



# HUMAN TRAFFICKING SCHOOL SAFETY PROTOCOL

2021-2022

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This Human Trafficking School Safety Protocol (HTSSP) will provide you with the tools to:

- *Define the severe forms of trafficking in persons and the means by which a student can be exploited;*
- *Recognize the life experiences that can make a student more susceptible to being trafficked and potential indicators to look for;*
- *Use a trauma-informed approach with students that have been trafficked or are at-risk;*
- *Understand your role as you report suspected or confirmed cases of child trafficking and the necessary steps to follow; and*
- *Utilize local and national support services for students.*

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# REPORTING CHILD TRAFFICKING

## Safe Harbor Laws

Safe Harbor Laws are primarily designed to steer minor victims of commercial sexual exploitation and sex trafficking away from juvenile justice system involvement by prohibiting their arrest and prosecution as criminals. Instead, these youth should be directed toward systems, agencies, and services that are equipped to provide supportive services. [Utah's law](#) requires police to refer children engaged in commercial sex to the Department of Child and Family Services. The department is required to provide the child with services and the youth cannot be subjected to delinquency proceedings.<sup>xiii</sup>

## Legal Obligations as a Mandated Reporter

[In Utah](#), all adults are legally obligated to report suspected child trafficking, not just teachers, social workers, or police. Anyone who suspects any type of human trafficking to any child is required by law to call and report.

## Trafficking Victims Protection Act

The Trafficking Victims Protection Act (TVPA) of 2000, as amended, was a turning point in the nationwide shift toward rightfully seeing children who experience trafficking as victims. The TVPA defined the severe forms of trafficking as sex trafficking and labor trafficking. Additionally, inducing a child under 18 to engage in commercial sex is illegal regardless of whether force, fraud, or coercion is involved. No matter the scenario, the law and its subsequent reauthorizations made clear that children under age 18 should never be treated as willing accomplices in prostitution, pornography schemes, or any other act involving the commercial sale of sex.<sup>i</sup> Critically, the TVPA established the framework for the “3 P’s” of the fight against human trafficking: protection, prevention, and prosecution

## Definition of Human Trafficking

Human trafficking is any crime involving the exploitation of someone for the purpose of compelled labor or a commercial sex act through the use of force, fraud, or coercion

## Definition of Sex Trafficking

The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purposes of engaging in 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.<sup>iv</sup> Commercial sex is the exchange of something of value that sometimes does not involve financial payments.

### Example 1: Romantic Partner

- *“My partner owed someone a lot of money. They begged me to sleep with their friend and said it would clear their debt. They promised it would only happen once.”*

### Example 2: Digital

- *“I met someone online after they 'liked' all my photos. We talked for a couple months, and they asked me to send them some naked photos of myself. I did. They then forced me to have sex with their “friends” in exchange for these “friends” paying them money and said that if I didn’t have sex with these people, they would post the photos for everyone, including my parents, to see.*

## Definition of Labor Trafficking

The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion to subject a person to involuntary servitude, peonage, debt bondage, or slavery

### Example: 1 Employer

- *“A man offered me an opportunity to travel from my hometown, Salt Lake City, to sell magazines in Houston. I’ve always wanted to travel but my family could never afford it. He promised to pay me but so far, I’ve worked very long days going door-to-door and have not been paid. If I do not make my quota, I don’t get to eat and sometimes he won’t let me sleep in the hotel. I’m scared and don’t have any money to leave and don’t know who to call.”*

Example 2: Family Member

- "I haven't been able to go to school because my parents make me work. They force me to work late at night at our family business. I was not able to do my homework and was falling asleep in school. I really want to play soccer but must work during practices and games. The money I earn goes to pay for family expenses. They tell me I owe them for living in their house and eating their food."\*

\*It can be difficult to differentiate between being a contributing member of a family, determining factors such as cultural expectations, and what might be labor trafficking. In this scenario you can clearly see that the level of work expected of the child is a detriment to their well-being. Parents are expected, if a child needs to work for the family business or for another employer, to make sure their child is well rested, able to participate in school, and have access to resources for play. Please note, it is not up to you to investigate a labor trafficking case. If you suspect a child is being exploited through labor, please refer to your district's reporting protocol. You can find more information about child's rights [here](#).

Individuals are trafficked through three means: Force, Fraud, and/or Coercion. However, there is an exception to this in sex trafficking cases involving children under the age of 18. For minors, force, fraud, or coercion do not need to be present and the exchange of sex for something of value is always considered sex trafficking. This will be particularly useful information to include in any reports of suspected child trafficking.

**Force**

- Involves the use of physical restraint, physical harm, sexual assault, and/or beatings. Monitoring and confinement are often used to control victims, especially during early stages of victimization to break down the victim's resistance.

**Fraud**

- Involves false promises made about things like employment, wages, working conditions, love, marriage, or a better life. Over time, there may be unexpected changes in work conditions, compensation or debt agreements, or the nature of the relationship.

**Coercion**

- The use of threats of serious harm to or physical restraint against any person, psychological manipulation, document confiscation, as well as shame and fear-inducing threats to share information or pictures with others or to report to authorities.<sup>vi</sup>



Image Source: <http://www.polarisproject.org/wp-content/uploads/2019/10/power-and-control-wheel.png>

## Protocol for Reporting Suspected or Confirmed Cases of Child Trafficking

*or other forms of violence (child abuse, neglect, teen dating violence, etc.)*

<b>STEP 1</b>	<p>Whenever a District Employee has reason to suspect that a child may have been subjected to abuse, neglect, or trafficking, the employee shall immediately make a report to DCFS. If there is an emergency or immediate safety concerns, staff should contact a law enforcement officer prior to making a DCFS report. The DCFS Reporting Line is: 1 (855) 323-3237.</p> <p><b>However, if the student is in immediate danger, you should call 9-1-1. For example, if a child is physically hurt or a trafficker is on a school campus.</b></p> <p><a href="#">Failure to report</a> suspected child abuse or neglect to law enforcement or DCFS is a class B misdemeanor and is considered unprofessional conduct for licensing and employment purposes.</p> <p>District Employees are also required to notify their active school administrator when a report is made to DCFS. Although, it is important to note that reporting to a principal, supervisor, school nurse, school counselor, social worker, psychologist, or other District official does not satisfy an employee's duty to report to law enforcement or DCFS.</p> <ul style="list-style-type: none"><li>• Principals and other District employees as well as DCFS and law enforcement are required under Granite District policy and <a href="#">rule R277-401</a> to preserve the anonymity of individuals making reports.</li><li>• It is not the responsibility of school district employees to prove the child has been abused, neglected, exploited, or trafficked.</li></ul> <p>If you are unsure whether to make a report, refer to your school counselor or social worker who have more in-depth training and expertise in this area. They will be able to determine if a report is needed or what services the student might be referred to that could reduce their risk. It is ok to ask questions to assess immediate concerns of safety.</p>
<b>STEP 2</b>	<p><a href="#">Utah code 62A-4A-412</a> states that all child abuse reports are confidential and private unless needed by a law enforcement agency for investigation or other critical state or federal purpose. Failure to comply will result in disciplinary action which may include termination, civil or criminal penalties which the district reserves all rights to <a href="#">pursue</a>.</p> <p>Under <a href="#">Granite District policy</a>, the responsibility for conducting an investigation of child abuse or neglect and for notifying parents of an investigation rests exclusively with law enforcement and DCFS. District personnel shall refrain from interviewing the child about their exploitative situation, the ways they were abused, or asking for explicit details about the student's victimization. School District Employees shall also not contact the suspected abuser or interview parents for details.</p>
<b>STEP 3</b>	<p>DCFS will decide if/when to involve local law enforcement and/or school resource officers (SRO) for possible investigation. If DCFS and local law enforcement determine the need for an investigation, they will contact Attorney General Secure Strikeforce at 801-281-1200.</p> <p>DCFS, Granite Police Department or local law enforcement agency (assigned the case) will investigate possible impacts on school campuses, including harassment and/or recruitment, threats to school safety, etc.</p>

<b>STEP 4</b>	<p>Principals or other School District Employees shall not contact the parents, relatives, friends, neighbors, etc. (See <i>Communicating With Parents</i> section on page 10) for the purpose of determining the cause of the injury and/or apparent neglect. School personnel should not act as investigators with the potential victim or their families.</p> <ul style="list-style-type: none"> <li>• According to <a href="#">Utah State Code 53A-13-302</a>, once an incident has been reported to DCFS and a case has been opened, it is the sole responsibility of the division to notify the student's parent or guardian of any investigation.</li> <li>• Under this code, parents must be notified within 2 weeks if a case is not opened, and the child threatens to commit suicide or is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation in response to their suspected abuse.</li> </ul>
<b>STEP 5</b>	<p>School district employees who submitted the report to DCFS will also fill out a Student Support Form or “pink sheet” in order to evaluate the appropriate placement for the student based on the student’s needs. The school team consisting of counselor, administrator, social worker, or other school district employees will complete the evaluation and identify the appropriate placement and support services for the best outcomes for the student. This team will vary on a case-by-case basis but will be referred to here as the student support team.</p>
<b>STEP 6</b>	<p>The Student Support team will work closely with DCFS to monitor the status of the student. Once DCFS has done their assessment, they will inform the student support team and a counselor will provide parents/guardians and students referrals to appropriate counseling or services, including services for Dating and Sexual Violence, Safe Spaces, Health and Mental Health Services, Homeless and Runaway Youth, LGBTQ+, Substance Abuse, Mentoring, and other youth services.</p>
<b>STEP 7</b>	<p>The student support team will set up regular contact with the student, and the counselor or social worker involved will meet with the student on a weekly basis. Students are provided one free counseling session with social workers before parental permission is required (high school students may provide consent themselves if necessary). The district at-risk service identified by the student support team will also continue to monitor and follow up with the youth on a weekly basis if needed.</p>

### Handling Student Disclosures

In situations where the student discloses the exploitation directly to a district employee, it is important to prioritize the well-being of the youth in this process. Communicate clearly with the youth that you are a mandated reporter and that you will need to report this information with a small number of people, but people whose only role is to help protect and care for the student. Communicate with the student what to expect through this process.

After receiving the disclosure, notify the school administrator. Walk the student down to the administration office. If the student is in crisis and/or not ready to go back to class refer the student to the school counselor for additional care and support immediately. In the event that DCFS or law enforcement need to interview the child on school property, the school counselor and administration will create a safe space for the youth ensuring their needs are being met.

## Confidentiality

- Collect and use personal information solely with the objective of fulfilling those purposes specified by us and for other compatible purposes, unless we obtain the consent of the individual concerned or as required by law.
- We will protect personal information by reasonable security safeguards against loss or theft, as well as unauthorized access, disclosure, copying, use or modification.
- In addition to [internal privacy policies](#), Granite District also adheres to [federal FERPA guidelines](#) to protect student information. Personally identifiable information may only be released with written consent from a parent or the student, if eligible (18 or older). Information regarded as “directory information” is the only personally identifiable information that is made publicly available and may be removed by a parent or eligible student.

## Culturally and Linguistically Appropriate Services

- It is critical to address direct student disclosures and reports from educators, other staff, and students in a culturally and linguistically responsive, person-centered, and trauma-informed manner that prioritizes the children’s well-being.
  - Culturally competent services should include<sup>xiv</sup>:
    - Intentional efforts to overcome barriers
    - Understanding and educating yourself on cultural history, traditions, expectations between adults and children; including gender roles
    - Ability to discuss how choices are influenced by diverse backgrounds
    - Community and survivor involvement
    - Encouragement to express and practice cultural diversity
    - Integration of traditional healing systems and beliefs into treatment plans when appropriate
    - Data collection to track needs and improve services
    - Trauma-informed care

## Responding to Cases that Involve Foreign National Minor Victims of Trafficking

Federal policy does not require students to disclose if they are undocumented. If the situation occurs where a student is victimized and volunteers the information that they are a foreign national, counselors and social workers should refer students to the Prevention and Student Placement Department within the district. They can be reached at (385) 646-4660 with any concerns and may help to attain eligibility letters and T-visas.

To be considered a foreign national minor eligible for federal assistance, there must be concerns of possible forced labor or commercial sex at any point in the minor’s life, before or after they arrived in the United States, and the student meets both criteria below:

- The student is currently under the age of 18 and currently located in the United States
- The student is a non-U.S. citizen and non-lawful permanent resident

## Steps to Request Assistance

If a student is identified as a foreign national, school counselors, principals, or social workers can create an online account on [OTIP's Shepherd Case Management System](#). Shepard provides a secure, streamlined process for requesting assistance for victims of human trafficking. It accelerates the process for receiving HHS Certification or an Eligibility Letter, and connects users to victim assistance programs and benefit-issuing services<sup>xv</sup>.

- School district employees should submit an RFA (Request for Assistance).
  - Staff can reach out to Adrienne Buhler at the Asian Association of Utah (AAU) for assistance on OTIP's Shepherd Case Management System.
- Create an account in Shepherd OTIP's Shepherd Case Management System.
- Submit a request for assistance.
- Check your emails for updates and submit additional info.

## Determination Types

- Eligibility letter
- Interim assistance letter
- Denial of eligibility

## Benefits and Services

- Financial: Monetary-refugee cash and medical assistance, supplemental security income, Temporary Assistance for Needy Families (TANF), Crime Victim Compensation
- Nutrition: Supplemental Nutrition Assistance Program (SNAP), Women, Infants, and Children (WIC)
- Medical: Children's Health Insurance Program (CHIP), Medicaid, Medical Screening
- Education: English as a Second Language classes. GED assistance and general educational assistance
- Employment: Job Corps, Matching Grant, One-Stop Career Center
- Legal: Pro bono services by law firms, Catholic Legal
- Multiple needs assistance

## Case Management Services

- Trafficking Victims Assistance Program
  - The Trafficking Victim Assistance Program (TVAP) is a grant program intended to efficiently fund time-limited comprehensive case management services on a per capita basis to foreign victims of a severe form of trafficking in persons and potential victims of trafficking seeking HHS certification in any location within the United States.
  - Persons qualified for services under this grant means victims of a severe form of trafficking in persons who have received HHS certification; potential victims of a severe form of trafficking who are actively seeking HHS certification; a family member in receipt of a derivative T visa issued by DHS; and minor dependent children of foreign victims of severe forms of trafficking in persons or potential victims of trafficking<sup>xvi</sup>.

## **Communicating with Parents, Guardians and Caregivers**

In any situation where there are concerns that their child has experienced human trafficking:

- If the matter has been reported to the Division of Child and Family Services within the Department of Human Services, it is the responsibility of the division to notify the student's parent or guardian of any possible investigation. (See Utah Code [53A-13-302](#))
- Once a case is filed with DCFS, GSD school district employees are unable to communicate with parents about their child's potential victimization. All questions should go directly to DCFS.
- If DCFS determines the parent or guardian is not the abuser, they will ask the student if it is ok to contact their parents. If the answer is yes, DCFS will determine whether they, or the school administration will contact the parents. If the answer is no, the student support team will work with the student to provide support to reach a point where they feel comfortable having their counselor contact parents. Examples of this include providing mediator services, an interpreter, or providing culturally sensitive information about trafficking and exploitation.
  - Teachers or other school district employees should never contact parents about confirmed or potential abuse directly, this responsibility should be left to the school counselors and social workers who have been trained on when and how to contact parents or guardians on suspected or confirmed abuse.
  - These counselors and social workers also have training on how to provide parents with referrals to appropriate at-risk services.

## **Engaging or Re-engaging Trafficked Students**

Students who have experienced human trafficking and have experienced or are at-risk of experiencing chronic truancy or falling behind, will be evaluated by the student support team to assess the known risk factors and identify appropriate protective factors to re-engage them in the school community.

- Additional help identifying risk and protective factors can be found [here](#).

The student support team will call DCFS, as appropriate, to report educational neglect when the student has been truant for 10 consecutive days or has been absent for 1/16th of the applicable school term in accordance with [Utah School Code 78A-6-319](#).

# RESPONDING TO CHILD TRAFFICKING

## *Using a Trauma-Informed Approach*

### **What is Trauma-Informed Care**

Trauma-informed care is a framework for offering services and is based on principles considered central to understanding the specialized needs of trauma survivors. It is strengths-based, includes an understanding about the impact of trauma on survivors, emphasizes safety, and works to rebuild an individual's sense of control and empowerment.<sup>ix</sup> These features are particularly relevant for exploited youth.

### **Key Principles of a Trauma-Informed Approach**

- **Safety:** *Students must feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety. Understanding safety as defined by those served is a high priority.*
- **Trustworthiness and Transparency:** *Building trust and transparency is a core component of a trauma-informed approach. This could be done through a variety of ways. For example, if a student were to begin disclosing information about abuse, neglect or human trafficking, as a mandated reporter it would help to be transparent and build trust through saying, "Thank you so much for opening up to me about this. I'm here as part of your support team and appreciate that you trust me. One of the things I want to remind you of is that I am a mandated reporter so I'm going to have to tell someone what you are going to share with me and when I do that, you may have to retell your story. I want to assure that although I have to tell someone it will only be with a very limited number of individuals and only so these individuals can help support and protect you." This gives them the choice to move forward, or not, as they feel comfortable and works to avoid re-traumatization.*
- **Peer Support:** *This is integral and serves as a key vehicle for building trust, establishing safety, and empowerment.*
- **Collaboration and Mutuality:** *There is a meaningful sharing of power and decision-making, when appropriate, and a recognition that healing happens.*
- **Empowerment, Voice and Choice:** *There is acknowledgement that every person's experience is unique and requires an individualized approach.*
- **Cultural, Historical and Gender Issues:** *As a school community, we must move past cultural stereotypes and biases, offer culturally responsive services, leverage the healing value of traditional cultural connections, and recognize historical trauma.<sup>x</sup>*

### **Protective Factors**

As we identify the challenging life experiences that students may be faced with, it is paramount to also identify what protective factor(s) could help to change the trajectory of their lives in a positive way.

- A "Protective Factor" is a characteristic at the biological, psychological, family, or community (including peers and culture) level that reduces the negative impact of a risk factor, ultimately reducing the youth vulnerability to problem outcome.
- An example of a protective and risk factor relationship could include: A youth that has anxiety and low self-esteem as the risk factor and positive peer relationships are the protective factor.
- Another example might be of a risk factor of a student who is emotionally abused at home and struggles to make friends; the protective factor would be a teacher who encourages the student's writing and supports their talent.<sup>xi</sup>

## At-Risk Populations

Every individual has basic needs that are essential for them to thrive. According to research conducted by Dr. Abraham Maslow, there is a motivational theory comprising a five-tier model of human needs. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. If any of these needs are left unmet, it can lead to a person being taken advantage of.<sup>vii</sup>

The simple truth is that students are young, which makes them more vulnerable to trafficking. They are growing physically, psychologically, and working to develop their own personal beliefs while managing outside pressure and influence. Many students have a history of traumatic stress and will be showing behavioral signs of complex trauma. Although no one is immune to potential exploitation, certain circumstances or life experiences may increase a student's vulnerabilities and, as a result, increase their risk of exploitation. Those risk factors may include, but are not limited to<sup>viii</sup>:



It is important to recognize that there are also gaps in the systems of protection that may also increase a student's risk.

**Protocol for Referring Youth At-Risk to Services**  
*or other forms of violence (child abuse, neglect, teen dating violence)*

<b>STEP 1</b>	<b>If you believe a student may be at risk of being trafficked, contact your school counselor or social worker.</b>
<b>STEP 2</b>	The counselor will then engage the student and conduct a verbal assessment to gauge a student’s risk. If counselors are unsure about a student’s specific risk, they should contact Granite’s HTYPE Specialists in the <a href="#">Education Equity department</a> at the district offices by contacting (385) 646-4205.
<b>STEP 3</b>	Each student’s needs will be different based on a counselor’s assessment, and proper referrals should be made. In some cases, it will be necessary to refer students to outside services listed on the page below (e.g. McKinney Vento, Safe Spaces, Refugee/Migrant Services, Dating/Sexual Violence Resources etc.) <ul style="list-style-type: none"> <li>▪ All support service contact information is listed on the Support Services section below, beginning on page 15.</li> </ul>
<b>STEP 4</b>	Counselors should always fill out a Student Support Form (also called a Pink Sheet) in order to track the number of referrals made for both suspected or confirmed victims of trafficking, as well as at-risk students.

**Monitoring Compliance with the Human Trafficking School Safety Protocol**

Human Trafficking Specialists will conduct quarterly assessment for compliance of networks. This will be included in the quarterly progress report for the grant and will entail meeting with network administrators and Judy Peterson to assess the use of the HTSSP, answer questions, and comments regarding its implementation.

**Collecting and Reporting Data on Identified Trafficking Victims**

The procedure for monitoring the number of victims identified through training of students, educators, and other staff will be as follows:

<b>STEP 1</b>	Contact the identified liaison for monitoring trafficking victims <ul style="list-style-type: none"> <li>• Judy Peterson, Granite School District Counseling Director  Email: <a href="mailto:japeterson@graniteschools.org">japeterson@graniteschools.org</a>  Phone: (385) 646-4408</li> </ul>
<b>STEP 2</b>	Once a case/victim is identified, a “Student Support Form” or “Pink Sheet” will be filled out. This will also be filled out for at-risk students referred to services.
<b>STEP 3</b>	Administrators will report to HTYPE specialists anytime a case is opened with DCFS or Law Enforcement for the purpose of grant reporting.
<b>STEP 4</b>	Administrators will report to HTYPE specialists anytime a student is referred to a community resource or a service provider for the purpose of grant tracking.
<b>STEP 5</b>	District personnel shall document DCFS and/or law enforcement investigations in schools using the Granite School District Notice of Investigation form. The form shall not be placed in the child's educational file. (For further information regarding accessing students, see Memorandum 45A.)

**STEP 6**

Granite HTYPE Specialists will compile this data for the grant

- Contact information for HTYPE Specialists can be found through the Granite Education Equity Department at (385) 646-4205.

**Local and National Service Providers:**

Granite School District policy requires three options to be provided to students when offering outside service referrals. Referral organizations are periodically contacted to ensure their capacity to accept new clients, to confirm their contact information is up to date and to confirm their ability to act as a collaborator with the Granite School District.

**HUMAN TRAFFICKING SERVICE PROVIDERS**

National Human Trafficking Hotline:

Provides confidential support for all victims of labor trafficking and sex trafficking.

- Call (toll-free): 1 (888) 373-7888
- Text: "Help" or "Info" to 233733
- Chat Online: [www.humantraffickinghotline.org/chat](http://www.humantraffickinghotline.org/chat)

Asian Association of Utah – Trafficking in Persons Division:

This is a referral agency for all youth and adult victims/survivors of trafficking.

- Youth Coordinator: Adrienne Buhler
  - Email: [adrienne.buhler@aau-slc.org](mailto:adrienne.buhler@aau-slc.org)
  - Call: 1 (801) 990-9466
- Director, Trafficking in Persons: Andrea Sherman
  - Email: [andrea.sherman@aau-slc.org](mailto:andrea.sherman@aau-slc.org)
  - Call: 1 (801) 467-6060

**DATING AND SEXUAL ASSAULT PROVIDERS**

Utah Domestic Violence Coalition

- Outreach Coordinator: Andi Tremonte
  - Email: [atremonte@udvc.org](mailto:atremonte@udvc.org)
  - Call Directly: 1 (801) 521-5544 EXT 104
  - 24-Hour Link Line: 1 (800) 897-5465

Rape Recovery Center

- Intake Coordinator: Stephanie Nolasco
  - Email: [frontdesk@raperecoverycenter.org](mailto:frontdesk@raperecoverycenter.org)
  - Call: 1 (801) 467-7282

Utah Pride Center

- Director, Youth & Family Programs: Amanda Darrow
  - Email: [amandadarrow@utahpridecenter.org](mailto:amandadarrow@utahpridecenter.org)
  - Call: 1 (801) 821-5201

**SAFE SPACES**

#### Volunteers of America Youth Empowered Solutions

- Email: [YESSprogram@voaut.org](mailto:YESSprogram@voaut.org)
- Call: 1 (801) 382-7704

#### Utah Pride Center

- Director, Youth & Family Programs: Amanda Darrow
  - Email: [amandadarrow@utahpridecenter.org](mailto:amandadarrow@utahpridecenter.org)
  - Call: 1 (801) 821-5201

### HEALTH AND MENTAL HEALTH CARE PROVIDERS

#### National Alliance on Mental Illness

- Programs Director: Robin Holcomb (Programs Director)
  - Email: [robin@namiut.org](mailto:robin@namiut.org)
  - Call: 1 (801) 869-2884

#### Valley Behavioral Health

- Children's Services Director: Sarah Tellesbo
  - Email: [sarate@valletcares.com](mailto:sarate@valletcares.com)
  - Call: 1 (801) 558-5667

#### Hopeful Beginnings

- Director, Day Treatment: David Koldewyn
  - Email: [dkoldewyn@hopefulbeginnings.net](mailto:dkoldewyn@hopefulbeginnings.net)
  - Call: 1 (801) 557-5940

#### Salt Lake County Health

- Director of Community Health: Jeff Smart
  - Email: [jsmart@slco.org](mailto:jsmart@slco.org)
  - Call: 1 (385) 468-5319

### RUNAWAY AND HOMELESS YOUTH PROGRAMS

#### Granite District McKinney Vento Program

- homeless Liaison: Shanalee Otanez
- Email: [sotanez@graniteschools.org](mailto:sotanez@graniteschools.org)
- Call: 1(385) 646-4678

#### Juvenile Receiving Center

- Call the Intake Line: 1 (385) 468-4470

#### Homeless Youth Resource Center

- Call the Main Line: 1 (801) 364-0744

#### Huntsman Mental Health

- Supervisor: Stella Stencer
  - Email: [stella.stencer@utah.edu](mailto:stella.stencer@utah.edu)
  - Call: 1 (843) 557-9776
- Clinician: Kara Groicher
  - Email: [u6023747@utah.edu](mailto:u6023747@utah.edu)
  - Call: 1 (907) 854-4272

#### Catholic Community Services

- Office Manager: Nora Perkins
  - Email: [nperkins@ccsutah.org](mailto:nperkins@ccsutah.org)
  - Call: 1 (801) 363-7710

## SUBSTANCE USE PREVENTION PROGRAMS

#### Odyssey House

- Community Relations: Randall Carlisle
  - Email: [rcarlisle@odysseyhouse.org](mailto:rcarlisle@odysseyhouse.org)
  - Call: 1 (801) 541-5413
- Chief Operations Officer: Christina Zidow
  - Email: [czidow@odysseyhouse.org](mailto:czidow@odysseyhouse.org)
  - Call: 1 (801) 884-7264

