, or other appropriate items are suitable mechanisms for accountability documentation. It is the responsibility of the school division to track and monitor compliance with training completion and content requirements. Training documentation should include at a minimum:

- Instructor's name
- Title of the training
- Participants' name
- Hours of training
- Date of training

Appendix B provides a sample training evaluation template to assist school divisions in ensuring that the training meets content requirements.

## Training Curriculum Content Requirements

The training curriculum content requirements are designed to provide school personnel such as school counselors and school nurses with the basic knowledge and skills necessary to prevent, recognize, and respond to the signs of child trafficking. The content requirements identify four key areas that must be addressed to provide a comprehensive training. Mastery of a key content area is achieved when training participants meet the learning intentions for each area.

Key Area:	Learning Intentions
<b>A. Overview of human trafficking</b>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Articulate the Virginia definition of human trafficking.</li> <li>2. Understand how human trafficking impacts schools, communities, states, nation, and the world.</li> <li>3. Identify the different types of trafficking.</li> </ol>
<b>B. Risk factors and indicators</b>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Recognize the signs of a victim.</li> <li>2. Recognize the signs of a trafficker.</li> <li>3. Identify and understand the common stages of grooming.</li> </ol>
<b>C. Responding to suspected incidences</b>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Learn strategies to assess suspected cases of trafficking.</li> <li>2. Understand local reporting procedures for suspected cases.</li> <li>3. Identify local procedures to provide supports to victims.</li> </ol>
<b>D. Support Services and Referral Resources</b>	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Identify available prevention resources for training.</li> <li>2. Identify local providers to support at-risk youth.</li> <li>3. Understand which community and/or school resources to access for victim treatment.</li> </ol>

## Content Requirements Resource Chart

The Resource Chart below aligns the training resources with key content areas required for a comprehensive training. Various resource formats; online, books/publications, and additional resources allow each school division to develop training for individuals or groups based on the need of each locality. Mastery of a key content area is achieved when training participants meet the learning intentions for each area.

### Online and Face-to-Face Training:

Key Content Area Addressed	A Overview	B Risk Factors	C Response	D Resources
<a href="#">Richmond Justice Initiative (RJI)</a> <b>Face to Face, Online Video, and Teleconference training options available</b>	Yes	Yes	Yes	Yes
The <a href="#">Prevention Project® program</a> Developed by Richmond Justice Initiative. <b>Face to Face, Online Video, and Teleconference training options available</b>	Yes	Yes	Yes	Yes
<a href="#">Virginia Department of Criminal Justice Services</a> – <b>Online and Face to Face Training</b>	Yes	Yes	Yes	Yes
<a href="#">Virginia Department of Social Services, Sex Trafficking Training</a> – <b>Online Training</b>	Yes	Yes	Yes	Yes
<a href="#">Human Trafficking, U.S. Homeland Security</a> <b>Online Training and Resources</b>	Yes	Yes	No	Yes
<a href="#">Exploited Crimes</a> – <b>Online Training</b>	Yes	Yes	Yes	No
<a href="#">Million Kids, Trainings, &amp; Preventive Education</a> – <b>Online Training</b>	Yes	Yes	Yes	No
<a href="#">Indicators of Human Trafficking - Blue Campaign (DHS)</a> – <b>Online Training</b>	Yes	Yes	No	No
<a href="#">ImPACT Virginia, Trainings, Legislation, VA Resources, Events, Advocacy</a> – <b>Online Resources and Face-to-Face Training Events</b>	Yes	Yes	No	Yes
<a href="#">Trauma &amp; Hope, LLC, Specialized Mental Health Provider &amp; Training</a> - <b>Online and Face-to-Face Training and Consultations</b>	No	No	Yes	Yes
<a href="#">Virginia Department of Social Services, Mandated Reporting Training &amp; Resources</a> – <b>Online Training</b>	No	No	Yes	Yes
<a href="#">Look Beneath the Surface</a> , Office on Trafficking in	Yes	No	No	Yes

Key Content Area Addressed	A Overview	B Risk Factors	C Response	D Resources
Persons – <b>Online Training</b>				
What is Human Trafficking? The <a href="#">United States Department of Justice</a> – <b>Online Training</b>	Yes	Yes	No	No
<a href="#">Human Trafficking: The Reality, the Scope, and the Consequences</a> , United States Court of Appeals for the Ninth Circuit – <b>Online Training</b>	Yes	Yes	No	No
<a href="#">Indicators of Human Trafficking - Blue Campaign</a> – Blue Campaign (DHS) – <b>Online Training</b>	Yes	Yes	No	No

### Books and Publications:

Key Content Area Addressed	A Overview	B Risk Factors	C Response	D Resources
Virginia Department of Criminal Justice Services, <a href="#">Report on the Human Trafficking Services Needs Assessment Survey</a>	Yes	Yes	Yes	Yes
Seduced, The Grooming of America’s Teenagers, Xulon Press, <b>Book</b> <a href="#">MillionKids</a>	Yes	Yes	Yes	No
<i>Not in My Town: Exposing and Ending Human Trafficking &amp; Modern Day Slavery</i> by Dillon Burroughs and Charles Powell (2011) New Hope Publishers, <b>Book</b>	Yes	Yes	No	Yes
<i>Human Trafficking Around the World: Hidden in Plain Sight</i> by Stephanie Hepburn and Rita J. Simon (2013) Columbia University Press, <b>Book</b>	Yes	Yes	No	Yes
<a href="#">Identify and Assist a Trafficking Victim</a> , U.S. Department of State, Bureau of Public Affairs – <b>Online Publication</b>	Yes	Yes	No	Yes
<a href="#">Human Trafficking of Children in the United States: A Fact Sheet for Schools</a> , US Department of Education – <b>Fact Sheet</b>	Yes	Yes	Yes	No
National Center for Homeless Education: <a href="#">Sex Trafficking of Minors: What Schools Need to Know to Recognize and Respond to the Trafficking of Students</a> – <b>Online Publication</b>	Yes	Yes	No	Yes

