



*The Governor's Office of*  
**HUMAN TRAFFICKING  
PREVENTION**

Human Trafficking Prevention and Response in  
Louisiana Schools

**POLICY AND PROTOCOL TOOLKIT**

*Pursuant to Act 737 of the 2026 Regular Legislative Session*

Updated July 2026



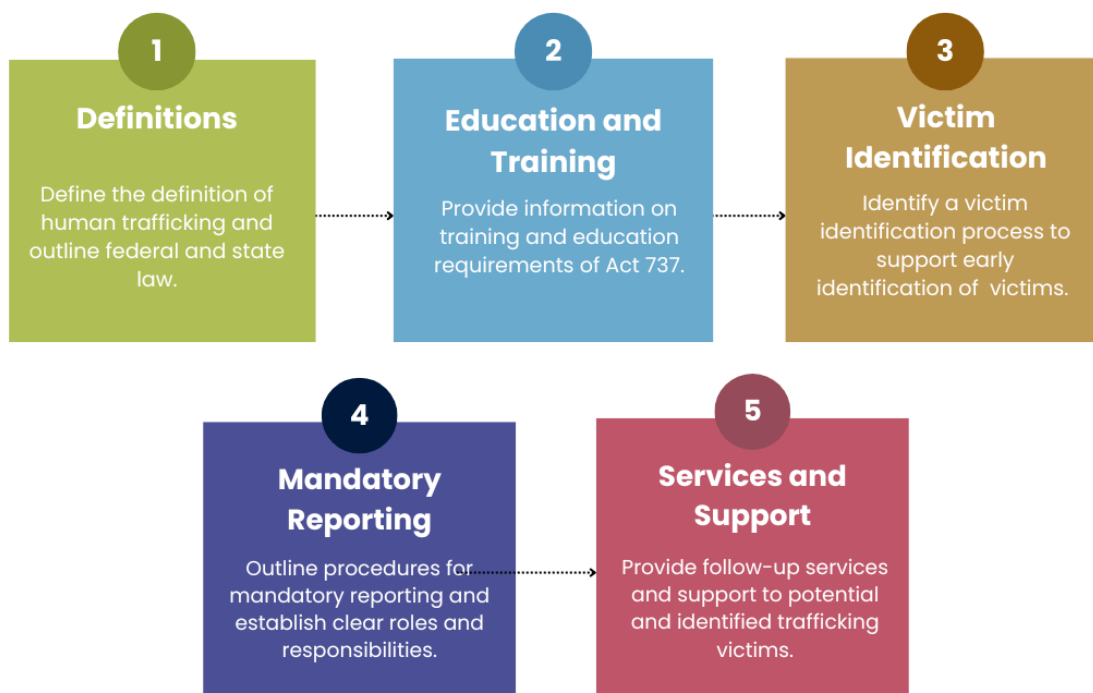
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## Executive Summary

Schools play an important role in preventing human trafficking and intervening when a student is experiencing trafficking. Pursuant to **Act 737** of the 2026 Regular Legislative Session, each city, parish, or local public school board and charter school is required to adopt a policy on human trafficking victim identification and reporting and to designate training to key school personnel.

The guidance in this toolkit will help Louisiana schools plan, develop, and implement robust human trafficking policies and procedures. The toolkit includes best practices and key considerations across five major topics: (1) Definitions, (2) Training and Education, (3) Victim Identification, (4) Mandatory Reporting, and (5) Victim Services and Support. It is recommended that, at minimum, schools address the five components within their policy document.



This Toolkit was developed by the Louisiana Office of Human Trafficking Prevention and adapts the *Office on Trafficking in Person's Toolkit for Building a Human Trafficking School Safety Protocol*. For questions or to request additional support, please email the Office of Human Trafficking Prevention at [humantrafficking@la.gov](mailto:humantrafficking@la.gov).

## Purpose

The toolkit was designed to help school districts meet the requirements of Act 737 in developing a human trafficking school safety policy and procedures. The purpose of a human trafficking school safety policy is to:

- (1) Identify students that may be experiencing trafficking or may have an increased risk for trafficking;
- (2) Provide schools and school personnel with clear instructions for reporting and responding to human trafficking;
- (3) Help students connect to service providers and/or programs intended to reduce further exposure to violence and victimization.

## Strategies for Developing a Human Trafficking Policy

While this document serves as a guide for school board leaders, each board should engage in a strategic planning process to develop the policy and procedures that meet its specific needs. This process may include convening a committee of school representatives—such as administrators, counselors, school resource officers, and school nurses—to draft the policy, as well as engaging community stakeholders to gather feedback and inform its development.

### GETTING STARTED: DISCUSSION QUESTIONS

- Who, within our school community, has received human trafficking training and/or would rate their knowledge and comfort level with the topic as high?
- Who, within our school community, has previously participated in school-based or community efforts to raise awareness of the issue?
- Who, in our school community, has contacts with local experts or programs addressing the human trafficking of minors in the community and/or governmental entities (e.g., child protective services, law enforcement) responsible for responding to reports of child abuse?
- Who (if any) are the already designated personnel responsible for elevating and reporting abuse?
- What are our existing child abuse or violence prevention policies, protocols, or procedures?
- What trends are we seeing in the trafficking and exploitation of children/youth in our community?
- Who are the community organizations that serve child/youth victims of human trafficking in our community?

## Engaging Community Partners

Cross-system collaboration with community stakeholders and human trafficking experts is essential to developing, refining, and successfully implementing an effective policy. These partners can help draft the policy, share knowledge and best practices, and provide services and support to students, families, and staff throughout implementation.

If resources are available, it is also recommended that school leaders consult with a survivor or someone with lived experience when developing the policy. See “Additional Resources” for an article on ethical engagement of survivor leaders.

### STAKEHOLDERS IN THE COMMUNITY TO ENGAGE:

- Local DCFS (Child Welfare) Offices
- Law Enforcement
- Human trafficking Service Providers and/or Task Forces
- Child Advocacy Centers
- Service Providers Supporting Children and Youth in the Community
- Survivor Leaders and Lived Experience Experts

Locate victim service providers and task forces in your area by visiting [humantrafficking.la.gov/resources/](https://humantrafficking.la.gov/resources/).

## Assessment and Review

It is recommended that school districts review and revise their policy on an annual basis. School districts should also consider collecting data to evaluate the policy's use and effectiveness. This may include formal data tracking as well as a process for gathering feedback from school personnel. Regular review and assessment helps ensure the policy remains effective, reflects current best practices, and meets the changing needs of the school community.

### SAMPLE DATA TRACKING METRICS

- Number of schools implementing the policy
- Number of designated trained personnel
- Number of screenings conducted (if applicable)
- Number of students identified as potentially experiencing human trafficking
- Number of potential human trafficking situations reported to DCFS
- Number of students referred to community service providers due to potential trafficking concerns

# 1

## Definitions

The policy should begin by including the state and/or federal definition of human trafficking and address both sex trafficking and labor trafficking. School leaders may also consider including an introductory statement, guiding principles, prevalence data, and other contextual information to support understanding and implementation.

### SAMPLE DEFINITIONS

Human Trafficking is the crime of using force, fraud, or coercion to induce another person into commercial sex acts or labor services against their will; or to induce a person under the age of 21 into commercial sex acts.

The Trafficking Victims Protection Act of 2000 (TVPA), as amended (22 U.S.C. § 7102), defines trafficking in persons as:

Sex trafficking: the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of 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 act has not attained 18 years of age; and

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.

Louisiana law defines human trafficking in Revised Statute 14:46.2 and trafficking of children for sexual purposes in Revised Statute 14:46.3. Under Louisiana law, any child who is engaged in prostitution or prostitution-related offense is presumed to be a victim of human trafficking.

### Prevalence Data.

Data on human trafficking may help inform understanding of the scope of the problem in your community. The Governor's Office of Human Trafficking Prevention is responsible for collecting annual data on human trafficking. Please visit [humantrafficking.la.gov/resources/](https://humantrafficking.la.gov/resources/) to locate the **Louisiana Annual Human Trafficking Data Report**. For questions about the data report, please contact [humantrafficking@la.gov](mailto:humantrafficking@la.gov).



**Anyone can experience human trafficking, but some students are higher risk than others.**

- Students with disabilities
- System-involved (child welfare or juvenile justice)
- History of sexual abuse

# 1

## Definitions

### Guiding Principles.

School districts may include guiding principles to frame the policy document. Guiding principles serve as a collaborative agreement for how the school district, schools, school personnel, community providers, and governmental entities (e.g., DCFS, law enforcement) will partner together to implement the policy. These guiding principles are referenced throughout this document and in the featured trainings in Section 2.

#### SAMPLE: GUIDING PRINCIPLES AND DEFINITIONS

Trauma Informed: Approaches delivered with an understanding of the vulnerabilities and experiences of trauma survivors. A trauma-informed approach responds by integrating knowledge about trauma into policies, procedures, practices, and settings.

Trauma-informed approaches place priority on restoring the survivor's feelings of safety, choice, and control.

Survivor-Informed: A program, policy, intervention, or product that is designed, implemented, and evaluated with intentional leadership and input from lived experience experts to ensure that the program or product accurately represents the needs, interests, and perceptions of the target population.

Victim-Centered: Approaches that place the crime victim's priorities, needs, and interests at the center of the work; providing nonjudgmental assistance, with an emphasis on client self-determination, where appropriate, and assisting victims in making informed choices; ensuring that restoring victims' feelings of safety and security are a priority and safeguarding against policies and practices that may inadvertently re-traumatize victims.

Confidentiality: The act of protecting (i.e., not disclosing or sharing without consent) private information relating to a person served, established through federal and state statutes and regulations, ethical principles, and program policies.

Multidisciplinary: A planned and coordinated program of care involving two or more specializations for the purpose of improving services as a result of their joint contributions.

The above definitions were adapted from the Office of Victims of Crime "Achieving Excellence: Model Standards for Serving Victims & Survivors of Crime" Glossary.

## 2

## Education and Training

The human trafficking policy should incorporate a section on training and education of designated personnel. Act 737 requires each school to designate at least one employee to receive annual advanced training on human trafficking. The designated school employee shall be a school counselor, mental health professional, or a school administrator. While the law requires at least one employee to be trained on an annual basis, schools are encouraged to deploy wider training across staff.

### **Method of Delivery.**

The training instruction shall be administered to designated employees by live, in-person training or by an online course.

### **Training Content.**

The training instruction shall at minimum cover:

- Define the crime of human trafficking,
- Differentiate between the types of human trafficking,
- Recognize common indicators of human trafficking,
- Discuss barriers and best practices for victim identification,
- Reinforce reporting requirements, and
- Review resources and services that are available to human trafficking victims.

### **Record Retention.**

A record of the designated employees and the completion of the course shall be retained by each school. Each school board shall document and verify that each school is in compliance.

### **Recommended Training Courses.**

The following is a list of recommended training courses that satisfy the requirements of Act 737.

#### Virtual and/or Online Modules

#### **Louisiana Child Welfare Training Academy**

The Louisiana Child Welfare Training Academy (LCWTA) is a strategic partnership between the Department of Children and Family Services, the Pelican Center for Children and Families, and the University Alliance. The Louisiana Child Welfare Training Academy provides high-quality training modules on their e-learning system. Once a training is completed, the system generates a certificate. CEUs are available on certain modules.



## 2

## Education and Training

To Access the Courses:

→ [moodle.lcwta.org/login/](https://moodle.lcwta.org/login/)

→ Create an account or log in.

→ Locate the training modules on “Home” under “Browse Online Courses.”

→ Click the folder entitled “Sexual Abuse/Human Trafficking” to locate human trafficking-specific modules.

### **HUMAN TRAFFICKING AWARENESS AND REPORTING (1 Hour)**

#### **Responding to Sexual Exploitation and Trafficking of Youth (8 Successive Modules\*)**

**Foundational Knowledge: Definitions and Framing (1 Hour)**

**Foundational Knowledge: Identification and Engagement (1 Hour)**

**Advanced Series: Stages of Change (1 Hour)**

**Advanced Series: Safety Planning (1 Hour)**

**Advanced Series: Addressing Runaway Behavior (1 Hour)**

**Advanced Series: Motivational Interviewing (1 Hour)**

**Advanced Series: Supporting and Navigating Youth Milieus (1 Hour)**

**Advanced Series: De-Escalation (1 Hour)**

*\*Complete the modules in order. Each module satisfies the requirement.*

### **Unbound Now**

#### **Keeping Students Safe: Human Trafficking for Teachers, Administrators, Youth Workers (1 Hour)**

To Access the Course:

→ [unboundnow.org/on-demand](https://unboundnow.org/on-demand)

→ Locate course under “School Personnel” and click “Access the Course”

→ Click “Enroll for Free” and Create an Account or Login

## 2

## Education and Training

### **NCMEC Connect**

NCMEC Connect is an on-demand training site by the National Center for Missing and Exploited Children that provides training, resources, and best practices related to missing and exploited children. \*It is recommended that users first take a human trafficking 101 training before accessing these modules to enhance their knowledge and response.

**Introduction to Child Sex Trafficking** (1.5 Hours)

**Someone Disclosed to Me – Now What?** (20 minutes)

**Mitigating Trauma During Recovery & Reunification of Missing Youth Exploited by Sex Trafficking** (For Mental Health Professionals) (1 Hour)

To Access the Courses:

- [connect.ncmec.org/learn](https://connect.ncmec.org/learn)
- Register or Sign In
- Click “full course/content catalog” and view “General Public” courses
- Search by name or scroll to locate the training.

### Live Training

The Office of Human Trafficking Prevention has developed training curriculums on human trafficking and maintains a list of certified trainers across the state. The following live, in-person training topics are available at no cost:

**Human Trafficking Awareness and Reporting** (1.5 to 2 Hours)

**Labor Trafficking: Recognizing and Responding to Exploitation** (1.5 to 2 Hours)

**Familial Trafficking: Strategies for Identification and Response** (1.5 to 2 Hours)

**A Guide to Screening: Louisiana Child and Youth Human Trafficking Identification Tools** (1 Hour)

To request a training:

- Email [humantrafficking@la.gov](mailto:humantrafficking@la.gov) with subject line “Training Request: [Name of School/School District]”

## 2

## Education and Training

→ Include in the body of the email the topic of the training, anticipated training date, and your school/school district's parish.

In addition to the trainings provided by the Office of Human Trafficking Prevention, a number of nonprofit organizations may provide training on human trafficking. Consider reaching out to local human trafficking task forces, child advocacy centers, and other specialized providers in your area.

### Prevention Education

Act 737 does not require schools to administer prevention education programs to students. However, recognizing that some districts may want to incorporate prevention programming, the following section provides resources on prevention education to children and youth.

**PlaySafe Louisiana [Stay Tuned]:** a free interactive game that immerses kids in realistic online gaming scenarios to spot predators and learn important online safety skills. This game will launch in August 2026. Stay tuned for more information!

**Freedom Fighters:** a trauma-informed K-12 child safety curriculum designed for school personnel with ready-to-use lesson plans, discussion guides, classroom activities that teach children how to recognize, avoid, and respond to risky situations. Download the curriculum at [fightbackforfreedom.org/](https://fightbackforfreedom.org/).

**Project Protect our Children Youth Action Boards:** a student-driven anti-human trafficking club built to empower the next generation of leaders to create positive change in their schools and communities. To learn more or set up a club at your school, complete the form [linked here](#) or email Sydney Schneckeburger at [sydney@projectprotectourchildren.com](mailto:sydney@projectprotectourchildren.com).

**NetSmartz:** an online safety resource hub by the National Center for Missing and Exploited Children (NCMEC). NetSmartz provides free training curriculums, lesson plans, videos, activities, and more at no cost.

**Steps to Staying Safe Storybook:** designed by A21 to help small children learn more about human trafficking prevention through visual storytelling. Visit [A21.org/storybook](https://A21.org/storybook) to download.

**Love 146 Not a Number Curriculum:** an interactive child trafficking and exploitation prevention curriculum designed to provide youth with information and skills in a manner that inspires them to make safe choices. To locate certified trainers in Louisiana, visit [love146.org/notanumber/](https://love146.org/notanumber/) and scroll down to "Licensed Locations."

### 3

## Victim Identification

The policy should incorporate a section on victim identification. To support early identification, schools should establish clear procedures for recognizing potential victims and responding appropriately to student disclosures. All suspicions or disclosures of child and youth trafficking must be reported to the Department of Children and Family Services (see Section 4), and suspected victims should be connected to appropriate support and services (see Section 5).



