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IUHPFL Bloomington Staff Contacts

While abroad this summer, you can reach the IUHPFL staff via e-mail or telephone:

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Loni can also be reached via WhatsApp and Skype (loni.dishong).

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**Becky Boustani**  
Administrative Coordinator  
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Office: 812-855-5241

The best form of communication with the IUHPFL Office Team is via e-mail. The team will do its best to return e-mails within 24 hours. For urgent matters or emergencies, please call us at 812-855-5241 during business hours (Monday-Friday 8:00 am to 5:00 pm) or call Loni on her cell.
Welcome IUHPFL Instructors!

Established in 1962, the IU Honors Program in Foreign Languages has currently provided summer language immersion experiences to over 8,100 Indiana high school students. Throughout its long and prestigious history, qualified and caring educators, like you, have played a vital role in the education and lives of our participants, by helping them to grow both academically and personally. During the program, students often experience homesickness and culture shock, but they also discover new ways of seeing themselves and the world. You will be the guides along this journey. When they return from their summers abroad, they are transformed. No longer children, they see themselves as independent citizens of the world, ready for the challenges that lie ahead. You will have been their inspiration and their mentor, someone they will never forget. Step-by-step, one day at a time, you will guide your students into the aspirations they hold for themselves and their futures. Few professional opportunities allow educators to have such a profound impact on the lives of youth as instructing for IUHPFL and few require this level of compassion, flexibility, commitment, and involvement. Not only will you change the lives of your students, but they will change yours, as well.

All of us on the IUHPFL Office Team are honored to be working with you and we provide this handbook as an important means to communicate the spirit of IUHPFL, along with its policies and procedures. Please read it carefully and take it with you while abroad for reference. We hope it will answer most of your questions, as you undertake the responsibilities of this program, and that it will help to provide direction when facing challenges or moments of indecision.

Thank you for joining us on this great journey!

Loni Dishong
Managing Director
Acronym Key

AMC – Abbreviated Medical Card
FC – Financial Coordinator
FSE – Final Student Evaluation
HFA – Host Family Agreement
HFPF (Hufflepuff) – Host Family Placement Form
KB – Knowledge Base
LC – Logistics Coordinator
OSC – Onsite Coordinator
PRC – Public Relations Coordinator
SC – Student Coordinator
SMH – Statement of Medical History
IUHPFL Instructors

Every fall, new IUHPFL Instructor candidates are interviewed, observed and hired by the Managing Director. Selecting which instructors to hire is never an easy task, as many highly qualified educators apply for these limited positions.

Alternate Instructors

Candidates who are not hired are often asked to be alternates, in case a hired instructor cannot ultimately participate for any reason. Although alternates do not have to attend instructor training, they are asked to read this handbook.

- If an alternate is hired by IUHPFL to replace another instructor, the remaining members of the Instructor Team and the Managing Director provide him/her with information, training materials, and guidance needed to quickly assimilate into the team before departure.
- Alternates are asked to inform the Office if their summer plans should change, making it impossible for them to participate.
- Alternates are also given strong consideration when hiring instructors for the following program cycle and are encouraged to contact the Office in August or September to express their interest.

Student to Instructor Ratio

IUHPFL strives for a student-instructor ratio of 7-9:1. There will always be a minimum of two instructors and a maximum of four on each instructor team. The capacity at each program site is between 30 and 35 students. The Managing Director works closely with Onsite Coordinators, who live in the host cities year round, to determine how many students the site can accommodate, based on host family participation and other considerations.
Returning Versus New Instructors

Returning Instructors bring to the program the advantage of knowing how things worked in previous years. They can draw from that experience and offer wise and sound guidance to the Instructor Team when needed. This does not mean, however, that an Instructor Team has to base its decision-making solely on what was done previously.

New Instructors bring to the program the advantage of a fresh perspective and can offer solutions to problems from a different point of view. It can be beneficial to incorporate new ideas, opinions and ways of doing things, as long as the values, policies, and procedures of IUHPFL are kept intact.

When it comes to decision-making, it is important to remember that Returning and New Instructors are equal on all accounts. Returning Instructors should share how similar situations were managed in the past and be open to new ways of resolving issues. Likewise, New Instructors are encouraged to offer their ideas and expertise, while also relying on the wisdom and experience of Returning Instructors.

At least one Returning Instructor will be placed at each program site whenever possible. We believe that this approach will help to guarantee consistency in quality and operations between program sites and will also help to ensure that the IUHPFL spirit is shared among everyone onsite. Returning Instructors are not lead instructors, but rather experienced, reliable instructors. They exemplify the 8 Core Values of IUHPFL (provided in the appendices of this handbook) and work to ensure that all instructors participate and are treated equally on a unified and effective team.

Selecting Instructors

You have been chosen as an IUHPFL Instructor, because you have either demonstrated your ability to represent IUHPFL with excellence or, if you are new to the program, because you have shown great potential to do so.

Every IUHPFL Instructor is expected to do the following:

- Uphold a commitment to the IUHPFL 8 Core Values, Honor Code, and the policies and procedures in this handbook
• Understand and follow through with all program responsibilities in an excellent and timely fashion

• Work side-by-side with the Onsite Coordinator, respecting their role and authority with the host families

• Show the highest regard for the academic achievement and personal growth of student participants

• Implement an authoritative (firm yet caring) approach to working with students

• Maintain the equality of all Instructor Team members, ensuring a respectful, inclusive, and supportive dynamic

• Provide advice, guidance, and encouragement to fellow instructors and students

• Implement effective techniques for creating cohesive Instructor Teams and Program Site Teams as per the IUHPFL Teambuilding Guide and Instructor Training Sessions

• See challenges as opportunities and ensure that everyone has a positive IUHPFL experience.

Equality of IUHPFL Instructors

All IUHPFL Instructors are equal in their authority and responsibility within their IUHPFL teams. IUHPFL Instructors strive to achieve equality in every aspect of the program, including when teaching and leading students, interacting with each other, working with Onsite Coordinators and host families, and resolving issues onsite.

Each Program Site Team (students and instructors) and its morale will be much stronger if students see that their instructors are professional, respectful and supportive of each other. Instructor Teams that are cohesive provide students with a sense of security and confidence and help to prevent the conflicts that can arise during new and challenging experiences, which can make some adolescents feel vulnerable and insecure.

The way in which instructors treat one another will set the tone for how students will treat instructors and each other. This means that instructors must regard each other as equals – when students are
present and when they are not – always keeping in mind that RESPECT, APPRECIATION, ENCOURAGEMENT, and UNITY are core values of IUHPFL and essential to a cohesive team.

Instructors should refrain from correcting other instructors (both in terms of grammar and content), interrupting them or in any way demeaning them, whether students are present or not. See the Techniques for Effective Communication offered in the IUHPFL Teambuilding Guide. Direct, friendly and private discussions between instructors are the best way to resolve and prevent conflicts or misunderstandings.

Equality in Addressing Students
It is important that IUHPFL Instructors take turns giving daily announcements and addressing the students on excursions and other outings. Likewise, instructors should equally participate in the pre- and post- program language testing process that occurs onsite. They should also be equally visible in Afternoon Activities and Optional Activities. If students see that all instructors have equal authority in addressing and interacting with the students, they are more likely to perceive the Instructor Team as unified and mutually supportive.

This equality in addressing and interacting with students should start during Student-Guardian Orientation before departure and continue to the end of the program.

Equality in Student Guidance and Discipline
Students should see all instructors in roles of authority. Likewise, all instructors should enforce the Honor Code in the same authoritative fashion.

Ideally, every decision to help guide and correct behavior should be made by all instructors — time and circumstances permitting. One instructor alone should never make a decision that could potentially impact a students’ experience, his or her host family, or the program in general. These important decisions must be addressed by the entire Instructor Team and the Onsite Coordinator, in consultation with and approval from the Managing Director.
If a student’s attitude or behavior needs to be addressed, at least two instructors (or one instructor and another adult) should meet with the student privately and away from other students. Never meet with a student alone, without the presence of another adult.

When deciding who should speak with the student(s) involved, consider the following:

- Which instructor was directly involved with the student when the behavior occurred?
- Which instructor is the student’s Support & Success Group leader?
- Which instructor seems to know the student best at this point?

**Equality When Interacting with Onsite Coordinator**

All instructors will have frequent interaction with the Onsite Coordinator before and during the program. Although Returning Instructors might have a longstanding professional relationship or even friendship with the Onsite Coordinator, New Instructors should feel equally welcome to develop amicable and trusting working relationships with these individuals.

Onsite Coordinators are aware that all IUHPFL Instructors are considered equal in their authority and that no one instructor is to act alone in making significant decisions involving students or the program in general. If, however, an Onsite Coordinator (or host family) treats a particular instructor as the leader, especially in the case of instructors who return to the same program site year after year, the Instructor Team will need to have a strategic plan for diffusing this notion and maintaining true and perceived equality among its members.

Additionally, as will be described later in this handbook, it is the responsibility of the Onsite Coordinator to select and manage the host families at each program site. These families often have a long history with IUHPFL and are typically friends and acquaintances of the Onsite Coordinator. No actions or decisions involving host families are to be undertaken by instructors without the direct involvement and consent of the Onsite Coordinator and in conjunction with the IUHPFL Managing Director.
Equality in Decision Making

When making decisions abroad, whether pertaining to the daily class schedule, program site calendar, excursions, managing students, host family changes, etc., there are a few important principles to keep in mind:

- Ensuring the safety and well-being of our students is our primary concern at all times.

- It is important to consider the implications any decision will have for students, instructors, the Onsite Coordinator, host families, and IUHPFL in general.

- All major decisions abroad must be made with the involvement of all instructors and in collaboration with the Onsite Coordinator and Managing Director.

- One instructor should never make plans for the group without consulting his or her colleagues nor override plans that have already been agreed upon, except during emergencies.

In other words, instructors are to consult each other as often as possible when managing students and respect each other’s right to equal involvement and authority.

The general process by which decisions are made abroad:

- Instructors discuss the situation openly among themselves, consulting their resources (Instructor Handbook, IU Box documents), exploring together possible solutions and their implications.

- Instructors consider whether the Onsite Coordinator needs to be informed of the matter and/or might be of service. If the issue involves a host family or a student’s health or wellbeing, the instructors must involve and consult with the Onsite Coordinator.

- If instructors and Onsite Coordinator cannot agree on a solution or when a situation involves a student’s well-being or the integrity of the program, then they are to contact the Managing Director as soon as a problem is evident. Serious matters
pertaining to student behavior, health and safety, host family changes, etc., must be discussed with the Managing Director.

• As necessary and appropriate, the Managing Director will seek out the counsel of the students’ parents, as well as relevant IU Overseas Study or OVPIA staff to aid in the decision-making process. (Whenever a student’s health or safety is in question or a prolonged or serious behavioral issue is at hand, the student’s parents will be contacted right away by the Managing Director.)
IUHPFL Instructor Responsibilities

Indiana University Academic Guidelines
All IUHPFL Instructors are to act in accordance with the Indiana University Guidelines for Academic Personnel, as they are contracted as university academic appointees for the duration of the summer. Please visit:


Programs Involving Children (PIC)
Since IUHPFL is a program for minors, it falls under Indiana University’s Programs Involving Children (PIC) policy. All IUHPFL staff members, including instructors, are required to read, understand and abide by this policy. It can be found online:


Title IX Sex Discrimination and Harassment Laws
Title IX of the Education Amendments of 1972 is a federal civil rights law that protects individuals against sex discrimination, harassment, and violence. All IUHPFL Instructors must be familiar with the scope of Title IX legislation as it applies to them and IUHPFL students. These topics will be addressed during one of the spring instructor training sessions, and additional online resources might need to be completed. All instructors are encouraged to read the information that Indiana University provides on its website:


General Responsibilities of All Program Instructors
IUHPFL Instructors share the responsibilities of administering certain aspects of the program prior to departure and while abroad. The close cooperation between instructors and Onsite Coordinators (OSC’s) is the key to a successful program site experience. Additionally, clear and consistent communication with the IUHPFL Office is essential to caring for our students and onsite staff,
providing peace of mind to parents and guardians back home, and maintaining the overall credibility and success of IUHPFL.

The following pertain to ALL instructors, in addition to their coordinator role responsibilities. Several of these points are addressed in more detail throughout this handbook:

**Basic Expectations and Duties**

- Complete all tasks on the Instructor Checklist, in the Instructor Appointment & Acceptance Agreement, and as outlined in this handbook
- Help to screen applicant dossiers during Winter Break and make recommendations regarding a student’s participation in the program
- Check for emails from the IUHPFL Office every day and respond *promptly* – this is extremely important for the efficient running of the program
- Attend all 3 Instructor Training Sessions in Bloomington
- Read the IUHPFL Teambuilding Guide, this Instructor Handbook, and the Student-Guardian Handbook, as these all become available
- Have a basic understanding of each instructor’s coordinator role within the program, as outlined in the next section of this handbook
- Understand the role of the Onsite Coordinators, as well as their authority in recruiting and managing the host families, as outlined in this handbook, and respect these boundaries; instructors have no authority or supervisory capacity over host families
- Know the IUHPFL Honor Code and enforce it equally with all students
- Be an excellent role model for students and continually monitor and encourage students’ adherence to the Honor Code
• Speak ONLY in the target language at all times, once the plane lands in the host country and until the end of the program, and expect students to do likewise

• Do not consume alcohol in the presence of students and do not overconsume at any time during the program dates

• Do not make personal calls or use the Internet for personal reasons in the presence of students

• Agree to not host personal friends or relatives on premises used by the program, either at the program site or on excursions

• Provide the most academically and personally enriching IUHPFL experience possible to every student at your program site

**Carry-On Suitcase for each Program Site**

• IUHPFL sends a carry-on suitcase with an instructor (the Student Coordinator, if possible) to and from the program site, containing various program materials, including but not limited to:
  
  o Evaluation forms
  o Testing materials
  o Insurance claim forms
  o Students’ Abbreviated Medical Cards (AMC’s) and passport copies
  o Posters of the 8 Core Values of IUHPFL

• If the SC is not able to travel to or from the host country with this suitcase, another instructor should volunteer to do so.

• Baggage fees for this carry-on might have to be paid at the international airport and will be reimbursed upon submission of a receipt within 30 days after the instructor’s program.

**Travel Plans**

- Each Instructor Team will create a Program Site Travel Plan (for students and their parents/guardians) and include it in the site-specific section of the Student-Guardian Handbook, which is due in March
Instructors will then discuss this plan with students and parents/guardians during Student-Guardian Orientation in April.

See “Program Site Travel Plan” under the section “Before Departure” in this handbook to learn what this Travel Plan should include.

At least half of the instructor team travels with the students to the program site; any instructors not traveling to the host country with the students will have already arrived in the host country and will meet the group at the destination airport or the host city to greet them.

Instructors remain at the program site with the students for the duration of the program, except when taking an occasional personal day, as agreed upon by the instructor team.

- Such personal time must be taken when students are with host families and no program activities are planned.
- Travel outside the host country or more than 2 or 3 hours away from the host city by train or bus is not permitted.
- All instructors must agree to your absence and be given equivalent opportunities for time off.
- All instructors must be accessible by cell phone at all times.

At least half of the instructor team must remain at the program site with students at all times – no exceptions.

At the end of the program, at least half of the instructor team accompanies students back to the U.S. to meet their parents/guardians; instructors not returning to the U.S. with the group accompany everyone to the airport of departure in the host country.

**Course Materials and Lesson Plans**

- Instructors are expected to create and compile their own course materials and lesson plans (one for each class day)
• These are due to the IUHPFL Office via IU Box by the March deadline

**Student-Guardian Orientation in April**

• All instructors prepare for this important event and help to ensure its success; everyone is expected to attend

• The instructor team updates the site-specific section of the Student-Guardian Handbook for their program site and submits it to the Office via IU Box by the March deadline

• The team also prepares a PowerPoint presentation for their students and parents and develops activities for the afternoon session with students

**Language Testing**

• Students take an identical test in the target language shortly after arriving in the host city and again right before departing from the host city

• There are generally 3 sections to the test: Grammar, Reading Comprehension, and Listening Comprehension (Japanese has a 4th section for vocabulary and characters)

• All instructors help to grade these tests onsite and report the scores to the students who are in their Support & Success Groups, focusing on the positives and helping students to set goals for improvement

• These scores (by category and totaled) are also included on the Final Student Evaluations

**Final Student Evaluations**

• Once students complete the Student Exit Survey, they receive their Final Student Evaluation; a copy is also sent to their parents/guardians and the high school foreign language teacher who recommended them for IUHPFL.

• In many ways, the FSE is a keepsake from the program; many students hold on to theirs for years afterwards.
• All instructors help to complete the Final Student Evaluations after the program, providing grades and thoughtful, constructive comments and submitting them to the Office via IU Box by the August deadline

**Support & Success Groups**

• Each instructor leads a small group session once or more per week

• In these sessions, students are encouraged to set personal and academic goals, discuss their progress on these goals, and talk about any other accomplishments or challenges they are experiencing while abroad

• Materials to help guide these Support & Success Group sessions will be available on IU Box prior to departure

• An entire section of this handbook also addresses Support & Success Groups

**Excursions and Optional Activities**

• Instructors are to be present with the student group during all program excursions and Optional Activities

• Instructors serve as guides on all excursions and help the Culture Instructor to share historical and cultural knowledge with students to enrich the experience

**Community Engagement Activities**

• All instructors are expected to help facilitate and to participate in these outings with students, which include any activity that connects them with another facet of the host community (art projects, sporting events, community gardens, or visits to schools, animal shelters, retirement communities, etc.)

**First Aid Kit**

• One instructor who is certified in First Aid and CPR will carry a well-stocked first aid kit at all times
Host Families
• All instructors help encourage students to acclimate to their new surroundings and adjust to life with their host families
• If it is necessary for a student to change host families during the program, all instructors make themselves available to help with the move

Knowledge Base
• All instructors are to be familiar with the KB for their program site and are required to provide the Logistics Coordinator with updated information specific to their coordinator roles as needed, so the LC can keep the KB up-to-date
• The KB from last summer will be available on IU Box prior to departure

Onsite Meetings & Teambuilding
• Instructors meet with their teammates once per day during the program for planning and problem-solving purposes
• The team also meets with the Onsite Coordinator once per week to confirm plans and to discuss challenges and successes
• Instructors are encouraged to put a lot of effort into teambuilding and creating close friendships with their teammates and Onsite Coordinators; spend quality time together!

Program Cell Phones
• Each instructor will receive a program cell phone (if necessary) and is expected to carry it at all times during the program, so that all team members can easily be reached by students, fellow Instructors, Onsite Coordinators, host families, and the IUHPFL Office
• Instructors should provide their cell phone numbers to all the parties mentioned above, as well as the Office
Program Site Folder
• At all times, the instructor team (in particular the Student Coordinator) carries the Program Site Folder, which is described under the Student Coordinator section.

Program Site Magazine
• At each program site, a student magazine is typically produced, containing photos, poems, stories, recipes, artwork, and other memorabilia from the program.
• All instructors on the team help to compile content and to distribute the magazines – be sure everyone knows what they need to contribute to this project.
• One or more instructors take the original hard copy of the magazine to a local shop for printing and distribute black-and-white hard copies to students at the Farewell Show
• A digital copy is emailed to the Onsite Coordinator (who sends it to the host families)
• A digital copy is provided to the Office via IU Box
• A hard copy should also be printed for the Office and returned in the carry-on suitcase

Weekly Reports
• Instructors complete and email a brief Weekly Report Form relevant to your coordinator role to the IUHPFL Managing Director and/or Program Coordinator.
• Weekly Reports are due once per week, beginning on the 7th day of the program for each instructor team
• Emergency situations require immediate contact with the Managing Director and are then summarized in the Weekly Report
• Other important issues or requests from instructors should be highlighted in the report or stated in the body of the email so that the Office can be aware and respond quickly.
Instructor Coordinator Roles

As mentioned previously, all IUHPFL Instructors are considered equal in authority and responsibility. Each instructor’s administrative role for the program site carries the title of ‘Coordinator,’ to reflect the cooperative nature of the Instructor Team.

The execution of each instructor’s coordinator role is crucial to the success of the program. If an instructor is unable to fulfill his or her role on any given day (due to illness or warranted absence), the rest of the instructors onsite must step in to fulfill those duties. *Instructors are always encouraged to ask teammates for help when necessary – teamwork is an important part of the IUHPFL spirit!*

There are 4 Coordinator Roles that instructors must fulfill: Logistics Coordinator (LC), Public Relations Coordinator (PRC), Student Coordinator (SC), and Financial Coordinator (FC). When there are fewer than 25 students, there are typically fewer than 4 instructors and the coordinator roles and courses will be adjusted and shared among the instructors on a case-by-case basis.

**Logistics Coordinator (LC)**

As one might guess, the LC is the IUHPFL representative with respect to all logistics-related matters.

**Specific Responsibilities of the LC**

**Community Engagement Activities**

- The LC leads the way in working with the Onsite Coordinator to develop or confirm Community Engagement Activities, which are described in this handbook

- He or she also gathers ideas and feedback from fellow instructors pertaining to these activities and makes sure that everyone sees them as worthwhile experiences and, if not, compiles and recommends alternatives in the Knowledge Base

**Evaluations and Language Testing Onsite**

- The LC and SC work together to organize, administer, and collect all onsite evaluations
• The LC and SC work together to prepare, administer, and collect the IUHPFL Language Test, given at the beginning and the end of the program
  o All instructors help to grade these tests onsite
• The LC leads the preparation and ensures the quality completion of the Student Final Evaluations and is responsible for submitting an electronic copy to the IUHPFL office by the August date indicated on the IUHPFL Instructor Checklist (provided in the appendices of this handbook).
  o Every instructor contributes to the thoughtful completion of each student’s final evaluation

Excursions

Prior to the program:
• The LC confirms excursion itineraries with the Onsite Coordinator and shares them with the other instructors
• The LC is not responsible for planning excursions and included (pre-scheduled) activities; this is the responsibility of the Onsite Coordinator and Managing Director.
• Long-term reservations for hostels, coaches, etc., will also be made by the Office or Onsite Coordinator prior to the program and are not the responsibility of the LC.

Shortly after arriving in the host city:
- The LC makes group reservations at museums or restaurants and other short-notice activities that can only be completed onsite.
- The LC should discuss with the FC and Onsite Coordinator the outline and expenses of each excursion, as well as how those expenses should be paid, according to the program site budget
  o The LC calls the hostels/hotels for the final excursion, if applicable, to confirm the arrival and departure dates
The LC provides excursion itineraries and instructions to the students and makes sure that all students understand what is expected of them during these outings.

- During excursions, the LC is responsible for carrying maps on excursions, as well as directions from one attraction to the next (within the excursion). **However it is the responsibility of all instructors to serve as guides for excursions.**

- After the excursion, the LC notes any changes or suggestions for next year's excursions in the Knowledge Base and his or her Weekly Report.

**Facilities**

- Although it is the responsibility of the Onsite Coordinator to reserve classroom space and arrange for student and instructor accommodations, the LC works in collaboration with the Onsite Coordinator to confirm all arrangements with these facilities just prior to the program or shortly after arrival.

- The LC takes the initiative to introduce him or herself to the managers of the classroom facilities, as well as other facilities used by the program, such as the staff residences, cafeterias, sports facilities, etc.

- The LC also ensures that instructors and students are aware of facility rules and requests.

**Group flights and ground transportation between host city and airports**

- One day prior to each group flight, the LC is responsible for finding out whether there are any expected changes or delays and reporting these to the Onsite Coordinator and Administrative Coordinator, who will then share them with the host families and U.S. families respectively and if necessary.

- Prior to the program, the LC communicates with the Onsite Coordinator pertaining to any ground transportation between the host city and destination airport to confirm plans. The Onsite
Coordinators will have the flight itineraries well in advance and will have made these transportation arrangements.

- At the end of the program, about 3 days prior to the return to the U.S., the LC confirms transportation to the airport in the host country; the Onsite Coordinator should have provided contact information for the bus company, etc.

**Knowledge Base:** The LC keeps and updates the Knowledge Base (KB) of the program site, with ongoing input from all instructors. The LC makes sure that the KB is detailed enough to allow a new instructor to manage the students onsite with little or no difficulty.

- Information that should be kept in the KB includes, but is not limited to:
  
  o Names, addresses, and phone numbers of Onsite Coordinators, classroom facilities, instructor residences, all lodging details, bus companies, physicians and hospitals, therapists, local government offices, newspapers and other media sources onsite, etc.
  
  o Names, addresses and phone numbers of prominent hospitals and clinics at or near excursion destinations
  
  o Names of recreational facilities, dance and music studios, and other venues or activities in the host city that students might enjoy
  
  o Agendas or programs for activities specific to each site (4th of July party, visit with the mayor, city tour, Farewell Show, etc.)
  
  o A list of the individuals invited to the Farewell Show
  
  o Itinerary for each excursion, including the meeting points on days of excursion, the timetable for each excursion, and any other relevant information or details related to excursions
  
  o Descriptions of Optional Activities and Community Engagement Activities
  
  o Inventory of materials left at program site and location of those materials
All memos/invitations written to host families

Updated master list of host families, which includes accurate names of host mothers and fathers, as well as host family phone numbers, addresses and name of the student hosted (including any host family changes that occurred during the program)

- The LC communicates with the Onsite Coordinator upon arrival to obtain changes in information pertaining to hospitals, health clinics, mental health professionals, etc. and records this information right away in the KB.

- The LC ensures that students and instructors have the names and contact info of these facilities and professionals and instructs them to carry this information with them at all times

Materials
- Left onsite
  - At the end of the program, the LC supervises the inventory and packing of the materials left onsite.
  - With help from the Onsite Coordinator, the LC finds a space to store these materials
  - The LC should indicate in the KB where the materials have been stored, in case the same LC does not return to work for the program the following summer

- Sent to the Office
  - The LC is responsible for sending an electronic copy of the following to the IUHPFL Office (via IU Box) by the August date indicated on the IUHPFL Instructor Checklist.
    - Program site Knowledge Base
    - Any additional documents created over the summer that are not in the Knowledge Base

Meetings with Fellow Instructors and Onsite Coordinator:
• The LC plans the **Daily Instructor Meetings**, which give the team time to discuss the activities of the day, upcoming excursions, any announcements that need to be made to students, topics of the Support & Success Group sessions, student concerns, etc.
  
  o Instructors need to be flexible about when these meetings occur, as daily life onsite can be unpredictable and these meetings might need to be in the evening (perhaps even late).

• The LC also schedules **weekly meetings with the Onsite Coordinator**, which can take place during a meal or in a casual atmosphere. The objectives of these meetings are to communicate on important matters and to become better acquainted.

• **Optional Activities** – With input and agreement from the entire Instructor Team, the LC is responsible for the planning and timely execution of Optional Activities, which are described later in this handbook.

**Public Relations Coordinator (PRC)**

In a nutshell, the PRC is the IUHPFL ambassador for the program site.

**Specific Responsibilities of the PRC**

**Birthday Celebrations:** With help from the FC, the PRC purchases birthday treats (a cake and refreshments) plus a card for each student

- Whenever possible, the birthdays of students and instructors should be combined into one celebration; if there are birthdays throughout the program, more than one birthday celebration can take place
- The program site budget provides a total allowable amount to spend on these celebrations

**Farewell Show**

- The PRC is the *primary* organizer of the Farewell Show and begins to make preparations the second or third week of the
program, asking teammates to help with certain tasks for the event, as needed

- After consulting with teammates, the PRC drafts and distributes the Farewell Show invitation to the Onsite Coordinator, host families, and other community members the group might wish to invite
- The PRC writes the emcee’s script for approval by the Instructor Team and puts together the written program for printing
- The PRC acts as emcee for the Farewell Show

Invitations, Memos, and Media

- The PRC drafts and sends out invitations for program events.
- These invitations are sent to the Onsite Coordinator and Host Families, as well as local government officials and journalists, etc., if appropriate
- The PRC contacts local journalists and invites them to write a story about the students’ visit and to attend the visit to the Mayor’s office (if applicable), as well as the Farewell Show
- Onsite events include the Host Family Meeting, 4th of July Party, Farewell Show, and Optional Activities that the host families and OSC might want to attend
- All of these invitations should be added to the Knowledge Base of the program site
- The PRC drafts a weekly email or memo to host families, letting them know what the coming week’s events will be, what students need to pack, whether sack lunches are needed for an excursion, etc. These communications are typically sent out via email.
- A preliminary draft of each weekly correspondence is composed by the PRC and edited/approved by fellow instructors before distribution to host families.
- OSCs should receive a copy of every correspondence between instructors and host families; these should also be included in the KB
- Any notices to host families regarding student discipline or other sensitive topics are to be sent by the Onsite Coordinator with his or her direct involvement in all such decisions; instructors have no authority or supervisory capacity over host families.

**Materials:** The PRC is responsible for sending back to the Office in the carry-on suitcase the following materials:

- Original copies of any newspaper articles written about the students’ stay onsite.
- Any digital camera or related equipment that might have been provided by the IUHPFL Office.
- The original and a printed copy of the Program Site Magazine, as well as the digital version (via IU Box).

**Program Site Blog and Facebook Group:** Prior to Student-Guardian Orientation, the PRC ensures that both of these platforms are set-up and then shows them to students and parents/guardians at orientation.

- The blog is available to parents and other family members who wish to follow the team’s progress. It can also be used prior to the departure to share announcements with parents/guardians regarding travel, etc.
- It highlights students’ activities, excursions, and any other relevant news.
- It is essential to the peace of mind of students’ loved ones back home.
- It requires that the PRC must have access to a good quality camera/video recorder. If necessary, the PRC may request to borrow one from the IUHPFL Office.
- At least two blog posts per week are expected.
- Please include photos of individual students or small groups, ensuring that each student is photographed frequently.
- Videos are also a great addition to these blogs and very much appreciated by parents and family back home.
• The Facebook group is closed to students, instructors and the IUHPFL Office – no parents/guardians can join. Its purpose is for pre-departure announcements to students and to allow students and instructors to stay in touch after the program.

Travel
• The PRC is designated to inform the Managing Director by e-mail or text as soon as the students arrive in country and again when the group arrives at the program site.
• The Managing Director and Program Coordinator then inform the U.S. Families of the arrival at the program site.
• At the end of the program, the PRC also informs the Managing Director when the group lands at the connecting airport and/or final destination in the U.S.

Visit to Mayor’s Office and/or Town Hall: The PRC works with the OSC to organize the visit to the local mayor’s office (if applicable).
• The PRC should consult the previous year’s KB and/or Onsite Coordinator to learn how to do so.
• The PRC is also responsible for purchasing a card for the Mayor, if a visit with him or her is scheduled, and having all students and instructors sign it
• The PRC is responsible for preparing and delivering any speech or discourse at formal program site events. Such speeches should be recorded and maintained in the program KB to be revised for future years.

Student Coordinator (SC)
The SC is the onsite IUHPFL representative with respect to matters related to student health and student-host family relations. In the event of a problem involving a student, the SC acts as the immediate contact for the Onsite Coordinator, host families, and the IUHPFL Office. He or she sees to it that issues concerning the well-being of the students are promptly, efficiently, and constructively managed.
Specific Responsibilities of the SC

Attendance and Roll-Call: The SC takes attendance at the start of each class day, as well as roll-call during excursions and outings

- If a student is absent, the SC immediately contacts the host family to determine the student’s condition and whereabouts

Carry-On Suitcase: Whenever possible, the SC is responsible for traveling to and from the host country with this suitcase, ensuring that its contents are distributed and implemented correctly, and returning it to the IUHPFL Office after the program.

- If the SC is not able to travel to and/or from the host country with this suitcase, he or she must ask another instructor to do so and inform the Administrative Coordinator of this alternate plan.

- Details pertaining to the contents of this suitcase can be found under “General Responsibilities of All Program Instructors”.

Evaluations and Language Testing Onsite:

- The SC and LC work together to organize, administer, and collect all onsite evaluations

- The SC and LC work together to prepare, administer, and collect the IUHPFL Language Test, given at the beginning and the end of the program
  - All instructors help to grade these tests onsite
  - The SC ensures that the test scores are reported correctly on the Final Student Evaluations

Events Onsite: The SC is the primary organizer of onsite events, except the Farewell Show, and collaborates with fellow instructors and the Onsite Coordinator to make them a success.

- These events typically include:
  - Student Orientation (onsite)
  - Student-Host Family Orientation
  - Host Family Meeting/s
• 4th of July Party
• Other instructors help the SC to plan and facilitate these events as needed
• If there is a Welcome Reception that is separate from the Student-Host Family Orientation, the Onsite Coordinator will organize it and lead it.

Program Site Folder: At all times, the SC carries the Program Site Folder or assigns the folder to another instructor during times of his or her absence from the group. This folder is to contain the following:

★ Provided by the Office
  o The U.S. Family Contact List
  o The Onsite Coordinator and Host Family Contact List
  o The Abbreviated Medical Card (AMC) of each student, which lists his or her medications and emergency contacts
  o Copies of students’ passports
  o Blank insurance claim forms

★ Generated onsite
  o The names, addresses and phone numbers of onsite hospitals/clinics and those near excursion sites, in the event a student is injured or becomes ill
  o A list of the students’ program cell phone numbers

Student Engagement and Discipline: Although the SC is not to make any academic or disciplinary decisions pertaining to students without consensus from fellow instructors (and, in the case of serious matters, the Managing Director), this person completes the appropriate forms (Engagement Plan, Behavior Plan, or Incident Report) and submits them to the Managing Director via email, who will then contact the student’s parents about these engagement or disciplinary matters.

Student-Host Family Interactions: During the program, the SC works closely with the Onsite Coordinator, immediately
communicating to him or her, as well as the Managing Director, any serious issues between a student and his or her host family or pertaining to the health and well-being of the student.

- In the event of a host family change, as agreed upon by the instructor team, Onsite Coordinator, and Managing Director, the SC follows the protocol laid out in this handbook in the section “Host Family Challenges”

- After the OSC works with the new host family to complete any necessary program paperwork, SC completes and submits the Host Family Change Form to the IUHPFL Office via email

- The SC notes any changes to a student’s host family arrangement – permanent or temporary - on the Host Family Contact List, which is then included in the Knowledge Base at the end of the program

- It is the responsibility of the IUHPFL Office to inform the student’s parents or guardians of any change in a student’s host family.

- At least two instructors, including the SC, help the student to move to the new host family’s house.

- The OSC must also be present during the move to help smooth over interactions between the first host family and the student.

Students’ Medical and Dietary Needs: Although all instructors and the Onsite Coordinator are informed of any serious conditions that students might have, the SC makes him or herself especially aware of students’ medical conditions, medications, allergies, and dietary needs and ensures that cafeteria personnel, restaurant staff, etc. are informed.

- The SC discusses these students’ needs with the OSC to make sure that host families are informed and know how to help the students, if necessary

- The SC helps the students to learn the vocabulary they need to convey their dietary needs to restaurant personnel, if necessary
• Past conditions or those that are minor and/or being treated effectively with medication will not be shared with instructors or the OSC, unless necessary

• It is the responsibility of the student to take his or her own medication as prescribed; any difficulty in this regard should be reported to the Managing Director right away

**Student Travel Plans:** Although all students are required to travel to the host country together, accompanied by at least half of the instructor team, some students might choose to remain in the host country after the program in order to travel with or visit family. Others will return to the U.S. on the group flight.

• For students not returning to the U.S. on the group flight, the SC ensures that they are connected with friends or family in the host country and provided with any itinerary or information from their parents/guardians pertaining to the rest of their stay **at least one week prior to the group’s return to the U.S.**

**Financial Coordinator (FC)**

The FC is the IUHPFL representative with respect to all finance-related matters. The FC accepts responsibility for the budgeted funds in his/her program site’s bank account in Bloomington. Each program site’s budget will have been prepared by the IUHPFL Finance Manager and Managing Director; it’s up to the FC to carry it out. The FC is responsible for initiating proper payments for goods and services on behalf of IUHPFL during the program, the reconciliation of expenses at the conclusion of the program, and insuring compliance with Indiana University policies.

**Specific Responsibilities of the Financial Coordinator (FC)**

**Birthday Celebrations**

• The FC works with the Public Relations Coordinator in order to purchase birthday treats and cards for students and instructors who have birthdays during the program
Budget and Financial Policies

- The FC helps other instructors to understand IUHPFL financial policies and procedures

- The FC should always consult the Financial Coordinator instructions, which are provided at the FC training session in the spring and can be found in IU Box prior to departure
  - Whenever in doubt of how to handle a financial issue, the FC should e-mail the Managing Director and Financial Manager.

- The FC oversees the program site budget, makes all onsite purchases, and maintains a complete record of all financial transactions via the following reports, available on IU Box and completed and sent weekly to the Office by email:
  - Financial Expenditure Report
  - Weekly Cash Summary Report
  - Budget Tracking Form
  - A brief weekly report detailing the financial activities for the week

- Upon arrival in the host country, FC’s are advised to withdraw cash from an ATM at the airport with the program debit card in order to give an appropriate tip to the bus driver (if the group will be taking a bus to the host city) and for other immediate purchases as necessary.

- A printed receipt from the driver or a “homemade receipt” created by the FC and signed by the driver must be kept
  - The FC is responsible for checking the bus at the end of an excursion for any materials left behind; this is convenient for the FC since he or she will stay behind to tip the bus driver.
  - The FC is responsible for keeping, tracking, and submitting all program receipts and invoices to the IUHPFL Accounting Rep by the August deadline on the Instructor Checklist.
The FC may be called upon to obtain paperwork from vendors abroad in order to facilitate international wire transfers from IU Bloomington.