#### Salt Lake County Youth Services

- Program Manager: Alisha Carlson
  - Email: [AICarlson@slco.org](mailto:AICarlson@slco.org)
  - Call: 1 (385) 468-4523

#### Volunteers of America Youth Resource Center - Substance Abuse Program

- Call: 1 (801) 355-2846

## LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER (LGBTQ+) PROGRAMS

#### Utah Pride Center

- Director, Youth & Family Programs: Amanda Darrow
  - Email: [amandadarrow@utahpridecenter.org](mailto:amandadarrow@utahpridecenter.org)
  - Call: 1 (801) 821-5201

#### Equality Utah

- Director of Operations and Political Affairs: Preston Hilburn
  - Email: [preston@equalityutah.org](mailto:preston@equalityutah.org)
  - Call: 1 (801) 355-3479

#### LGBTQ+ Affirming Therapist Guild of Utah

- Intake Coordinator: Robin Tracy
  - Email: [robin@lgbtqtherapists.com](mailto:robin@lgbtqtherapists.com)

### MENTORING PROGRAMS

#### Volunteers of America - Youth Resource Center Support Group

- Call the Main Line: 1 (385) 468-4610

#### Big Brothers Big Sisters Utah

- Mentoring Support Coordinator: Ali Malovich
  - Email: [ali.laovich@bbbsu.org](mailto:ali.laovich@bbbsu.org)
  - Call: 1 (385) 261-1152

### YOUTH ORGANIZATIONS

#### Salt Lake Youth Services

- Call the Main Line: 1 (385) 468-4500

#### Centro de la Familia

- Health Education Specialist: Danny Reyes
  - Email: [d.reyes@cldf.org](mailto:d.reyes@cldf.org)
  - Call: 1 (801) 521-4473

#### Job Corps - National Resource for Youth Workforce Development (ages 16-24)

- Call the Main Line: 1 (800) 733-5627
- Website: [www.jobcorps.gov](http://www.jobcorps.gov)

## HTSSP REFERENCES/ENDNOTES

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- <sup>ii</sup> *Key Legislation*. The United States Department of Justice. (2017, January 6). <https://www.justice.gov/humantrafficking/key-legislation>.
- <sup>iii</sup> *Human Trafficking*. National Human Trafficking Hotline. (n.d.). <https://humantraffickinghotline.org/type-trafficking/human-trafficking>.
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- <sup>v</sup> Legal Information Institute. (n.d.). *22 U.S. Code § 7102 - Definitions*. Legal Information Institute. <https://www.law.cornell.edu/uscode/text/22/7102>.
- <sup>vi</sup> *Fact Sheet: Human Trafficking*. The Administration for Children and Families. (2017). <https://www.acf.hhs.gov/otip/fact-sheet/resource/fshumantrafficking>.
- <sup>vii</sup> Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-96.
- <sup>viii</sup> 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.). U.S. Department of Education.
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- <sup>x</sup> Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- <sup>xi</sup> *Risk & Protective Factors*. Youth.gov. (n.d.). <https://youth.gov/youth-topics/risk-and-protective-factors>.
- <sup>xii</sup> Administration of Children and Family Services (2021). SOAR Training of Foreign Nationals. Washington, D.C. (Online)
- <sup>xiii</sup> National Conference of State Legislators. (2017, April). Safe Harbor: State Efforts to Combat Child Trafficking. [https://www.ncsl.org/Portals/1/Documents/cj/SafeHarbor\\_v06.pdf](https://www.ncsl.org/Portals/1/Documents/cj/SafeHarbor_v06.pdf)
- <sup>xiv</sup> Administration of Children and Family Services (2021). SOAR Training on CLAS Standards. Washington, D.C. (Online)