### Students experiencing human trafficking may be identified by:

- A staff-initiated screening or assessment process.
- Concerns raised by staff or a student.
- Student disclosure of abuse.

### SAMPLE PROCESS: IDENTIFYING POTENTIAL VICTIMS

Every member of the school community has a role in identifying and responding to concerns about human trafficking. Clear roles and responsibilities help ensure concerns are recognized, reported, and addressed consistently. The following chart provides sample responsibilities and processes that schools may implement.

| Who is Responsible   | Primary Responsibility                                                                                      | Sample Steps                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All School Personnel | Observe students for indicators of potential trafficking and escalate concerns to the appropriate personnel | <ul style="list-style-type: none"> <li>• Observe for signs of abuse, exploitation, or HT</li> <li>• Respond to student disclosures in a calm, supportive, and non-judgmental manner.</li> <li>• Escalate concerns promptly to the designated school lead or other appropriate personnel.</li> <li>• Maintain confidentiality by sharing information only with those who need to know.</li> </ul> |
| Designated Staff     | Respond when human trafficking is indicated, identified, or disclosed                                       | <ul style="list-style-type: none"> <li>• Receive ongoing training on human trafficking</li> <li>• Conduct a screening or assessment when concerns or a disclosure is brought forward.</li> <li>• Document concerns, actions taken, and referrals.</li> </ul>                                                                                                                                     |

### 3

## Victim Identification

|                       |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       |                                                                                                                  | <ul style="list-style-type: none"> <li>• Monitor the immediate risk for student safety</li> <li>• Report to DCFS.</li> <li>• Coordinate referrals to victim services and follow-up.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| School Administration | Implement practices that promote staff awareness, timely reporting, and opportunities for students to seek help. | <ul style="list-style-type: none"> <li>• Train all staff on district-wide human trafficking policy</li> <li>• Designate trained school lead (or team) in compliance with Act 737</li> <li>• Post reference guides or common indicators in staff-only areas</li> <li>• Display age-appropriate information for students about healthy relationships, exploitation, and how to access help.</li> <li>• Maintain partnerships with victim service providers to support referrals.</li> <li>• Review school data (e.g., attendance or behavior patterns) to identify students who are at-risk and may require additional support.</li> </ul> |

### Screening.

Screening, or assessment, tools help designated personnel identify students who may be at risk of or experiencing human trafficking. They provide a structured approach to gathering information, assessing risk factors, and determining appropriate next steps. Screening is intended to guide response—not to validate or investigate trafficking.

If school staff implement screening, the Office of Human Trafficking Prevention recommends the use of the **Louisiana Child and Youth Identification Tools**. The Louisiana Child and Youth Sex Trafficking Identification Tool (LSTT) is appropriate for identifying possible sex trafficking, while the Louisiana Child and Youth Labor Trafficking Identification Tool (LLTT) is appropriate for identifying possible labor trafficking. The Tools are available online through the [Lighthouse Platform](#).

### 3

## Victim Identification

Once a screening tool is adopted, schools should determine (1) which staff will implement the screening tool, (2) what criteria will be used to determine which students are screened, and (3) what the recordkeeping process looks like.

To get access to the tools or to request training on the use of the screening tools, please reach out to [humantrafficking@la.gov](mailto:humantrafficking@la.gov).

### Responding to Disclosures.

Victims rarely disclose their trafficking victimization and often are hesitant to ask for help. However, victims may disclose experiences *related to* human trafficking or another form of abuse.

If a student shares information about abuse or trafficking, school staff should:

- Listen without judgement
- Validate student's feelings (e.g., fear, shame, embarrassment, anger)
- Reinforce they believe the student and that the student is not at fault for the trafficking
- Limit follow-up questions on the details of the victimization (remember: your job is to identify and report, not to investigate!)
- Document immediate safety concerns or risks
- Inform the student that they are a mandatory reporter, what this means, and what will happen next
- Maintain confidentiality wherever possible

Following the disclosure, school staff should escalate the information immediately to the designated personnel or school administration for reporting.



#### ***Victims may be hesitant to disclose due to:***

- Fear no one will believe them
- Concerns for safety
- Threats of harm
- Dependence on their trafficker
- Do not see themselves as a victim.

