

Child Trafficking Prevention Education Implementation Plan



State Board of Education Rule:	6A-1.094123 Child Trafficking Prevention Education
Name of the School District	Collier County Public Schools
Superintendent of the School District	Dr. Kamela Patton
Implementation Period: (MM/YY – MM/YY)	08/31/2020-6/11/2021
Submission Date to the Commissioner	12/1/2020
Direct URL to the Implementation Plan as posted on the school district website	https://www.collierschools.com/healtheducation
School District Contact(s) for this Plan <i>(name and email address)</i>	Tracy Bowen bowentr@collierschools.com

Select the specific subject area(s) of the courses in which instruction will be delivered:			
<input checked="" type="checkbox"/> Art – Visual Arts	<input type="checkbox"/> Experimental Education	<input checked="" type="checkbox"/> Peer Counseling	<input checked="" type="checkbox"/> World Languages
<input checked="" type="checkbox"/> Computer Education	<input checked="" type="checkbox"/> Health Education	<input checked="" type="checkbox"/> Physical Education	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Dance	<input type="checkbox"/> Library Media	<input checked="" type="checkbox"/> Research/Critical Thinking	
<input checked="" type="checkbox"/> Drama – Theatre Arts	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	
<input checked="" type="checkbox"/> English/Language Arts	<input checked="" type="checkbox"/> Music Education	<input checked="" type="checkbox"/> Social Studies	

Select the qualification(s) of the instructors:
<input checked="" type="checkbox"/> Florida Certified Teacher <input checked="" type="checkbox"/> Community-based Expert <input checked="" type="checkbox"/> School Nurse <input checked="" type="checkbox"/> School Counselor <input checked="" type="checkbox"/> School Psychologist <input checked="" type="checkbox"/> Other
Please explain the rationale for delivering the instruction in the courses selected above for each grade level.
<p>K: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps.</p> <p>1: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps.</p> <p>2: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps.</p> <p>3: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps.</p>

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4: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps.

5: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps. In addition, our Youth Relations Deputies cover protecting ourselves in the community and online through their new LEAD program for 5th grade.

6: The Science classroom allows for an evidenced-based, scientific approach to looking at data, scientific method, and hypothesis generation. However, other areas of overlap occur from direct instruction in Physical Education and Instructional Resource courses, which provide additional layers such as personal safety, dangers in our community, dangers associated with internet and application use. As well as protective factors such as building self-confidence, positive body image, friendships, trusting instincts “if something doesn’t seem right, it probably isn’t right,” traveling in groups, always have an out, parents/trusted adults safe word, etc.

7: The Science classroom allows for an evidenced-based, scientific approach to looking at data, scientific method, and hypothesis generation. However, other areas of overlap occur from direct instruction in Physical Education and Instructional Resource courses, which provide additional layers such as personal safety, dangers in our community, dangers associated with internet and application use. As well as protective factors such as building self-confidence, positive body image, friendships/relationships, trusting instincts “if something doesn’t seem right, it probably isn’t right,” traveling in groups, always have an out, parents/trusted adults safe word, etc.

8: The Science classroom allows for an evidenced-based, scientific approach to looking at data, scientific method, and hypothesis generation. However, other areas of overlap occur from direct instruction in Physical Education and Instructional Resource courses, which provide additional layers such as personal safety, dangers in our community, dangers associated with internet and application use. As well as protective factors such as building self-confidence, positive body image, friendships/relationships, trusting instincts “if something doesn’t seem right, it probably isn’t right,” traveling in groups, parents/trusted adult’s safe word, don’t believe what you see and hear on internet unless it is a trusted source, etc.

9: Health and Physical Education courses, particularly the HOPE course, provides a direct connection to health standards and practices. There are various connections to personal and internet safety, human trafficking, dangers of luring, catfishing, unprotected app use and developing a false sense of trust, in addition to the general protective factors covered such as positive relationships, establishing trust with adults, positive body image and confidence as well as healthy decision-making, negotiation and reasoning skills. Without state required stand-alone health classes for each grade level, use of other courses with various teaching certifications are necessary at the High school level to ensure component is covered yearly.

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We will be developing a series of brief videos that provide prevention education on internet safety, child trafficking and violence prevention.

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Please describe the methods for delivering the instruction for each grade level.

K: Classroom teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker experts, etc.

1: Classroom teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker experts, etc.

2: Classroom teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker experts, etc.

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- 5: Classroom teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker experts, etc.
- 6: Classroom Science teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.
- 7: Classroom Science teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.
- 8: Classroom Science teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.
- 9: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.
- 10: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentations, etc.
- 11: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentations, etc.
- 12: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentations, etc.

Please describe the materials and resources that will be utilized to deliver the instruction for each grade level.

K: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: the dangers around us, whether in person or on the internet, including privacy, safety, and common sense. Additionally, “when something feels wrong, tell a trusted adult,” if approached by a stranger, Say No, Run Away, and Tell Someone.

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- Utilize Prevention Advocates from the Shelter for Abused Women and Children to present “Hands are for Helping Not Hurting.” Topics include: identifying and talking to trusted adults if something does not seem right, if someone is being hurt, or if there is something that is scary or worrying them at home related to violence, abuse, trafficking, etc. and how and where to get help.

2: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: the dangers around us, whether in person or on the internet, including privacy, safety, and common sense. Additionally, “when something feels wrong, tell a trusted adult,” if approached by a stranger, Say No, Run Away, and Tell Someone.

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3: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: Identifying dangers at a playground, in a mall and on the internet, possible lures and staying safe whether in person or on the internet. Specific attention to digital footprint and how there are people out there that want to do harmful things with this information. Protect Your “Selfie,” including all personal info.

4: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: Identifying dangers at a playground, in a mall and on the internet, possible lures and staying safe whether in person or on the internet. Specific attention to digital footprint and how there are people out there that want to do harmful things with this information. Protect Your “Selfie,” including all personal info.

5: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: Identifying dangers in many places including in person and online, determining possible lures and staying safe whether in person or on the internet. Focus on Cyber threats and Cyberbullying – see something that is not right, seems off say something to a trusted adult. Provide sample scenarios, one includes online luring.

6: Lauren’s Kids (Safer, Smarter Teens), 1- 50 minute lesson created by district and Science team includes, dangers of unsafe internet and application use, possible luring, description of human trafficking, “see something odd, say something,” “if it feels off, it probably is,” responsible decision-making, using common sense.

7: Lauren’s Kids (Safer, Smarter Teens), 1- 50 minute lesson created by district and Science team includes, dangers of unsafe internet and application use, possible luring, introduction to human trafficking, “see something odd, say something,” “if it feels off, it probably is,” responsible decision-making, using common sense and protective factors. Scenarios utilized.

- Includes presentation from The Shelter for Abused Women and Children Education Advocates, on identifying and preventing violence, protecting one’s self from dangerous situations, potentials for trafficking and seeking help from trusted adults and resources as well as building protective factors and positive friendships/relationships.

8: Lauren’s Kids (Safer, Smarter Teens), 1- 50 minute lesson created by district and Science team includes, dangers of unsafe internet and application use, possible luring, introduction to human trafficking, “see something odd, say something,” “if it feels off, it probably is,” responsible decision-making, using common sense and protective factors. Scenarios utilized.

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9: Series of brief videos that provide prevention education on internet safety, child trafficking and violence prevention.

- HOPE courses provide:

1-2, 50-minute lessons on Trafficking Prevention and safe use of online applications, developing a plan and reacting to scenarios.

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1 – 50 minute presentation from The Shelter for Abused Women and Children Education Advocates, on identifying and preventing violence, protecting one’s self from dangerous situations, potentials for trafficking and seeking help from trusted adults and resources as well as building protective factors and positive friendships/relationships.

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In grades 9-12 additional opportunities may include:

- Other interactions with content may occur through technology courses, Career and Technical Education (CTE) courses or school-specific presentations offered individually to specific classes or by large group assemblies and may include community experts, school counseling staff, Youth Relation Deputies (YRDs), school nurse, and The Shelter for Abused Woman and Children’s other programs, etc.