<b>Key Content Area Addressed</b>	<b>A Overview</b>	<b>B Risk Factors</b>	<b>C Response</b>	<b>D Resources</b>
<a href="#"><u>The Typology of Modern Slavery: Defining Sex and Labor Trafficking in the United States</u></a> , Polaris Project Publication – <b>Online Publication</b>	Yes	Yes	No	No
<i>The Battered Child</i> : Mary Edna Hefler, Ruth S. Kempe, and Richard D. Krugman 5th edition ISBN: 9780226326238 – <b>Book</b>	Yes	Yes	No	No

**Online Information and Resources:**

<b>Key Content Area Addressed</b>	<b>A Overview</b>	<b>B Risk Factors</b>	<b>C Response</b>	<b>D Resources</b>
The <a href="#">National Center for Missing &amp; Exploited Children</a> is the clearinghouse and comprehensive reporting center for all issues related to the prevention of and recovery from child victimization. <b>Resources and Training</b>	Yes	Yes	Yes	Yes
<a href="#">Safe Homes: Anti Child Trafficking</a> : Trainings, Preventive Education, Consultation by Survivor Expert – <b>Facebook Page</b>	Yes	Yes	Yes	No
<a href="#">Shared Hope International: Policy Research and Resources</a> . <b>Resources and Training</b>	Yes	Yes	Yes	No
<a href="#">The Facts: What is Sex Trafficking and How Widespread Is It?</a> Focus on the Family – <b>Online Information/Resources</b>	Yes	No	Yes	Yes
<a href="#">Trafficking of Women and Children for Sexual Exploitation in the Americas Women, Health and Development Program Pan-American Health Organization</a> , Alison Phinney – <b>Online Publication</b>	Yes	Yes	No	No
<a href="#">Virginia Office of the Attorney General: Human Trafficking</a>	Yes	Yes	No	No
<a href="#">Internet Safety</a> , Southern Virginia Internet Crimes Against Children – <b>Online Resources</b>	Yes	Yes	No	No
<a href="#">Project Safe Childhood</a> , US Department of Justice – <b>Online Resources</b>	Yes	No	No	Yes
<a href="#">Virginia Department of Health Locator</a> , Victim Services Resource – <b>Information Directory</b>	No	No	No	Yes
<a href="#">Southern Virginia Internet Crimes Against Children</a> – <b>Online Information/Resources</b>	No	No	No	Yes
<a href="#">STREET Ransom In the News</a> , Straight Street Ministry – Religious – <b>Online Information/Resources</b>	No	No	No	Yes
<a href="#">Labor and Sex Trafficking Among Homeless Youth, Covenant House</a> – <b>Online Information/Resources</b>	Yes	No	No	No
FAIR Federation for American Immigration Reform: <a href="#">Human Trafficking: Exploitation of Illegal Aliens</a> –	Yes	No	No	No

<b>Key Content Area Addressed</b>	<b>A Overview</b>	<b>B Risk Factors</b>	<b>C Response</b>	<b>D Resources</b>
<b>Online Information/Resources</b>				
<i>Human Trafficking - The Facts</i> , <a href="#">United Nations Global Impact</a> – <b>Online Information/Resources</b>	Yes	No	No	No
<a href="#">National Human Trafficking Hotline</a> – <b>Online Information/Resources</b>	No	No	No	Yes

## **Appendix A: Applicable Laws**

### **Applicable Virginia State Law**

The [Office of the Attorney General of Virginia website](#) contains a comprehensive list of [Virginia's human trafficking law](#).

### **Applicable Federal Law**

The federal *Victims of Trafficking and Violence Protection Act* defines human trafficking, in part, as the recruitment, harboring, transportation, provision or obtaining of a person for the purposes of commercial sex acts or labor services through the use of force, fraud, or coercion. Please visit the [Human Trafficking Laws and Regulations](#) website.

## Appendix B: Training Evaluation Template

Training Date:

Trainer:

Thank you for completing the training on the Prevention of Trafficking of Children. Please rate your level of agreement with each statement below. Your responses will help evaluate how well this training session met the intended learning outcomes.

As a result of this training, I am able to (please circle one for each question):

Articulate the Virginia definition of human trafficking.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understand how human trafficking impacts schools, communities, states, nation, and the world.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Identify the different types of trafficking.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Recognize the signs of a human trafficking victim.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Recognize the signs of a trafficker.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Identify and understand the common stages of grooming.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Know strategies to assess suspected cases of trafficking.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understand local reporting procedures for identified cases.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Identify local procedures to provide supports to victims.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Identify available prevention resources for training.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Identify local providers to support at-risk youth.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understand which community and/or school resources to access for victim treatment.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree