

AT-RISK FACTORS - CRITERIA 1

Student meets at-risk concern if at least one factor is present:

- Student exhibits behaviors or otherwise indicates that he/she is being controlled or groomed by another person
- Student spends time with people known to be involved in commercial sex
- Student's internet, cellphone, or social media use involves social or sexual behavior that is atypical for his/her age

AT-RISK FACTORS - CRITERIA 2

Student meets at-risk concern if at least two factors are present:

- Student has a history of running away or unstable housing, including multiple foster care placements or periods of homelessness, including couch surfing
- Student has had prior involvement with law enforcement or the juvenile justice system*
- Student is frequently missing from school
- Student's relationships are of concern, placing him/her at risk or in danger of exploitation
- Student has a history of substance abuse

AT-RISK FOR CSEC - RECOMMENDED PROTOCOL

- STEP 1** If at-risk factors are present, submit mandated report* to Child Welfare Services.
- STEP 2** The appropriate, pre-determined* school personnel should meet with the student to co-create an action plan* to address school-related concerns.
- STEP 3** Set up regular contact with student and monitor action plan* and student's progress.

MANDATED REPORTING OF CSEC
(effective Jan. 1, 2016)
Child Abuse Hotline
800-344-6000

LAW ENFORCEMENT
Call your local law enforcement agency or 911 for emergencies

NATIONAL HUMAN TRAFFICKING HOTLINE
888-373-7888

AB 1227 (Bonta): HUMAN TRAFFICKING PREVENTION EDUCATION AND TRAINING ACT

School districts are required to include human trafficking training and prevention education at least once in middle school and once in high school as part of sexual health education.

SUSPECTED CSEC RECRUITMENT OR EXPLOITATION OF STUDENTS - RECOMMENDED PROTOCOL

- STEP 1** If at-risk factors are present, submit mandated report* to Child Welfare Services.
- STEP 2** Local law enforcement, school resource officer, and/or school site administration investigate possible impact on school campus, including harassment and/or recruitment, threats to school safety, etc.
- STEP 3** Provide school consequence, if appropriate per EC Section 32282. Law enforcement may make an arrest, depending on outcome of investigation.

SUSPECTED VICTIM OF CSEC - RECOMMENDED PROTOCOL

- STEP 1** If CSEC is suspected, submit mandated report* to Child Welfare Services.
- STEP 2** Involve local law enforcement and/or (SRO) for possible investigation.
- STEP 3** Investigate potential impact on school campus, including harassment, recruitment, and threats to school safety.
- STEP 4** If appropriate, and in consultation with the victim, contact and inform parent or guardian of potential victimization.
- STEP 5** Offer potential victim and/or parent/guardian a referral to appropriate counseling or social services.
- STEP 6** Set up regular contact with victim and periodically check on status (most appropriate for counselor or social worker).

CONFIRMED VICTIM OF CSEC - RECOMMENDED PROTOCOL

- STEP 1** Submit a detailed mandated report* to Child Welfare Services.
- STEP 2** Involve local law enforcement and/or SRO for investigation.
- STEP 3** Investigate potential impact on school campus, including harassment, recruitment, and threats to school safety.
- STEP 4** SRO or law enforcement will conduct an investigation.
- STEP 5** If appropriate, and in consultation with victim, contact and inform parent/guardian of victimization.
- STEP 6** Investigate whether the school placement is appropriate for the student; if not, work with the appropriate department to transfer student.
- STEP 7** Offer victim and/or parent/guardian a referral to appropriate counseling or social services.
- STEP 8** Set up regular contact with victim and periodically check on status (most appropriate for counselor or social worker).

For more information regarding the CSEC Recommended Protocols for Schools, training, or support, please contact our office at 858-292-3666.

*See Glossary of Terms on the next page.

FOR EMERGENCIES CALL 911 IMMEDIATELY

Local Law Enforcement Contact

Name:

Phone:

Email:

Probation Department Contact

Name:

Phone:

Email:

CHILD ABUSE HOTLINE 800-344-6000

Child Welfare Services Contact

Name:

Phone:

Email:

Victim Advocate Organization Contact

Name:

Phone:

Email:

Glossary of Terms*

Action Plan

Determine a plan to address any potential school-related safety risks for the student.

Juvenile Justice System

The Division of Juvenile Justice provides education and treatment to California's youthful offenders up to the age of 25 who have the most serious criminal backgrounds and most intense treatment needs. Most juvenile offenders today are committed to county facilities in their home community where they can be closer to their families and local social services that are vital to rehabilitation.

Mandated Report

Mandated reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the state of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency (police or sheriff's department).

Mandated Reporting of CSEC effective Jan. 1, 2016. Call the County of San Diego Child Abuse Hotline (800-344-6000) to file a report.

Pre-Determined School Personnel

School personnel identified as the point of contact who takes a more active role in supporting and advocating for students at risk for or involved in CSEC.

Open-Ended Questions

Simply put, open-ended questions cannot be answered with a “yes” or “no” response. They require an answer with more depth and detail. They are particularly useful in situations where the interviewer is trying to gain more insight into a person or situation. Open-ended questions often begin with: what, who, how, and why while closed-ended questions often begin with, did you, when, do you want to, will you, and have you?