Before making any unbudgeted purchase above an equivalent of $100 USD, the FC must get permission from the Managing Director and attempt to offset any unplanned purchases somewhere else in the overall budget.

Upon return to the U.S. the FC converts any foreign currency remaining on hand into USD while at the international airport.

- A receipt must be obtained to show the exchange rate of the conversion.

**Host Family Payments**

- The FC is responsible for ensuring that host families receive their payments and for obtaining their signatures when payments are distributed to them.

**Knowledge Base**

- The FC works with the Logistics Coordinator to update the Knowledge Base with cost details for museums, meals, and any other expenses relevant to activities and excursions.

**Materials**

- The FC is responsible for returning to the IUHPFL Office the following materials:
  
  - In person or via another instructor (not in the carry-on suitcase):
    
    - The IU travel/meeting credit card in his or her name
    
    - The debit card in his or her name that is tied to the program site bank account
    
    - All *original* receipts (including the credit card and debit card receipts)
- All original ATM withdrawal slips pertaining to the program site debit card
- Any leftover cash on hand that is converted into USD with a receipt showing the exchange rate
  - In person or in the carry-on suitcase:
    - Meal Calendar with any changes
    - Receipts and/or mileage form for Onsite Coordinator reimbursement
    - A list of host family signatures indicating that host families received their payments

**Meal Calendars and Per Diem (Travel Advances)**
- A Meal Calendar for each site, created by the IUHPFL Office and confirmed by the Onsite Coordinator prior to departure, clearly outlines which meals will be provided to students and instructors each day by the program
- The Per Diem (Travel Advance) for each instructor is based on the meal calendar, because per diem is intended to cover meals that the program doesn’t already provide.
- The FC ensures that the meal calendar is followed and reports any deviations or necessary changes to the Managing Director
- The FC notifies cafeteria personnel a few days prior to an excursion with the following possible requests: a) the group needs sack lunches for the trip, b) the group will miss a meal altogether and/or c) an alternate meal time might be necessary

**Program Cell Phones**
- The FC (in collaboration with the Onsite Coordinator) is responsible for purchasing any program cell phones necessary for instructors and students upon arrival, as well as the amount of minutes/usage stipulated in the program site budget.
- The FC also ensures that students’ personal smart devices are collected after arriving in the host country and before students meet their host families and that these are stored under lock and key during the entire time in the host city.
The FC is responsible for ensuring the following with all program cell phones:

- Instructor phones should be clearly labeled with the name and coordinator role of each instructor.
- All texts, photos, etc., should be erased on all program cell phones at the end of the program in preparation for the following summer’s program.
- Phone numbers of OSC’s and instructors should be copied to the SIM card (if possible) for ease of transfer in case a new phone must be purchased or exchanged for any reason.
- The FC is responsible for labeling each student phone, creating a list students’ numbers and making copies of the list for other instructors.
- The FC should discuss with the Onsite Coordinator how to keep the program cell phones and numbers active throughout the year in order to save time, paperwork and cost in re-activating them every summer.
- If it is necessary to add minimal funds to the phones at some point during the academic year in order to keep the numbers active, the FC needs to request in the final Weekly Report that this amount be paid and provide directions on how to keep the numbers active.

Before the end of the program, the FC collects the program cell phones and returns them to the Onsite Coordinator, either in person or via mail.

He or she also returns students’ smart devices and passports to them the night before the group flight to the U.S. and reminds students to charge their devices in preparation for the flight home.
Financial Procedures Relevant to All IUHPFL Instructors

Though the Financial Coordinator is the instructor responsible for administering the program site budget and ensuring that IUHPFL financial procedures are followed, the following rules and policies pertain to ALL IUHPFL Instructors and must be clearly understood and followed.

Alcohol, Celebrations, and Hospitality

- Per Indiana University policy, no alcohol may be purchased for IUHPFL events nor as gifts to persons associated with IUHPFL.
- Hospitality expenditures, such as cakes, refreshments, and birthday cards, for events (birthday parties, host family meetings, 4th of July parties, and Farewell Shows) must be kept within the amounts specified in the program site budget.
- Gifts for Onsite Coordinators will consist of program t-shirts or IU gear and will be included in the carry-on suitcases that travel to the program site with the instructors.
- No additional purchases along these lines can be made without permission from both the Financial Coordinator onsite and the Managing Director.

Budget, Purchases Onsite and Program Receipts

- The Financial Coordinator will have been oriented to IUHPFL banking procedures at the FC training in the spring. If any questions or issues arise regarding the budget or methods of payments, the FC will have the answer or will contact the Managing Director or Financial Manager.
- FC’s are able to make adjustments to the program site budget categories, as long as expenditures in one category are offset by a reduction of expenses in another. Any purchases beyond what is indicated in the budget and costing more than $100 USD must be approved by the Managing Director in advance.
- If a purchase onsite must be made by the Onsite Coordinator or an instructor other than the Financial Coordinator, that person
must have permission from the FC and submit the original receipt to the FC as soon as possible.

- If a program receipt is lost, the instructor who made the purchase is responsible for obtaining a replacement receipt from the vendor.

- Non-Allowable Expenses are those that must be purchased with instructor personal or per diem funds, not IUHPFL funds:
  - Personal supplies (i.e. clothing, hygiene, etc.)
  - Individual instructor meals beyond what is provided
  - Gifts/treats beyond what is provided by the program or allotted in the budget
  - Alcohol

**Emergency Expenses**

- In the event of a crisis requiring emergency travel or accommodation expenses for an instructor (i.e. an overnight stay at a hospital with an ill student), the instructor should:
  - Consult the FC, who has instructions on handling emergency expenses, to request payment of the expenses from the program account if possible
  - If an instructor must pay the emergency expenses him or herself due to lack of time or access to the FC, for example, he or she must submit all receipts for reimbursement to the Accounting Representative within 30 days after the end of his or her IUHPFL program.

**Instructor Per Diem (Travel Advance)**

- Instructors should be aware of the following with regards to Advance Per Diem:
  - Per Diem is given for the purpose of covering meals that the program does not already provide; therefore it varies by program site.
  - Instructors do not need to keep receipts when spending their per diem; these funds belong to them.
Instructors are able to use their per diem as they see fit, however it is recommended that instructors budget wisely to avoid running out of per diem funds by the end of the program.

- Instructors should consult the Instructions for Advance Per Diem, the Advance Per Diem Spreadsheet, and the Meal Calendar specific to their program site, all of which will be uploaded to IU Box before departure, as these explain how per diem is calculated.

**Personal Travel Receipts**
- Individual instructors must submit all their personal receipts related to travel and other approved expenses to the Office within 30 days after the end of his or her IUHPFL program in order to be reimbursed for those expenses, according to the IUHPFL Travel Policy and pending approval from the Accounting Representative.

**Program cell phones**
- Per Indiana University policy, program cell phones cannot be used to make or receive personal calls.
- Program cell phones can be used liberally by students and instructors for brief local calls and text messages in the host country, but never for international calls
- In cases of emergency or matters of importance requiring lengthy conversation, Skype or WhatsApp might be a better form of communication between instructors and the Office.

**Students and Money**
- Instructors need to address budgeting, currency, and bank fees with students upon arrival at the program site.
- Under no circumstances is an instructor, Onsite Coordinator or host family member to lend a student money; rather, the student must be allowed to contact his or her U.S. guardians to make arrangements for a transfer of funds as soon as possible
A student running out of money is not considered an emergency situation, because all major needs are provided for the student during the program.

Only students and their parents/guardians or the travel insurance providers are to pay student medical costs; instructors, Onsite Coordinators, and host families should never pay these nor sign any promissory notes to health and medical providers; whenever possible the travel insurance provider should pay the medical facility directly.
Onsite Coordinator (OSC)

At each program site, one or two local residents act as Onsite Coordinators for IUHPFL. Some of these individuals have worked with the program for many years, even decades. Without their kindness, dedication, organizational skills, and connections within the host cities, IUHPFL could not function. Our OSC’s are tremendous collaborators and resources for our instructors, students, and the office staff. It is common for instructors to form very close working ties with them.

It is important to keep in mind that the Onsite Coordinator is the authority where the host families and community organizations and agencies are concerned. At all times, IUHPFL office staff and instructors must respect that Onsite Coordinators are permanent members of the host communities and that their professional relationships within those communities are theirs alone to manage. If a conflict or misunderstanding should arise between IUHPFL and an individual, a host family, or an organization in the host country, the OSC will be the liaison in resolving the issue. Furthermore, students and instructors are asked to always conduct themselves in a way that will reflect positively on the OSC (and the program) within the host community.

The following responsibilities are set forth in the service contract of the between IUHPFL and the Onsite Coordinator, which must be signed by the OSC in order for him or her to work with the program.

