

Minimum Guidelines for Child Sexual Abuse (CSA) and Human Trafficking (HT) Prevention Elementary Student Instructional Materials

This document is a guideline for publishers/providers and organizations intending to provide materials for **Elementary Students** on awareness, prevention, and interruption of child sexual abuse and human trafficking. The document includes 3 sections.

SECTION I - includes required concepts to be covered and minimum guidelines that must be adhered to for both Child Sexual Abuse and Human Trafficking Prevention materials (whether they are submitted as stand alone materials or combined into one set of materials).

SECTION II -includes required concepts to be covered and minimum guidelines related to Child Sexual Abuse Prevention ONLY

SECTION III - includes required concepts to be covered and minimum guidelines related to Human Trafficking Prevention ONLY

Please note that publishers/providers have three options when submitting content:

1. Submit only Child Sexual Abuse Prevention materials (must include all required content from both Section I and II).
2. Submit only Human Trafficking Prevention materials (must include all required content from both Section I and III).
3. Submit one set of materials that cover both Child Sexual Abuse and Human Trafficking Prevention (must include all required content from Sections I, II, and III). All required concepts must be covered at least once.

Please also note that Utah Code [Utah Code 53G-9-207](#) requires the Utah State Board of Education to approve instructional materials for elementary students. Materials submitted for secondary students will not be reviewed. Those wanting to provide materials to secondary students should obtain approval from their local school board through the designated local process in order to provide child sexual abuse and/or human trafficking prevention materials to secondary students.

This document is to help make potential providers aware of required elements, which are **bolded** throughout the document. All **bolded** terms are the minimum expectations and must be covered in the materials. Accompanying details (items not bolded) should be treated as descriptive information to the **bolded** term. The concepts can be covered in any order, they do not need to be in the order listed.

Contact Person and Email: Tanya Albornoz, Tanya.Albornoz@schools.utah.gov or Mindy Elliott, mindy.elliott@schools.utah.gov

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This document is also used to provide a guide for evaluation of possible instructional materials submitted to USBE. A rubric has been created from these guidelines which is used when the materials are reviewed, to ensure that all required elements are covered in the materials. Please direct inquiries about the rubric to prevention@schools.utah.gov.

These guidelines may also be used as a guide for Local Education Agencies throughout Utah as they decide which materials they want to utilize in schools.

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SECTION I
REQUIRED CONCEPTS AND EXPECTATIONS
to be covered in both Child Sexual Abuse and Human Trafficking
Prevention Materials

General requirements:

1. **Adherence to Administrative Rule:** The instructional materials must be in compliance with [Utah State Board of Education Administrative Rule 277-630 Child Sex Abuse and Human Trafficking Prevention Training and Instruction](#). This Rule may be updated from time to time as Utah statute changes, so please make sure to review and be in compliance with all requirements prior to submissions.
2. **Limits of training:** Overall, the materials focus on awareness, prevention, and interruption of child sexual abuse and/or human trafficking.
3. **Age-appropriate materials:** Overall, the materials are age-appropriate and comply with the definition of age-appropriate instructional material, as defined in [Utah Code 53G-9-207 \(a\)\(I\) and \(II\)](#).
4. **Prohibited Concepts and Practices:** As outlined in Utah Code [53G-9-207](#), Age-appropriate instructional material does not include materials that:
 - invites a student to share personal experiences about abuse during instruction;
 - gives instruction regarding consent as described in [Utah Code 76-5-406](#); or
 - includes sexually explicit language or depictions.

Additionally, students should not be asked to role-play antisocial behavior, such as dividing into pairs where one child takes on the role of an abuser and the other child practices saying no.

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5. **Sensitivity to prior abuse:** Overall, the instructional materials demonstrate a sensitivity and awareness of students that may have had prior abuse.
6. **Appropriate adult behavior:** Instruction for students should highlight what safe and appropriate adult behavior looks like. It should be clear that it is the responsibility for adults to keep children safe. Adults have a legal responsibility not to abuse or exploit children and can be punished for doing so. Modeling appropriate adult behavior is a preferred method of teaching. Children should be taught that they have the right to ask an adult to stop behavior that makes them uncomfortable and that they can report any behavior that concerns them to a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Adults should not give gifts to children and expect repayment or something in return.
Examples of appropriate adult behavior may include (but are not limited to) the following:
 - Giving a high-five, handshake, or side hug (with child's prior permission).
 - Respecting a child's physical boundaries and requests for personal space.
 - Not touching private areas (unless medically necessary).
 - Not being alone with a child unless specifically required for counseling, therapy, or other justifiable privacy concerns.
 - Asking for parent/guardian to be present when speaking to a child.
 - Inviting a parent to be close-by and keeping the door open for transparency and the comfort of the child, and/or being within visual line of sight or earshot of the parent/guardian.

Examples of inappropriate adult behavior may include (but are not limited to) the following:

- One on one private and unobservable interactions between an adult and a child.
- Touching private areas.
- Forcing a hug or other physical contact.
- Engaging in inappropriate, private, and/or sexually explicit social media interactions with a child.
- Forcing a child to watch inappropriate videos.
- Sharing personal or intimate details of one's home life with a child.
- Paying more attention to a specific child over others.
- Telling jokes about private body areas.
- Inviting a child to come alone to their home, an event, or in a car, without parental knowledge or consent.

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- Secretly communicating with a child on the phone, such as using texting or other forms of digital communication, especially in a sexual manner.

7. Trust your feelings: Empower children to listen to and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, to inappropriate activities that make them feel uncomfortable, as well as inappropriate comments about their body or matters of a sexual nature, and more. When children feel uncomfortable, they should communicate that with an adult they trust, and keep telling trusted adults until they receive help. Children should also tell an adult if they suspect a friend is being abused, trafficked, or exploited in any way. “Gut” feelings can be an indicator that something is wrong or headed in that direction.

8. Identifying trusted adults: The child should think of the adults in their life who they trust so that when a problem arises with them or a friend, they know who they can go to for help.

9. Body ownership: The concept of body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include how to recognize and respond to inappropriate activities.

10. No secrets about inappropriate activities (It's ok to tell): If someone tells a child to keep a secret about inappropriate activities, including touching or viewing private body parts, the child can and should tell another adult. Give scenarios to the child that all have the same answer: “Tell an adult you trust!” Include activities to help children outline a safety plan, both physically and verbally (such as a safe word).

11. How to recognize general warning signs that a person may be abusing a child: Teach children how to recognize general warning signs of a person who may be abusing a child. An adult can be an abuser even if they are in a position of power or trust. Remind children how “red flags,” or indicators, can help alert adults that something is not right. Children should be taught that no single indicator is necessarily proof of abuse or human trafficking. Recognizing the general signs of an abuser is the first step in identifying those who are potentially being targeted for abuse or trafficking.

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Examples of general warning signs may include (but are not limited to) adults who:

- Show increased interest in the child.
- Try to isolate the child from friends and family.
- Seek opportunities to spend time alone with the child in private spaces away from others.
- Attempt to form close personal relationships with the child, whether wanted or unwanted.
- Give special attention and gifts to a child or take the child on special outings.
- Have flirtatious behavior with a child.
- Make inappropriate remarks to a child, often of a sexual nature.
- Constantly texts/calls the child.
- Spend more time with children than adults and also tries to be alone with a child.
- Try to isolate the child from his or her friends and/or parents.
- Display behavior that may make a child uncomfortable.
- Insist on hugging, touching, kissing, tickling, or holding a child even when the child does not want this.
- Show pictures or videos to a child that makes him/her uncomfortable.
- Insist on secrecy and is continuously emphasizing this.
- Use secrecy, blame, or threats to maintain control.
- May seem to be very controlling or overly protective of the child (especially if they are not the parent).
- Demand that the child do things with or for them immediately or with little notice.