## 4

## Reporting

The policy should incorporate a procedure for reporting human trafficking, as required by state law. School personnel are considered mandated reporters and must legally report confirmed or suspected child abuse, neglect, or human trafficking.

### Mandatory Reporting.

Pursuant to CHC 610, any suspicion of child trafficking by any person requires a report to DCFS at the Child Abuse Hotline at **855-452-5437 (option 4)**. If the child/youth is in immediate danger or if there is an active safety concern, immediately report to law enforcement.

Your school/school district's existing mandatory reporting procedures should be referenced and reflected in the human trafficking policy. Learn more about the duties of mandatory reporters at [www.dcfslouisiana.gov/](http://www.dcfslouisiana.gov/).

#### SAMPLE REPORTING PROCESS

| Example |                                                                                                                                                                                                                                                                                                                    |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1  | <b>Report.</b> Staff who suspects trafficking must file a report to the DCFS Child Abuse Hotline at 855-452-5437 (option 4). All reports made orally by mandated reporters must be followed by a written report to DCFS within five days.                                                                          |
| Step 2  | <b>Assess Safety.</b> Designated school personnel and/or administration to assess immediate safety concerns and determine whether a dual report to law enforcement is necessary.                                                                                                                                   |
| Step 3  | <b>Provide Student Support.</b> Designated school personnel to provide emotional support to the student, communicate next steps, and coordinate victim services. If applicable, submit a request for assistance on behalf of foreign national minors through the <a href="#">Shepherd Case Management System</a> . |
| Step 4  | <b>Contact Parent/Guardian.</b> Administration to contact parent/guardian if appropriate.                                                                                                                                                                                                                          |

*\* The order of these steps may differ based on district policies and procedures.*

### Reporting Trafficking Involving Foreign National Minors.

Foreign national children in the United States who have or may have experienced human trafficking are eligible to apply for certain assistance programs. In accordance with the Trafficking Victims Protection Act of 2000, as amended, federal, state, and local officials with

## 4

## Reporting

information about foreign national minors who may have experienced human trafficking must refer cases to the U.S. Department of Health and Human Services' Office on Trafficking in Persons (OTIP) within 24 hours. Requests for assistance may be submitted through the [Shepherd Case Management System](#). Learn more by visiting [OTIP](#).

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

There may be circumstances where the parent/guardian/caregivers are the traffickers, have knowledge of, or are suspected of participating in the trafficking (also known as "familial trafficking"). In such a case, school staff should convey this information to child welfare during the mandated reporting process and refrain from contacting the household members directly.



## 5

## Services and Support

The policy should incorporate a section on victim services and wrap-around supports for students impacted by trafficking. A clearly outlined list of community partners and service providers, including relevant contact information, should be maintained and readily accessible to staff responsible for referrals.

### Locating Victim Services.

Under Louisiana Revised Statute 46:2161, every child victim of human trafficking in Louisiana has access to victim advocacy and care coordination services at no cost. These services support schools by addressing students' immediate needs, assisting with safety planning, coordinating follow-up services, and connecting students and their families to appropriate community resources.

#### **Victim Advocacy Services:**

Victim Advocacy is a trust-based, relational model that supports survivors of human trafficking throughout their healing and recovery journey. Advocates provide survivors with individualized support, crisis intervention, basic needs assistance, case management, and more. [Unbound Now](#) and [BCFS Common Thread](#) provide advocacy services to children and youth who are confirmed victims of trafficking.

#### **Care Coordination Services:**

Care Coordination is a multidisciplinary team (MDT) model aimed at addressing both the service and investigative needs of children and youth victims of human trafficking. Care Coordination Teams are located in every region of the state at established Children's Advocacy Centers and are facilitated by regional navigators called *Care Coordinators*. To locate the Care Coordinator in your area, visit [lacacs.org/collaborative/](https://lacacs.org/collaborative/) or email [carecoordination@lacacs.org](mailto:carecoordination@lacacs.org).

For assistance in locating victim services in your area, hover over your parish or region in the [Services Map](#).