The Onsite Coordinator is responsible for the following:

Classrooms and Facilities, Lunches, and Storage

- Coordinates and reserves program site classrooms, food services, access to sports facilities, and transportation in consultation with the Managing Director
- Provides to instructors a cabinet, closet, or other suitable space, where they can keep students’ passports and smart devices under lock and key.
Excursions and Tours
• Plans and coordinates excursions in collaboration with the Managing Director and instructors
• Arranges for transportation and lodging prior to the program dates and ensures that the Office has invoices for any deposits required
• Works in conjunction with the LC to confirm transportation and lodging reservations for excursions shortly after the group arrives onsite
• Schedules tours of the host city and works with LC to schedule tours during excursions, if desired and budgeted

Health and Safety
• Knows the names, addresses, and phone numbers of high-quality, low-cost medical facilities and professionals in the host city and shares this information with instructors and students upon arrival
• Finds a licensed counselor or therapist who is available to work with our students as needed, can speak some English, and who has experience helping adolescents
• Provides the instructors and students with safety and emergency instructions (i.e. earthquake protocol) shortly after arrival

Instructor Accommodations
• In consultation with the Managing Director, finds suitable accommodations for the instructors in an apartment, residence, or with a host family

Payments to Onsite Vendors and Host Families
• In collaboration with the Managing Director and Financial Coordinator onsite, secures invoices and other documents from on site vendors in order for Indiana University to make payments to them
Host Families

- Locates, selects, interviews and approves host families for student placement; this includes a home visit and assessment of the local neighborhood

- Ensures that the family submits all required paperwork in a timely fashion.

- Helps to match students with appropriate host families in collaboration with the Managing Director and/or Program Coordinator

- Organizes and leads an orientation session for host families prior to students’ arrival in order to cover IUHPFL policies (the Honor Code in particular) and procedures and acquire their signatures on the Host Family Agreement

- Works with the host families and Managing Director to determine the weekday curfew for students and ensures that this curfew is enforced. This is time when students are under the care and supervision of their families, whether they are home or out and about town.

- Supervises the host families during the program and carries out all communication with host families during conflicts involving students

- Helps the SC and other instructors to mediate issues between students and their host families

- Works with Managing Director and instructors to follow the protocol laid out in this handbook in resolving matters between students and their hosts families

- Collaborates with Managing Director and instructors to determine if a host family change is necessary for a student; no such change can be made without the direct involvement and approval of the OSC

- Helps to ensure that a student’s move from one host family to another is constructive and efficient by being present and acting as liaison between all parties
Note: Any situation involving a host family must be managed by the OSC, and a student cannot be moved to a different host family without the direct involvement and permission of the OSC.

Program Cell Phones
- Works with the FC to ensure that program cell phones are purchased and ready for use prior to or shortly after students’ arrival
- Ensures that program cell phones are stored safely between programs

Instructor Team Support
- Meets with instructor team on a daily basis to become better acquainted and discuss program events, excursions, etc.
- Helps instructors to prepare for and attends all onsite events, such as the Student-Host Family Orientation, 4th of July celebration, and the Farewell Show
- Gives daily support to the instructor team during the program and assists with problem solving and handling unexpected crises
- Helps the instructors to foster a positive and respectful atmosphere between all parties onsite

One of the keys to a successful program is excellent communication between the Instructor Team and Onsite Coordinator. Strategies to foster good communication and strong relationships with Onsite Coordinators include:
- Getting to know them and forming a friendship with them through daily communication, in person or via phone or text
- Holding a weekly meeting with them, in a relaxed setting, that involves conversation and ongoing collaboration and support
- Treating them to a dinner during the program (cost is covered by the program)
- Inviting them on Optional and (if desired) Planned Excursions
• (See the difference between Optional Activities and Planned Excursions in this handbook under the section titled “Excursions”)

• The program will cover their costs on Optional Activities, however, they must cover their own costs during Planned Excursions

• Seeking their advice and expertise on a frequent basis where host family-student interactions are concerned and respecting their leadership during times of conflict with a host family or when a host family change is necessary for a student

• Respecting the OSC’s authority in communicating with the host families during conflicts or challenges involving students

• Finding ways to show them how much you APPRECIATE them!
Before Departure

As mentioned in this handbook under IUHPFL INSTRUCTOR RESPONSIBILITIES, instructors are heavily involved in the preparation of the program before departure. These responsibilities include attending three Instructor Training Sessions and preparing and submitting course materials to the IUHPFL Office in March. Examples of course materials from prior years are available for viewing during Instructor Training Sessions and in the IUHPFL Office.

Application and Acceptance Materials

Prior to and during the program, IUHPFL Instructors will have access to several pieces of information about students, including the items listed below:

- **Student Personal Application**: Student applicants answer several short-answer and essay questions to indicate their understanding of and readiness for the IUHPFL experience.

- **Writing Sample in the Target Language**: Students choose one of three prompts to write about in their language, under the supervision of their high school foreign language teacher.

- **Teacher and Mentor Appraisals**: Three appraisals are required as part of the students’ application dossiers – one from their foreign language teacher, the second from another current teacher, and the third from an outside adult (non-relative), like a coach or an employer.

- **Parental Assessment**: As part of the student’s application dossier, parents and guardians complete this questionnaire to help determine a student’s readiness for IUHPFL.

- **Host Family Placement Form (HFPF or Hufflepuff)**: used by Onsite Coordinators and the IUHPFL Office to match students with host families. This is the only application or acceptance form that is given to the Onsite Coordinator and host family.

- **Statement of Medical History (SMH)** gives the students’ up-to-date medical information, provided they choose to disclose it.
The information on this form is shared with instructors, Onsite Coordinators and host families on a need-to-know-basis.

- **Application Screening Form** is what instructors and other screeners completed when evaluating student applications for participation and contains information from the students’ applications and from their appraisals from teachers and mentors. Only instructors and office staff see the information on this form.

The information on these forms should be kept in strictest confidence between instructors and the IUHPFL Office. Any breach of confidentiality or misuse of a student’s personal information on the part of an instructor is cause for dismissal.

**Course and Course Materials Preparation**

At each IUHPFL program site, it is required that the following 5 course subjects be taught to students:

- Grammar
- Culture
- Literature
- Linguistics / Phonetics
- Communications (Conversation and Writing)

It is up to the Instructor Team to decide which instructors will teach which subjects and how these subjects will be taught alone or in combination. For example, one Instructor Team might choose to incorporate Communications into other courses, whereas another team might prefer to make it its own course. One team might teach Phonetics specifically, while another offers Phonetics combined with Grammar, and so forth.

Instructors are to inform the Managing Director of their plans to cover all 5 subject areas (as much as possible) and submit all course materials to the IUHPFL Office by Spring Break in order for them to be printed in time for the Student-Guardian Orientation.
NOTE: Course materials must also include a lesson plan for each class day and only materials that pertain to these lessons are to be included in the course books (in order to cut back on the weight of these materials). This requires instructors to thoroughly think through their lessons for Emerging, Intermediate, and Advanced learners prior to the program. If creating supplemental materials is required onsite, the budget will allow for printing and copying costs. Additionally, any additional booklets pertaining to Afternoon Activities (songbooks, etc.) are to be combined into one booklet.

NOTE: Instructors who have not taught courses to high school students previously are advised to consult with the Managing Director and returning IUHPFL instructors to ensure that the content of the course materials they develop are appropriate in content and difficulty level.

Program Site Travel Plan

Each Instructor Team is to have a clear and detailed Program Site Travel Plan prepared to include in the site-specific section of the Student-Guardian Handbook and shared with students and guardians at Orientation. Examples can be found in prior years’ handbooks.

When preparing the Travel Plan, consider the following:

- Instructors and students will receive an e-mail prior to departure that includes each individual’s domestic travel plans (i.e. flying to Chicago from Evansville to meet the group), group flight information, and the travel plans of any students deviating from the group.

- Instructors, students, and guardians will all have a list of each other’s cell phone numbers for easy communication on the day of travel.
  - Instructors are to have this contact list with them at all times during travel, in addition to the Travel Plan

- Due to the hectic nature of departure day, it is imperative that all instructors traveling with the students to the international destination arrive where they need to be in plenty of time.
- It will be necessary for at least one instructor to meet the students at the check-in counter prior to the international flight to ensure that all students are present and are checked in correctly.

- The Travel Plan should include the names and addresses of host families, as well as the instructors’ residence/s. Students will need this information on the plane in order to fill out their landing cards.

**Student-Guardian Orientation**

Although this section pertains to the Student-Guardian Orientation on the IU Bloomington campus in April, it might be helpful to know at this point that there are four separate IUHPFL orientations:

- An orientation for the host families presented by the Onsite Coordinator before the group arrives in the host city

- The Student-Guardian Orientation for students and their parents or guardians in April

- A Student Orientation shortly after the group arrives onsite led by the instructors (and sometimes the Onsite Coordinator)

- A Student-Host Family Orientation shortly after the group arrives for host families and students that is led by the instructors and Onsite Coordinator

The other three orientations are addressed in the section of this handbook called “First Days of the Program.”

The Student-Guardian Orientation is held on two Sundays in April and is mandatory for students, one or two of their guardians, and instructors. The 5 languages of IUHPFL are divided among these two dates. Therefore, each student, guardian, and instructor will attend only one of the Orientations.

Instructors play a critical role during Orientations, providing valuable site-specific information to students and guardians, as well as teambuilding activities to students. Orientation is considered the “first day” of the IUHPFL summer experience, and students’ completion of Orientation is mandatory for their participation.
Students will receive their course materials (designed by their program site instructors and printed by the IUHPFL Office) and an IUHPFL Student-Guardian Handbook at Orientation, all of which should be taken with them abroad. Instructors are also responsible for reading and understanding the contents of the Student-Guardian Handbook prior to Orientation. Each instructor team works to update/develop the site-specific section of the handbook for their program site and discusses this section with students and parents/guardians during Orientation.