12. Explanation of grooming: Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a child and the child’s parent(s) or other caregivers, when the intent is to hurt or abuse the child.

13. Grooming red flags: This section may include activities that help children recognize “red flags”, such as what an abuser might say or do at different stages in the grooming process. The material should point out how grooming might be hard to recognize at first, that grooming often happens at a gradual pace, and that the red flags may escalate over time.

Examples of grooming red flags may include (but are not limited to) the

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following:

- Fake trustworthiness – pretending to be the child's friend in order to gain their trust.
- Fake romantic relationship – providing false feelings of love and affection.
- Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.), making the child feel extra special and telling them they are their favorite.
- Touch – Over time, touch progresses from regular, mostly comfortable non-sexual touch, to “accidental” touch of private parts, then to explicit sexual touching.
- Intimidation – using fear, embarrassment, or guilt to keep a child from telling anyone, or threatening to hurt them or their family members and friends.
- Sharing sexual material – capitalizing on a child's natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature.
- Breaking rules – encouraging a child to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future.
- Drugs and alcohol – Giving the child drugs and/or alcohol, as an incentive or in exchange for engaging in sexual acts, or as a way to make the child less able to stop the abuse because they are under the influence.
- Communicating secretly – texting, emailing, or calling without parent knowledge; also visiting them at school or work unexpectedly, or dropping by the school or home when they're outside playing. Parents do not know about the visits and the visits happen frequently and consistently. The child is told to keep the visits a secret.
- Blaming and confusing – making the child feel responsible for the abuse or what could happen to the child, his/her family, or the abuser if the child tells anyone.
- Giving gifts—abusers may give gifts and then expect a repayment or may make the child feel like they owe the abuser in some way.

14. Appropriate use of technology: Teach children how technology can contribute to abuse and/or human trafficking. The materials should give examples of appropriate and responsible behavior regarding technology use, and examples of behaviors that may put the child at risk to be in unsafe situations or that may lead

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to abuse or human trafficking.

15. **Create a safety plan:** Activities should be included to help children design a safety plan. The safety plan should cover both a **physical safety plan** (what the physical boundaries are of the child) and **verbal safety plan** (such as a safe word the child can say to a parent when the child feels unsafe) and provide various examples on what to do in dangerous situations.
16. **Create a plan to tell a trusted adult:** Children should be provided necessary tools to recognize when and how they should report something to a trusted adult. Help the child create a reporting plan that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or trafficked, or if it is happening to you? What are the specific names you can write down today of adults you know you can trust to help you?
17. **What to do if a child suspects their friend is being abused** (or depending on the types of materials) **What to do if a child suspects their friend is being trafficked and exploited, or both:** The materials cover what a child should do if they suspect a friend is being abused. If one suspects a friend is being abused, one of the most powerful things to do is to check with the friend about their feelings and encourage them to express concerns to an adult they can trust. **Examples of actions that the child may take may include** (but are not limited to) the following:
 - Talk to an adult and tell them you are worried about the friend. The adults will likely know how to report to people who can help. Tell your own parent(s)/guardian(s), grandparents, or other relatives you trust so they can help. Talk to a teacher, principal, school counselor, or police officer so they can help.
 - Let your friend know that you care about them and want to help them.
 - Let your friend know that if something is happening to them, it isn't their fault.
 - Listen to what your friend is telling you and believe them.
18. **Reasons to report:** The materials should cover reasons why the child should report if a friend discloses abuse. Telling an adult who can help about suspected abuse can lead to protecting the person being abused. You care about your friend and want him/her to be safe. No one deserves to be abused or afraid.

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- 19. The risks of sharing intimate images or personal information through electronic means:** In an age appropriate way, the materials educate students about how to have safe interactions with others through electronic means, as well as the risks of sharing personal information and images. Students are given strategies to identify inappropriate electronic requests and how to address those situations.
- 20. Protective Factors:** Materials will address the importance of building protective factors, positive childhood experiences, and supports to increase the well-being of both children and families and protect against harm.