## 5

## Services and Support

### SAMPLE: RESOURCE GUIDE

| Organization            | Services                                | Website                                                                                                                  | Contact Information                                                                                                                        |
|-------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Unbound Now             | Victim Advocacy, Crisis Response (24/7) | <a href="http://unboundnow.org/louisiana">unboundnow.org/louisiana</a>                                                   | Baton Rouge Hotline:<br>225-577-5597<br>batonrouge@unboundnow.org<br><br>New Orleans Hotline:<br>504-826-3560<br>neworleans@unboundnow.org |
| BCFS Common Thread      | Victim Advocacy, Crisis Response (24/7) | <a href="http://bcfstrafficking.org/programs_posts/common-thread/">bcfstrafficking.org/programs_posts/common-thread/</a> | Statewide Hotline:<br>1-888-884-7323                                                                                                       |
| Child Advocacy Services | CAC (serving the Florida parishes)      | <a href="http://childadv.net/">childadv.net/</a>                                                                         | Human Trafficking Care Coordinator Name and Number                                                                                         |

*\* Include the service providers in your community.*

### Immediate Needs.

Students identified as experiencing human trafficking should receive support for their immediate needs (e.g., emergency housing, food, clothing, medical treatment, legal representation). To assist in providing for the student's immediate needs, the school should contact a human trafficking victim advocate (see contact information below).

A safety plan can address immediate safety needs. Students may benefit from participating in the creation of a safety plan and the opportunity to learn safety planning skills. It is also recommended that school staff engage victim advocates in the creation of the safety planning. At a minimum, a safety plan should address the following:

- Situations that may pose the highest risk for students
- Safe adults the student can access at school, at home, and in the community
- Resources and hotline numbers, including their advocate's contact information
- Strategies to help the student calm down and manage stress

## 5

## Services and Support

### Ongoing Support.

The policy may also incorporate a process for developing a student support plan following a report or disclosure of trafficking, or to support the reintegration of a student identified as a victim of trafficking. The plan should address the following:

- Monitoring the student's safety, well-being, attendance, and engagement
- Parent/guardian consent for services
- Coordinating internal and external supports
- Academic accommodations, including the adoption of trauma-informed IEPs.
- Protecting confidentiality and information sharing to key staff
- Regular review and adjustment of the support plan

#### SAMPLE: STUDENT SUPPORT PLAN

| Support                  | Schedule                               | Goals                                                    | Point of Contact  | Referral or Process                                                                                                                                                       |
|--------------------------|----------------------------------------|----------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Counseling               | Tues 3:30pm                            | Build healthy coping strategies                          | Counselor Contact | Contact parent/guardian if student is requesting additional therapy                                                                                                       |
| Victim Advocate Check-In | Once a month at 8:30am or as requested | Consistent support and wellbeing checks                  | Advocate Contact  | Staff coordinates with advocate to meet with student on campus.                                                                                                           |
| Access to Safe Space     | Anytime by request of student          | Calm and re-center or to request a counselor or advocate | Staff Contact     | Student will ask teacher for space. The teacher will notify designated staff. The student will be given 20 minutes to re-center or to speak with a counselor or advocate. |

## **Additional Resources**

[About Adverse Childhood Experiences – CDC](#)

[Child Victims and Witnesses Support Materials \(Storybooks\) – Office for Victims of Crime](#)

[Cyber Tipline – NCMEC](#)

[DHS Blue Campaign](#)

[Ethically Collaborating with Human Trafficking Survivor Leaders – HEAL Trafficking](#)

[Individuals With Disabilities May Face Increased Risk of Human Trafficking – Polaris](#)

[Instructional Video: Sofia’s Story – Identifying Child Labor Trafficking](#)

[Human Trafficking Victim Identification Card](#)

[Louisiana Minor Labor Law Placard – Louisiana Works](#)

[Louisiana Natural Disasters and Human Trafficking Outreach Campaign](#)

[Louisiana Victim Outreach Campaign](#)

[NCMEC: Resources for Parents, Educators & Communities](#)

[Safety Planning Information – National Human Trafficking Hotline](#)

[School-Based Human Trafficking Prevention: Key Components and Implementation Considerations for Educators, Staff, and School Leaders – RTI International](#)

[Sextortion Info Sheet – NCMEC](#)

[Take It Down – NCMEC](#)

For questions or to request additional support, please email the Office of Human Trafficking Prevention at [humantrafficking@la.gov](mailto:humantrafficking@la.gov).