**Role of Instructors in Student-Guardian Orientation**

The Student-Guardian Orientation provides an opportunity for instructors to do the following:

- Help the Managing Director and Office Staff to welcome students and their parents.
- Explain site-specific calendars, daily schedules, excursions, cultural norms, and expectations to students and their parents/guardians via a PowerPoint presentation and the site-specific section of the handbook that each instructor team has created.
- Begin to assess each student’s proficiency in the target language and determine what specific instruction and support will most benefit him or her.
- Interact with students and guardians on a more personal level before departure.
- Share and/or expand their Program Site Team’s unique identity and vision with students.
- Implement effective teambuilding techniques and activities, drawing from resources including the IUHPFL Teambuilding Guide.
- Take note of interactions between students, looking for students who are likely to adjust easily, as well as those who might struggle.
Overview of the Student-Guardian Orientation

An all-day event, Student-Guardian Orientation begins early in the morning and ends around 4:00 pm. Below is a general outline of the day’s events and activities:

Check-In
Instructors arrive at least 30 minutes prior to students and their guardians and pick up their program t-shirts and any materials specific to their team at the check-in tables outside Whittenberger. They then go to their break-out rooms in the IMU to make sure everything is set up to their liking. Students and guardians also check-in when they arrive, picking up course materials and student t-shirts.

Everyone is invited to pastries and coffee in the Georgian Room beside the Whittenberger. Instructors are encouraged to mingle with students and guardians prior to the Opening Session.

Opening Session and Welcome
The Managing Director will lead an overview of IUHPFL, covering the General Information Section of the Student-Guardian Handbook – the 8 Core Values, Honor Code, Pledge of Excellence, communication guidelines, host families, disciplinary protocol, health and safety, the IUHPFL Diploma, etc. – and including a question-and-answer session at the end.

Program Site Breakout Sessions
The instructor teams will lead breakout sessions pertaining to their individual program sites for their groups of students and guardians. Program alums are usually invited to attend and share their stories.

These sessions include:

- Introductions of the instructor team and program alums present
- A PowerPoint presentation about the site-specific information of the Student-Guardian Handbook, including the Program Calendar, Daily Schedule, weekday curfew time, excursions, and Community Engagement Activities, as well as details on currency, climate, electrical converters, etc.
• A discussion of the team’s unique identity, vision, and mascot, which incorporate unique characteristics of the host city or geographical region
• Departure day procedures and the Program Site Travel Plan (more information provided in this handbook under “Program Site Travel Plan”).
• What to pack and what not to pack.
• Anecdotes and personal experiences from program alums

**Guardians-Only Session with Managing Director**

After parents/guardians enjoy lunch in the IMU or out and about in Bloomington, they return to Whittenberger Auditorium, where the Managing Director holds a session for guardians only in order to address specific topics addressed during the morning presentations and in the Student-Guardian Handbook. This session also includes a panel of parents/guardians whose children have participated in the program previously.

Topics include:

• The importance of disclosing all medical, psychological, and emotional health information of students
• The Agreement and Release Form that guardians must sign
• The Statement of Medical History
• Health and Medical Insurance provided to students during the program
• The website for the Center for Disease Control
• Safety while abroad and the U.S. State Department website
• Making copies of all important documents, credit cards, passports, etc.
• Liability and property damage policies pertaining to host family members and their homes
• How guardians can help students get the most out of their IUHPFL experience
Helping students with reverse culture shock (re-entry) upon returning to the U.S.

**Afternoon Program Site Team Sessions (Students and Instructors only)**

Students bring a sack lunch and eat with their instructors and teammates. Afterwards, they spend a majority of the afternoon together, enjoying varied activities in English and the target language, including:

- Circumlocution activities
- Teambuilding and icebreaker activities to promote team unity and trust
- Games and opportunities for conversation
- Informal assessment of students’ language proficiency levels

**Orientation Wrap-Up**

During the last 30 minutes of the day, students, guardians, and instructors will once again join the Managing Director in Whittenberger Auditorium for any remaining questions and for:

- Students to recite the IUHPFL Pledge of Excellence
- Students and guardians to sign the IUHPFL Honor Code Affirmation
- Signing and turning in required paperwork to Office Staff

**IMPORTANT NOTE:** At any point during the Orientation session, should an instructor notice that a student is seriously struggling with some aspect of the program or if it is disclosed that the student has a physical or psychological condition that will require a level of care beyond that which the program can reasonably provide, he or she should inform the Managing Director and/or Program Coordinator, so that steps can be taken to address the student’s needs prior to departure. In severe cases, a recommendation might be made to the student’s parents/guardians that participation be postponed until the following year.
Attendance at Student-Guardian Orientation
While Orientation is mandatory for students and guardians, inevitably there may be serious conflicts for some students (i.e. illness, family emergency, etc.) that prevent them from attending the Orientation for their specific program. In these rare cases, students can attend the other Orientation session for general program information and will make arrangements with their Instructor Team to become informed of all site-specific information. **Students who cannot attend any Orientation session will not be allowed to participate in IUHPFL.**

It is not permitted for an instructor to miss Orientation, except in cases of emergency or serious illness.

CPR & First Aid Certification
On each IUHPFL instructor team, one instructor is required to be CPR and First Aid certified. Prior to departure, he or she completes this training, at the expense of the program, and submits a copy of his or her certificate to the IUHPFL Administrative Coordinator. It is the responsibility of this instructor to ensure that a fully stocked first aid kit is on-hand in the classroom facility and during outings and excursions, in other words, at all times. He or she should also know how to easily access local emergency numbers and be able to locate hospitals and clinics quickly, even at excursion sites.
Preparing for Departure

Although many IUHPFL Instructors are experienced travelers, it might be helpful to keep in the mind the following pre-departure tasks:

• Consult the U.S. State Department travel website for updated information pertaining to your host country and how you need to prepare for your trip. (http://www.state.gov/travel/)

• Find out whether it is necessary for you to have a visa to visit your host country (China requires one for non-native instructors) and visit a website like www.Travisa.com to apply for your visa.

• Make sure you have a current passport and have met any applicable visa requirements at least 4 weeks prior to departure.

• Check out the website for the Center for Disease Control (http://wwwnc.cdc.gov/travel) to find out whether vaccinations are recommended for the country where you will be staying and make arrangements to have these administered.

• Be sure you know what the climate will be like during your time in the host country and pack accordingly.

Carry-On Suitcases and Materials for the Program Site

Materials of all sorts must make their way from the IUHPFL Office to the program site, and the most efficient and affordable way to transport these items is via carry-on suitcase. One instructor, preferably the Student Coordinator who oversees the inventory and distribution of these materials, travels with the carry-on suitcase to and from the host country. If he or she is not able to pick-up or return the suitcase in a timely fashion, he or she may ask another instructor to do so. Fees for checking in this suitcase might apply and will be reimbursed to the instructor who pays them after the program, as long as the receipt is presented within 30 days after his or her IUHPFL program.
The contents of this suitcase include but are not limited to:

- Gifts for the Onsite Coordinator and their staff, if applicable (typically IUHPFL t-shirts and IU memorabilia)
- Onsite Language Test materials
- Onsite Evaluation materials
- Copies of students’ Abbreviated Medical Cards (AMC’s)
- Posters of the IUHPFL 8 Core Values
- Copies of Insurance Cards for students and instructors
- Insurance Claim Forms
- Signed Activity Waivers for students
- Emergency Contact Cards
- Additional Handbooks
- Additional Course Materials
- Any additional items requested by the OSC or instructor team

**Departure and Airport Check-In Procedures**

**At the airport:**

- Check in their own luggage prior to helping students
- Check in the IUHPFL carry-on sized suitcase. A fee might be required, and instructor is to keep the receipt for reimbursement after the program.
- Approach a ticket agent and request that one counter be assigned for the group
- Assist in welcoming students and guardians and helping the students gather together in preparation for check-in
- Contact any students who have not arrived on time
Advise students to be able to give an accurate description of their luggage in case a piece should be lost and to make sure that their luggage has a clearly written nametag.

Instructors should advise students to keep their electronic ticket receipts, boarding passes, passports and baggage claim tickets with them, safely stowed in their carry-on luggage.

Be sure that all students have a copy of the Program Site Travel Plan, as well as cell phone numbers of instructors and fellow students.

Proceed through security together, if possible, or communicate a meeting point and time to re-group prior to boarding.

**At the gate:**

- Take roll call once all students and instructors have arrived at the gate to be sure that all students are accounted for before boarding.
- Instructors should call or text the IUHPFL Managing Director when all students and instructors are ready for boarding.
- The PRC might also try to get a nice group photo at the airport for the Program Site Blog!
- Recommend that students practice with each other in the target language
- Remind students that the Language Commitment officially goes into effect as soon as they land in the host country

**Once on board:**

- Make an effort to interact with students during the flight in the target language
- Students will have to fill out **landing cards** on the plane for customs in the respective countries they will be entering.
- Students should list the address of their host family as their contact address while abroad, which should be available on the Program Site Travel Plan.
If for some reason the address of the host family is not available, then the student may give the address where an instructor will reside at the program site, which will also be provided in the Program Site Travel Plan.
Arrival in the Host Country

As soon as the plane touches down in the host country, students and instructors are to speak only the target language for the remainder of the program!

Tasks to keep in mind:

- Upon arrival to the host country, it is advisable to announce to the students before they deplane that they must have their passports ready for passport control.
  - Remind students to take every precaution against losing their passports. Students will carry copies of their passports with them during the program, and instructors will keep passports under lock and key once everyone has arrived in the host city.

- It is recommended to have one instructor at the front of the group of students and another at the end while going through customs in order to ensure that all students are accounted for. The students and instructors should try to remain together while going through customs, in case a student should have problems with their items.