Although open-ended questions require lengthier responses than closed-ended questions, that does not necessarily mean that open-ended questions are more complex. Closed-ended questions may still require deep reflection and understanding. In an effort to prompt participation, consider reframing your questions to elicit more than just “yes” or “no” responses. Asking open-ended questions says to a child that their contributions are valued, and you are genuinely interested in their opinion, thought, feelings, etc. All of this contributes to a child’s positive self-esteem and self-image.

The following are examples of reframed closed-ended questions:

| Closed-Ended Question | Open-Ended Question |
|-------------------------------------|---|
| Would you like ice cream? | What is your favorite flavor of ice cream and why? |
| Do you like sports? | What is your favorite sport/hobby and why? |
| Are you happy? | What are some of the things that bring you the most joy? |
| Do you have a pet? | Do you have a pet? What is your pet like? |
| How old are you? | When is your birthday and how do you like to celebrate? |
| Do you want to go to college? | Where do you see yourself in 10 years? |
| Have you accomplished your goals? | What is your greatest accomplishment and how did you feel when you finished it? |
| Are you sad/mad? | How would you feel if...? How did that make you feel? |
| Have you ever been to the zoo? | Have you ever been to the zoo? What did you enjoy the most about it? |
| Do you like going to school? | What is your favorite part about going to school and why? What is your least favorite part and why? |
| Did you have a good day? | What was your favorite part of today? Why? |
| Do you like adventures? | If you could go anywhere in the world, where would you go and why? |
| What is your favorite color? | What does this color remind you of or what does it mean to you? |
| Do you wish you had magical powers? | What magic power do you wish you had? Why? |

Open-Ended Question Starters:

Tell me about...
How do you know that...?
What do you think...?
Show me how you...
I wonder why...
Can you tell me more about why...
How did you...
Why did you...
How do you know?
What did you do first?
What can you tell me about...
Can you think of another way...
What do you think?
What do you think would happen if...
What could you do instead?
How did you do that?
What does it remind you of?
What can you do next time?
Tell me what happened.
What do you call the things you're using?
How are you going to do that?
Is there anything else you could use?
What is it made of?
What do you think will happen next?
What could be added?
What else can this be used for?
What else is like this?
How can you do it faster?

Participant Permission Slips

ROOTS Program Participation

Dear Parents/Caregivers,

We are notifying you of your child's participation in a ___week program. The program lessons were developed in partnership with the San Diego District Attorney's Office and Project Concern International (PCI). Project ROOTS is rooted in the themes of empathy, equality, and empowerment and its activities reinforce compassion, forgiveness, self-love, and mindfulness. It incorporates mentorship, supportive peer-to-peer interactions, and interactive activities to inspire students to further their education and attain positive outcomes beyond school.

Students will meet with a _____ for _____ hours a week (_____ hours total) and participate in lessons that include:

- | | |
|---------------------------|--------------------------------|
| 1. Inclusion & Diversity | 7. Consent & Boundaries |
| 2. Emotional Intelligence | 8. Successful Planning |
| 3. Bullying | 9. Technology Use and Safety |
| 4. Self-Love | 10. Gender Roles & Stereotypes |
| 5. Communication | |
| 6. Healthy Relationships | 11. Human Trafficking |

To provide you with the opportunity to learn more about the program being offered at _____, a staff member from the _____ office is available to discuss program objectives and answer any questions. The office hours are _____ from _____ to _____. We may be reached at _____. The curriculum is available to view during site hours.

If you do not want your child to participate in this program, please sign and return the form below by _____.

Sincerely,

Please check below if you do not want your child participating in Project ROOTS.

No, I do not want my child to have these lessons.

Child's Name: _____ Caregiver's Name: _____

Date: _____ Caregiver's Signature: _____

In case of an emergency, please contact: _____

Emergency Contact's Phone Number: _____

For your reference, below is the contact information for our Staff:

Facilitator Name:

Site Address:

Site Emergency Contact:

Media Consent Form

The undersigned does hereby authorize [INSERT ORGANIZATION NAME] and/or its associates, assistants, or subcontractors to photograph, film, and/or use recordings (voice and music):

First and Last Name (please print)

The undersigned authorizes [INSERT ORGANIZATION NAME] the use and display of said photographs in any publication, multimedia production, display, advertisement, email, recordings (voice and music), videos, or web-based content for public education or development efforts.

The undersigned agrees that [INSERT ORGANIZATION NAME] may use the name, likeness, or biographical information supplied by the undersigned.

The undersigned releases and forever discharges [INSERT ORGANIZATION NAME], its agents, officers connection with the use of said photographs / images/ recordings (voice and music) including, but not limited to, any claims for invasion of privacy or defamation.

I am 21 years of age and I understand the terms of this contract.

Accepted and Agreed:

Signature of Subject:

Signature of Witness:

Date:

If the person signing is under 21 years of age, there must be consent by a parent or guardian, as follows:

I hereby certify that I am the parent or guardian of _____, named here, and acknowledge that I have read this form and agree to its terms.

Parent/Guardian's Signature:

Parent/ Guardian's Printed Name:

Signature of Witness:
