



INTERNATIONAL Student Exchange

Sharing Lives...Sharing Worlds



Policy on Child Protection



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About ISE

Since our founding in 1982, ISE has been committed to our mission of bringing the people of the world closer together and educating the leaders of tomorrow through high school exchange programs.

Our organization has proudly facilitated programs for over 20,000 students from over 90 countries around the world. Our network of loving volunteer host families resides in all 50 states and represent the diversity of American life.

We are designated by the U.S. Department of State as an official exchange visitor sponsor organization and have been granted full listing with The Council on Standards for International Educational Travel (CSIET).





ISE has a Zero Tolerance Policy. This means that no form of child neglect, child sexual, physical or mental abuse, sexual misconduct or exploitation will be tolerated by anyone associated with ISE or the program, or by exchange students and host family members.

This means that every instance of observed, reported or suspected mistreatment of any student will result in an immediate investigation and action to stop it and keep it from happening again.

Anyone who receives a report of or observes actual or suspected mistreatment must immediately report that to the local coordinator, regional manager and home office in New York. For any report of suspected abuse, the student must immediately be relocated to a temporary host family while the investigation is ongoing.

In addition, the incident must immediately be reported to the regional Department of Children and Family Services for minors (CPS). The abuse or neglect must also be reported to law enforcement when appropriate.

The ISE Main office will report the incident to the Department of State, and notify the natural parents through the sending overseas agency.

Although this list covers some examples, not all examples of abuse are listed.

Observed or suspected or reported mistreatment of any student means the following or anything like the following:

- Hitting, slapping, pinching, pushing, pulling, biting or anything that causes fear, pain or discomfort to a student. This includes any student to student interaction.
- Unreasonable physical constraint. (Reasonable actions taken to protect a student or others from a student's behaviors, taken in compliance with recognized and accepted behavior protocols, are not considered abuse, but they can become abusive if the intervention is more than is required to protect the student and those around him or her.)
- Sexual abuse, which includes sexual touching of any kind and inappropriate, suggestive and/or offensive sexual talk, including text messaging to or around a student.
- Name calling, demeaning, tormenting, threatening, mean teasing, yelling, harassing, or any other similar treatment.
- Disciplining by withholding food, water or preferred activities or causing pain, discomfort or trauma, even if in an attempt to help modify behavior.
- Failure to exercise a reasonable degree of care, including but not limited to, a failure to assist in personal hygiene and the provision of food, water, clothing, or shelter, or failure to provide medical care for physical and/or mental health needs, or to protect the student from health and safety hazards.



Use of a physical or chemical restraint or psychotropic medication under any of the following conditions:

- (1) For punishment.
- (2) For a period beyond that for which the medication was ordered pursuant to the instructions of a physician and surgeon licensed in the State of Residence who is providing medical care to the student at the time the instructions are given.
- (3) For any purpose not authorized by the physician or surgeon."

If you observe or suspect abuse, you must:

- If life threatening or dangerous, immediately call Local Law Enforcement
- Immediately do what is reasonable and necessary to stop it and to protect the health and safety of anyone who could be harmed by it
- Report to Department of Children and Family Services within 24 hours
- Report to ISE Headquarters by calling the main office 1800.766.4656 or the 24 hour emergency Phone Number 631.297.6163
- Immediately remove the student from the home and place her/him in a temporary family

The laws relating to reporting are complex and rigorously enforced. Failure to properly report can result in both fines and imprisonment. This policy does not purport to contain all of the reporting requirements.

If allegations of abuse or neglect are confirmed those persons will immediately be marked as ineligible to host.

ISE will ensure that all of its staff and associated members, including host families are fully informed and annually thereafter regarding this Zero Tolerance Policy and mandatory abuse and neglect reporting laws. Each person must be knowledgeable about his or her responsibility to protect children from abuse and neglect, the signs of abuse and neglect, the process for reporting suspected abuse or neglect, and the consequences of failing to follow the law and failing to enforce the Zero Tolerance Policy.

Failure to Follow:

1. Any person, official or institution required by this title to report a case of suspected child abuse or maltreatment who willfully fails to do so shall be guilty of a class A misdemeanor.
2. Any person, official or institution required by this title to report a case of suspected child abuse or maltreatment who knowingly and willfully fails to do so shall be civilly liable for the damages proximately caused by such failure.
3. For ISE employees and affiliates this can result in loss of employment, or termination of contract.



a safe childhood is an adult responsibility. report abuse if:



You witness red-flag behaviors like crossing a child's boundaries, but don't have hard evidence of abuse.



You witness a child being abused, someone tells you about an incident, or you find photo/video evidence online.



A child reveals to you that they have experienced sexual abuse or are currently being abused.

1. Be an Active Bystander

by intervening with the offender on the child's behalf:

- a. Describe the Behavior
- b. Set a Limit
- c. Move On

2. Monitor the Situation

in case the offender keeps crossing boundaries; **if they do,**

1. Remain Calm

and don't overreact. Showing anger toward the offender or asking leading questions may distress the child and discourage them from further sharing.

2. Offer Support

by listening and comforting the child. The most important words you can say are, "I believe you," and "it's not your fault."

3. Report. Contact the police and your state's child protective services.

Remember that the law doesn't require you to have evidence when reporting child sexual abuse, it only requires reasonable suspicion. To make a good faith report, provide:

- the child's name, age, and address
- the nature of the abuse or the reason for reporting
- the parents' name and contact, if known
- the name of the perpetrator, if known

4. Inform ISE HQ
by calling
631.297.6163
or **1800.766.4656**

for more information
visit www.D2L.org





Child grooming is a deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.

Grooming allows offenders to slowly overcome natural boundaries long before sexual abuse occurs. On the surface, grooming a child can look like a close relationship between the offending adult, the targeted child and (potentially) the child's caregivers. The grooming process is often misleading because the offender may be well-known or highly regarded in the community. As a result, it's easy to trust them.

Stage	Description	Example
Targeting the Child	Perpetrators may target and exploit a child's perceived vulnerabilities including: emotional neediness, isolation, neglect, a chaotic home life, or lack of parental oversight, etc.	The offender will pay special attention to or give preference to a child.
Gaining the Child's & Caregiver's Trust	Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child's trust by gathering information about the child, getting to know their needs, and finding ways to fill those needs.	"I saw you reading the new Superman comic. I'm planning to go see the new movie, I can take you if you want to go."
Filling a Need	Once the perpetrator begins to fill the child's needs, they may assume noticeably more importance in the child's life. Perpetrators utilize tactics such as gift giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child.	"I know you love jewelry so I got you this watch."
Isolating the Child	The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, "special" trips). The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.	"You can trust me because no one understands you the way I do."
Sexualizing the Relationship	Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship. This occurs through talking, pictures, and creating situations in which both are naked (swimming). The adult exploits the child's natural curiosity and trust using stimulation to advance the sexual nature of the relationship.	"Have you ever masturbated? I can show you how, it feels really good."
Maintaining Control	Once sexual abuse is occurring, perpetrators commonly use secrecy, blame, and threats to maintain the child's participation and continued silence. In order to maintain control, perpetrators use emotional manipulation; they make the child believe they are the only person who can meet their emotional and material needs. The child may feel that the loss of the relationship, or the consequences of exposing it, will be more damaging and humiliating than continuing the unhealthy relationship.	"If you tell anyone, we both could go to jail, We won't be able to be together." Or "If you tell anyone, something bad could happen to your family."



RECOGNIZING RED FLAG BEHAVIOR

Now that you understand the basics of child grooming, how do you intervene if you see grooming behaviors or if your gut is telling you something is wrong? Click on a red flag behavior below to discover grooming examples and actions you can take as an active bystander when a child is vulnerable or uncomfortable.

Special attention/preference to a child

Offenders are often seen pressing boundaries and breaking rules, but are rarely caught in the act of abusing a child. When you see a boundary being crossed, describe the inappropriate behavior or boundary violation to the person who has crossed it. Have family rules about when and how adults engage with your children.

Example: “We don’t let Jimmy go to the movies alone without a parent.”

Gift giving

Gift giving of any expense – large or small – is a grooming technique used to flatter children and their families into trusting the individual. Be vigilant. If another adult is overly interested in your child and family, consider this a red flag.

Example: “It is so generous that you gave Chloe this jewelry, but we only allow gifts on birthdays.”

Touching or hugging the child

Perpetrators will test the limits by starting to introduce touch into the relationship. They might put their arm around the child or asking for a hug to see how the child reacts. They may do this in front of other adults. If the caregiver does not intervene or object, and the child is uncomfortable, it can confuse the child on what type of touch is appropriate. Teach your kids about body autonomy and let them know it’s OK to say “no” to adults.

Example: “It looks like you are forcing Annie to hug you. She looks uncomfortable, please stop. We let Annie decide if and how she wants to show affection.”



RECOGNIZING RED FLAG BEHAVIOR - Continued

Sympathetic listener

When grooming of a minor takes place, the offender will listen to the child when they are excited or upset. They will start to build barriers between the child and their parents and friends by telling them they care for them more than anyone else. Be open with your kids, let them know that even people they love can hurt them. Tell your children you are there for them and they can tell you anything. Be open and listen to them, even when the days are hectic.

Example: "Surprises make people happy. We don't want to keep a secret though because secrets can make people upset or unhappy. If anyone wants you to keep a secret, tell Mommy or Daddy. You can tell us anything."

Offers to help the family

The individual will offer to do special things or help the caregivers to gain alone time with the child. Be sure to let other adults know that you do not approve of them being alone with your child without your permission or knowledge. Check-in regularly so other adults know you are watching.

Example: Drop in unexpectedly on a babysitter. Stay for the entire soccer practice, even until the last child leaves.

Gaining access via the internet

Perpetrators will often pretend to be someone they aren't to gain access to kids online. They will pretend to share similar interests to gain trust, grooming them online. Know who your kids are talking to online.

Example: Monitor what apps your children use and have limits to when and where they can use their devices. Perhaps at night, tablets, phones, and computers live in the caregiver's room.



Child Sexual Abuse	Sexual Harassment
<p>Child sexual abuse is when an adult or an older teen:</p> <ul style="list-style-type: none">• Looks at or touches the private parts of a child's body;• Asks a child to look at or touch their private parts;• Shows a child sexual images;• Speaks to a child using sexual language.	<p>Unwanted sexual comments or behaviour include:</p> <ul style="list-style-type: none">• Unwanted attention to someone's appearance, sex gender, or sexual identity;• Sexual activity that can make a person feel embarrassed, uncomfortable, or unsafe;• It can be visual, verbal, physical, and/or virtual (online).
Sexual Assault	Sexual Exploitation
<p>Any unwanted sexual act done by one person to another or sexual activity without one person's consent or voluntary agreement.</p>	<p>Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.</p>



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STEPS TO PROTECTING CHILDREN™



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5

These steps form a framework for preventing child sexual abuse.

They can help you become aware of the scope of the issue, take actionable steps toward both preventing and responding to abuse, and create safer environments for the children in your life. They act as a guide for developing protective behaviors against abuse.

To learn practical ways to effectively implement all five steps, Darkness to Light offers *Stewards of Children®*, an in-depth training available both online and in-person.

To learn more or get trained, visit www.D2L.org

LEARN THE FACTS

If we don't understand child sexual abuse, we can't end it.

It is highly likely that you know a child who has been or is being abused. Experts estimate that one in 10 children are sexually abused before their 18th birthday.

MINIMIZE OPPORTUNITY

Safe environments can help reduce the risk for abuse.

More than 80% of sexual abuse cases occur in isolated, one-on-one situations. Make sure interactions with children can be observed and interrupted.

TALK ABOUT IT

Talking openly breaks down barriers and reduces stigma.

Children often keep abuse a secret, but talking openly about our bodies, sex, and boundaries can encourage children to share and feel safe.

RECOGNIZE THE SIGNS

Signs of abuse aren't always obvious, but they are often there. Emotional or behavioral changes are often the most common signs, rather than physical evidence. Trauma may be the root of what is typically labeled 'bad' or 'difficult' behavior.

REACT RESPONSIBLY

It's our responsibility to react appropriately to suspicion, disclosure, or discovery of abuse.

Only 4% to 8% of reports of all sexual abuse are false. Understand how to respond to risky behaviors and suspicions or reports of abuse.





One way to help students protect themselves is to practice responses to potentially dangerous situations. In your own words or by using the below, explain the concept of body ownership and the students right to say no:

"Your body belongs to you and you have a right to decide how and when anyone can touch you. If somebody tries to touch you in a way that doesn't feel good, or doesn't seem right, say "NO!" It's even OK to shout and yell "NO!" then run away and tell somebody. If the first person doesn't believe you, keep telling people until someone does. Always remember, it's not your fault!"

Here are some "What Ifs" to review:

1. What If something was bothering you and you did not know what to do about it? Who might be able to help you?

Answer: A trusted adult such as the Area Representative, Regional Manager, ISE HQ host parent, teacher, school nurse, or local law enforcement.

2. What If someone touched you in a way you did not like and offered you a candy bar, a brand new doll, or something else you really wanted so you would keep a secret?

Answer: Say "NO!" and tell a trusted adult.

3. What If a stranger offered you a ride in a shiny new car?

Answer: Never accept rides from a stranger.

4. What If you did not want to be hugged by a particular adult?

Answer: Say "NO!" to that adult. You may like the person, but you may not want to be hugged at that time.

5. What If you got a "bad feeling" or felt "gross" when a grown up gave you a hug or a big squeeze?

Answer: Tell the person you do not like it. You have the right to decide when you want to be hugged or touched. Trust your feelings about the way people touch you.

6. What If someone is tickling you and it starts to hurt?

Answer: Tell them to stop. If they will not stop, call for help. Be sure to tell a trusted adult.

7. What If someone touched the private part of your body?

Answer: There is never a time when someone should touch your private parts unless you are having a specific physical exam with a specialist Doctor; a doctor may need to touch you during an examination-but, if the touching hurts or bothers you, tell them.

8. What If someone wanted to touch you under your clothes?

Answer: No one has the right to put their hand under your clothes, to force you to touch them, to touch your body, or to touch your private body parts.

Have the students practice saying "NO!" loudly so that the student feels comfortable saying "NO!" when help is needed. This will increase the students ability to act quickly and calmly. Emphasize that any student always has a right to say "NO!" Children are safer if they know what to do when they feel threatened.



Need Help? Know Someone Who Does?

If you are in crisis and need immediate help you can Call 911 at any time for immediate emergency assistance. If you are unsure if this an emergency, always call 911. If you are having questions and general concerns, call your local area representative or speak with a trusted adult.

What is the 988 Suicide & Crisis Lifeline?

We can all help prevent suicide. The 988 Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. **Call or text 988 or Chat at [988lifeline.org](https://www.988lifeline.org)**

What is SAMHSA's National Helpline?

SAMHSA's National Helpline, **1-800-662-HELP (4357)** (also known as the Treatment Referral Routing Service), or TTY: **1-800-487-4889** is a confidential, free, 24-hour-a-day, 365-day-a-year, information service, in English and Spanish, for individuals and family members facing **mental and/or substance use disorders**. This service provides referrals to local treatment facilities, support groups, and community-based organizations. Also visit the **[online treatment locator](#)**, or send your zip code via **text message: 435748 (HELP4U)** to find help near you.

Other Services:

- [National Domestic Violence Hotline](#)
1-800-799-7233 or text LOVEIS to 22522
- [National Child Abuse Hotline](#)
1-800-4AChild (1-800-422-4453) or text 1-800-422-4453
- [National Sexual Assault Hotline](#)
1-800-656-HOPE (4673) or [Online Chat](#)



Thank you for your willingness to work with International Teenagers on the **J-1 Secondary School Program**. Completing this mission each year would not be possible without your help and support. **ISE's history** of professionalism, experience and caring through dedication and support is unmatched in this industry and we are thankful for your hard work and participation in meeting these **high standards**.

ISE's Mission

OUR MISSION

International Student Exchange (ISE) is a proud sponsor of the J-1 Secondary School Visa. This visa program was introduced after the world wars to prevent such conflicts from arising in the future. Since 1982, we have remained dedicated to encouraging positive relations between people from different cultures through high school exchange programs. Our mission can be broken down into two distinct goals:

Educating Tomorrow's Leaders

ISE exchange students bravely leave the comfort of home to experience a new culture and way of life in America. It is our belief that this experience encourages personal growth, increases understanding, and reinforces dedication to service and cooperation. Through the high school exchange experience, students become more well-rounded citizens of the world.

Breaking Down the Barriers to Friendship

We believe that in-person, authentic interactions with people from different walks of life encourage more peaceful interactions worldwide. This is why we so greatly appreciate our network of volunteer host families who open their homes to our exchange students. Through their hospitality, friendships are formed across the globe contributing to positive international relations.

Keep track of important program contacts such as your ISE Regional Management Team, and ISE HQ information below.

Relationship	Name	Phone Number / Email
ISE HQ Support	Emergency Line	631.297.6163
Regional Manager		
Other		

36 Park Ave., Bay Shore, NY 11706
800.766.4656 | www.iseusa.org



**INTERNATIONAL
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