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SECTION II **REQUIRED CONCEPTS AND EXPECTATIONS** **for Child Sexual Abuse Prevention ONLY**

- 1. Consistency with the law:** The materials demonstrate an understanding of Utah code as it applies to providing child sexual abuse prevention instructional materials to students. The materials also do not have inconsistencies with Utah's laws in regard to child sexual abuse ([Utah Code 53E-9-302](#)) or the code related to child sexual abuse prevention instructional materials.
- 2. Sexual misconduct:** The materials cover, in an age-appropriate way, that any sexual act towards a child is not safe or appropriate, whether it is done by an adult towards a child or by a child towards another child. There are situations where the child may not feel uncomfortable, but it is still considered abuse. The material should focus on the inappropriate behavior of the sexual act and not the feelings generated in the child to define abuse or inappropriate interactions.
- 3. Define the concept of sexual abuse:** In an age-appropriate manner, the materials define sexual abuse. Sexual abuse is defined in Utah Code, section [80-1-102](#) and includes acts or attempted acts of sexual intercourse, sodomy, incest, or molestation by an adult directed towards a child. It also includes acts or attempted acts by a child towards another child under certain conditions defined in the law.
- 4. Practice saying no:** Remind children that they have the right to say "no" in any situation that makes them feel unsafe or uncomfortable, and have them practice saying no."
- 5. Abuse can affect anyone:** Abuse can and does happen to anyone regardless of age, gender, race, etc. Most often an abuser is someone the child knows and trusts.
- 6. Children who have been abused are not at fault:** Children who have been sexually abused may likely feel the abuse is somehow their fault and that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as children they are in no way to blame for these terrible acts.

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7. **Abusers can be anyone:** In an age-appropriate manner, teach the concept that abusers can be anyone. Sometimes, abusers can be people that use their positions of power and trust to get close to children in order to abuse them. The person may be a respected and admired member of society, and may be charming and charismatic. Abusers can be a family member, relative, friend, neighbor, community leader, celebrity, teacher, coach, clergy or church leader, and even an older child living in the home or neighborhood. It can also be a child the same age as the child being abused. A person they like or care for deeply could still hurt them.
8. **Abuse can happen anywhere, and at any time:** Abuse can happen anywhere and at any time. It generally happens in places where it is easy to be alone with a child and when there is some assurance that the abuse will not be seen, discovered, or interrupted by others. It can happen anywhere, such as in the child's home, a friend's home, at school, outside, in a car, bathroom, locked room, in dark areas or areas protected from view, on social media, etc. There is no specific time of day that abuse happens, although children may be more vulnerable when they are tired or asleep. It is important to emphasize that it is not the child's fault if they find themselves in a place or situation where it is easy for an adult to abuse them. The responsibility falls on the adult who committed the acts and that as children they are in no way to blame.
9. **Recognizing warning signs:** Provide students with examples of signs of abuse or ways that children can be impacted by inappropriate contact.
Examples of warning signs may include (but are not limited to) the following:
 - Fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love.
 - Emphasize that if a friend reports to them that they may be experiencing abuse, they should tell a trusted adult. This is not breaking a promise. It is being a good friend so that their friend is safe and is not hurt.
 - If a child notices that a friend is acting differently than normal, encourage them to check in on that friend.

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SECTION III

REQUIRED CONCEPTS AND EXPECTATIONS

for Human Trafficking Prevention ONLY

- 1. Consistency with the law:** The materials demonstrate an understanding of Utah code as it applies to providing the material to students. They do not have inconsistencies with Utah's laws in regard to **human trafficking or the code related to human trafficking prevention instructional materials**, including the following:
 - [Utah Code 53E-9-203](#) Activities prohibited without prior written consent - Validity of consent -Qualifications -Training on implementation.
 - [Utah Code 76-5-308](#) Human trafficking for labor.
 - [Utah Code 76-5-308.5](#) Human trafficking of a child -- Penalties.
 - [Utah Code 76-5-309](#) Benefitting from trafficking and human smuggling -- Penalties.
 - [Utah Code 76-5-310](#) Aggravated human trafficking -- Penalties.
 - [Utah Code 76-5-311](#) Human trafficking of a vulnerable adult -- Penalties.
 - Understanding human trafficking as a form of abuse: Curriculum content should include both sex and labor trafficking. See [Utah Code 78A-6-105](#), which specifies the definition of "Abuse".
- 2. Definition of Human Trafficking:** In an age-appropriate manner, cover the concept of human trafficking. Human trafficking is a form of abuse and modern-day slavery in which traffickers use force, fraud, or coercion to control those they abuse for the purpose of engaging in commercial sex acts or labor services against their will. Children who are exploited for commercial sex acts or for labor are unwilling subjects of human trafficking, even if force, fraud, or coercion are not used to compel their participation in those acts. It may be helpful to explain force, fraud, and coercion in an age-appropriate way.
- 3. Forms of human trafficking:** The materials must cover concepts for **both sex trafficking and human trafficking in an age-appropriate manner**.

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- **Sex trafficking** means 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. Note: A child (under 18) cannot consent to any form of commercial sex. Thus, exchanging anything of value (money, food, water, shelter, controlled substances, a ride, etc.) for sex with a minor is a form of human trafficking where the minor is always the victim.
- **Labor trafficking** means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See [Utah Code 76-5-308](#)). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, even in the child's own home, or any other workplace. The key question is whether the labor was obtained using force, fraud, or coercion.

Examples of labor trafficking situations may include (but are not limited to) when a child:

- is not permitted and/or is physically restrained from leaving their work environment or from quitting to find another job.
- shows signs of physical abuse or injury from the employer.
- appears to be fearful of or under the control of the person who employs them.
- is afraid of being handed over to the authorities due to threats of the employer.
- is forced to work under a threat of violence.
- is forced to work by the employer as a way of repaying a loan or services that the employer has provided or will provide to the child or the child's family (such as travel or immigration services).
- has their movements and freedom restricted by their employer.
- is kept isolated and prevented from getting help.
- has their activities restricted and monitored closely.
- is escorted or guarded by associates of the traffickers.
- is not allowed to have access to their own documents, such as a birth certificate, passport, or visa.
- is not provided payment for work.
- is not provided a safe work conditions or an environment free of physical, mental, and emotional threats and coercion.
- is not permitted to "work off" a debt, or the debt is continuously added to so it becomes impossible to work off.

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- is forced to work long or late hours.
- is consistently not provided regular breaks, as required by labor law.

Examples of what is not labor trafficking of a child may include (but are not limited to) when a child is asked by their parent to:

- help with chores in their home
- work on their home work
- assist with yard work

4. Recognizing general warning signs of human trafficking: In addition to the general warning signs that a person may be abusing a child (outlined in section I), the information should focus on teaching children how to recognize specific warning signs that a friend or peer has possibly been or is being trafficked or exploited. Children should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying those who are potentially being subjected to trafficking. Emphasize that if a friend reports to them, they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). This is not breaking a promise. It is being a good friend, so their friend is safe and is not hurt. If a child notices that a friend is acting differently than normal, encourage them to check in on that friend.

Examples of general warning signs of human trafficking may include (but are not limited to) the following:

- **Emotional signs:** fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love.
- **Physical signs:** an attempt to conceal scars, bruises, or other signs of maltreatment. They may also be “branded” with tattoos. They may present as hungry or malnourished. They may act uncomfortable with showing skin, or they may be inappropriately dressed based on weather conditions or surroundings. They may also show up with new or expensive clothing, revealing clothing, jewelry, or other items (such as phones or makeup) and not be able to explain where they came from, OR they may say they were “gifts”. They may have to take unexplained calls and have to leave at a moment’s notice. They may also be seen with adults that they introduce as

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their “boyfriend” or “girlfriend”. They seem to be very controlled by adults and they are afraid to make the adult angry or upset.

5. **Children are not responsible for human trafficking:** Human trafficking can happen to anyone. Most often the trafficker is someone the child knows or has met (in the real world or online) and feels they can trust them. Children who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as children they are in no way to blame.
6. **Risk factors:** Discuss certain traits or behaviors of a child can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been subjected to sextortion are also at risk. Sextortion is a form of electronic blackmail that usually happens online and can cause stress and problems for the child. Sextortion is when someone threatens to share private or explicit pictures of a person unless that person does what they want (like sending more pictures or giving them money).
7. **Vulnerable populations:** Vulnerable child populations include children with medical needs or special needs. Children involved in the juvenile justice system, Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant children; homeless and runaway children; and children who may have a gender identity or sexual orientation that may put them at greater risk; and American Indian/Native Alaskan children.
8. **Being safe in various situations:** Children should learn rules that keep them safe from people, places, and situations that make them feel unwelcomed, scared, uncomfortable, or confused. Remind children they have the right to say “no” in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Children should learn skills to get them out of situations as fast as possible when the person, place, or situation makes them feel unwelcomed, scared, uncomfortable,

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or confused.

9. **How adults can report:** Actions an adult might take to report a suspected trafficking or exploitation that will lead to protecting the person being trafficked or exploited. No one deserves to be abused or afraid.

Examples of how adults can report may include (but are not limited to) the following:

- Emergency call 911.
- Utah Human Trafficking Tip line: 801-200-3443. The Utah Human Trafficking Tip Line is a 24-hour tip line run by the Utah Attorney General's office. Call the tip line to report human trafficking. Leave a detailed message, along with your contact information, and an investigator from the SECURE Strike Force will return your call.
- National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE). National Human Trafficking Hotline: The National Human Trafficking Hotline is a national, toll-free hotline, available to answer calls, texts, and live chats from anywhere in the United States, 24 hours a day, 7 days a week, in more than 200 languages. The National Hotline's mission is to connect human trafficking victims and survivors to critical support and services to get help and stay safe, and to equip the anti-trafficking community with the tools to effectively combat all forms of human trafficking. The National Hotline offers round-the-clock access to a safe space to report tips, seek services, and ask for help.
- Internet Crimes Against Children (ICAC) Tip line: 801-281-1211 or [email ICAC](#). Utah Attorney General's Internet Crimes Against Children Task Force is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit children.

PREVENTION RESOURCES

Examples of resources that may be included or referred to for content:

Resources for Child Sexual Abuse:

- [Childhelp Hotline Chat](#) or
Call/Text 1-800-422-4453
Childhelp

Contact Person and Email: Tanya Albornoz, Tanya.Albornoz@schools.utah.gov or Mindy Elliott, mindy.elliott@schools.utah.gov

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Child Sexual Abuse/Human Trafficking
Minimum Guidelines
Elementary Student

- National Sexual Assault contact for before/after a sexual assault
1-800-656-HOPE (4673)
- SafeUT: download the app on your phone or go to the website: [SafeUT.org](https://www.SafeUT.org)
- Utah Child Abuse and Neglect Reporting Hotline: 1-855-323-3237 and [Utah's Division of Child and Family Services webpage](https://www.utah.gov/dfcfs)

Resources for Human Trafficking:

- Emergency call 911
- Utah Human Trafficking Tip line: 801-200-3443
- National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE)
- Refugee and Immigrant Center-Asian Association of Utah: 801-467-6060 or email
- SafeUT: download the app on your phone or go to the website: [SafeUT.org](https://www.SafeUT.org)

Contact Person and Email: Tanya Albornoz, Tanya.Albornoz@schools.utah.gov or Mindy Elliott, mindy.elliott@schools.utah.gov

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