- Next, students will need to retrieve their luggage, at which point it might be useful to obtain luggage carts. If a piece of luggage has not arrived, an instructor and the student should take care of the matter immediately.

- FCs are advised to withdraw cash from an ATM at the airport with the program site debit card in order to give an appropriate tip to the bus driver and for other immediate purchases as necessary. Have a plan in place for keeping and tracking receipts upon arrival at the host country.

- Once instructors and students have claimed all luggage and exited the baggage claim area, the bus to the program site must be located. Ideally, an instructor who has arrived at the program site early, accompanies the bus driver to the airport.

If all instructors are new to a program site and have not been through the process of locating the bus, the team, in particular
the LC, is advised to communicate with the Onsite Coordinator about this prior to departure.

- When all students, instructors and luggage are loaded on the bus, students should be assigned numbers by an instructor (in the same order as the alphabetized list).
  - Students should remember these numbers, which will be used thereafter for taking roll call quickly.
  - When students hear their numbers, they shout their first names back to the instructor taking roll call.
  - After instructors have taken roll call and have found that all students, luggage, and passports are accounted for, the team departs for the program site.

- An instructor should call the OSC to let him/her know that the team has departed for the program site and to give the OSC a rough guess of the estimated time of arrival.

- The PRC contacts the Managing Director with confirmation of safe arrival to the host country.

- Upon arrival at the program site, the PRC again contacts the Managing Director.

- **Mérida Students only** need to be instructed to keep the landing cards they receive and fill out on the plane. These will be stamped at passport control and will have to be presented at the airport again in order for the students to exit the country. For this reason, landing cards should be stored safely with students’ passports during their time in Mexico.

- Most programs will travel from the international airport in the host country to the host city via coach, reserved by the Onsite Coordinator. Teams with trips that are longer than a couple of hours will stop and eat at a restaurant or cafeteria. For other program sites with shorter bus rides, a stop might be made at a roadside cafeteria for snacks and beverages. These meals and snacks will be included in the program site budget, managed by the FC.
The bus ride to the program site is a good opportunity for the instructors to remind students of the schedule for the first few days of the program and suggest ways to combat jetlag. It is also an opportune moment to give students a pep talk and prepare them to meet their host families.

- FC’s tip the bus driver at the end of the journey to the program site. Consult with the Onsite Coordinator prior to departure to find out what amount would be appropriate. A printed receipt from the driver or a “homemade receipt” created by the FC and signed by the driver must be kept.

Welcome Reception and Meeting Host Families

At some program sites, depending on the time of arrival in the host city, there is some kind of reception to welcome the students and instructors. This event might happen immediately or the day after arrival, in which case it will likely be combined with the Student-Host Family Orientation, which is also described in this section. If it is held separately from the Student-Host Family Orientation, then the event will be organized and led by the Onsite Coordinator. Instructors should get details from the OSC prior to departing for the host country.

The general purpose of a Welcome Reception is for:

- Students to meet their host families
- Everyone to know when and where the group will meet next
- Students to have a snack and rest before going with their host families
Settling Into the Program

The first days of the program are an exciting and sometimes challenging time, as students and instructors settle into their new surroundings. Depending on the day of the week when the group arrives, there might be classes and city tours that start right away or there might be some downtime spent with host families. Either way, it’s a very busy time for everyone and it’s important for instructors and the Onsite Coordinator to be as organized as possible.

Initial Meeting between Instructors and OSC

It’s essential for the instructor team and the Onsite Coordinator to have a meeting within the first two days of the program, so that they can set the tone for how they will work together during the program and so they can discuss several topics, as mentioned in the descriptions of the coordinator roles.

These topics include but are not limited to:

- Plans for the onsite orientations and host family meeting/s
- Program Calendar, including excursions and special events
- Arrangements made with the classroom facility:
  - What classrooms are available for morning and afternoon
  - What is expected for cleaning and maintaining the classrooms
  - Equipment that can be used for the classrooms, if any (computers, overhead projector, TV, and/or DVD/CD player)
  - Supplies available for use
  - Access to photocopiers and restroom facilities
  - Student access to classrooms and cafeterias, etc.
- How to pick up materials from the previous year, which were stored onsite, including program cell phones
• How to arrive at their residence/s and the best form of transportation to the classroom facility
• Which reservations have already been made and which ones need to be made by the LC onsite

Onsite Orientations
Two orientation sessions must take place within the first few days of the program, a Student Orientation and a Student-Host Family Orientation. The Onsite Coordinator attends all events where host families are present and might attend the Student Orientation, as well, depending on the program site.

Student Orientation
The Student Orientation is held on the FIRST OR SECOND DAY after arrival in the host city, prior to the Student-Host Family Orientation, and is organized primarily by the SC with lots of help from fellow instructors. Students, instructors and sometimes Onsite Coordinators attend this event.

The following matters are typically addressed at this orientation session:

▪ If present, the Onsite Coordinator introduces him or herself and becomes acquainted with students and new instructors.
  o He or she might also cover health and safety information if necessary
  o At some locations, these details might be provided briefly in English to ensure students’ full understanding and cooperation

▪ Students turn in their personal smart devices in exchange for a program cell phone
  o Instructors tell students how to make local calls and texts from their program cell phones and let them know how many minutes have already been placed on these phones by the program
Students also receive a list of all the program cell phone numbers for their peers and their instructors, as well as contact information for the Onsite Coordinator.

Students are instructed to add their host family’s cell phone numbers to their phone’s contact list at that time.

- Students give instructors their passports, to be stored with the personal smart devices under lock and key during their stay in the host city.
  - Students should have a copy of their passport on them at all times
    - If a student does not have a copy of his or her passport, instructors are to make a copy as soon as possible
    - The Office also provides a copy of each student’s passport in the carry-on suitcase, and these are carried in the Program Site Folder by the SC.

Instructors distribute the following materials to each student:

- Insurance cards, which should be carried by students at all times, along with copies of their passports
- The Emergency Contacts Card, which students will carry with them at all times.
- Abbreviated Medical Cards (AMC’s); each student carries his or her own at all times.
  - The Student Coordinator carries an additional copy for each student.
- Bus passes, city/transit maps, etc. as applicable. These are provided by the Onsite Coordinator
- Host Family Contact List, so students can know where each other live and call one another using their program cell phones
- Copies of the Program Site Calendar and Daily Class Schedule, including weekday curfew time
IUHPFL Honor Code, the 8 Core Values, and the Pledge of Excellence in the target language

- Remind students about the Rule of 3 (when they are out and about in the host city together, they should always be in groups of three or more) for safety reasons
- Students are not expected to travel to and from their classes in groups of three, unless they already commute together
- Traditionally, some sites make a poster about the Honor Code, which is then signed by students and their host families during the Student-Host Family Orientation

- The team revisits its unique identity, vision, and mascot which incorporate unique characteristics of the host city or geographical region.
  - A mantra or song might be something the team also creates to strengthen and motivate teambuilding
- Students are divided into their Support & Success Groups, if this didn’t happen during Student-Guardian Orientation in April.
  - There is a section of this handbook devoted to Support & Success Groups, and suggested materials for these sessions are available on IU Box prior to departure.
- Students are told when and where they can make their 5-10 minute phone call to their parents/guardians in the U.S.
  - This call is to take place between Day 3 and Day 7 of the program, so that students are not too jetlagged during the call.
  - The purpose of this call is simply for students to let their parents/guardians know that they are safe and settling in
  - Calling arrangements vary greatly from site to site, and the Onsite Coordinators provide assistance.
  - If students are using phones owned by their host families to make these calls, they must be careful not to exceed the
specified time limit, since international calls can be expensive

  o If a student’s parents are divorced and he or she wishes to speak with both of them, each call should last no more than 5 minutes.

**Student-Host Family Orientation**

Organized primarily by the Student Coordinator with lots of support and collaboration from fellow instructors and the Onsite Coordinator, the Student-Host Family Orientation is a very important event. Its purpose is to bring students, instructors, host families and Onsite Coordinators together to get acquainted, reaffirm program expectations, and address any questions that families or students might have.

**This event must take place within the first two or three days of the program and might be combined with a Welcome Reception if feasible.**

When planning what material to cover at this event, it’s good to keep in mind that Onsite Coordinators have already held an orientation for host families prior to the group’s arrival. At that meeting, the Program Site Calendar, Honor Code, and Host Family Agreement were covered, and the agreement was signed and returned to the OSC. Host families were also presented with their students’ Host Family Placement Forms and were provided with contact information for their students. Information pertaining to students’ medical needs, food allergies, or other need-to-know information was shared privately with each host family by the OSC prior to the group’s arrival.

**The Student-Host Family Orientation typically is as follows:**

- Light snacks and refreshments are provided, especially if this event is also a Welcome Reception.

- Instructors introduce themselves with more detail
  
  o Instructors should briefly explain which classes they are teaching and what students are to expect in their classes
  
  o They should also clearly explain their Coordinator Roles
• Everyone reviews the basic tenets of the IUHPFL Honor Code, as well as the 8 Core Values

• Copies of the Honor Code in the target language will be available for distribution

• Instructors ask for the host families’ cooperation with regard to the Honor Code by stressing that their support is key to the students’ successes during the program

• If applicable, host families sign the poster that students made at the Student Orientation in order to show their support of the Honor Code and the students

• Families are reminded of the weekday curfew time and the Rule of Three, which is an important part of the Honor Code.

• Host families are given the program cell phone numbers for students and instructors
  o Students can make local calls and text messages liberally from their program cell phones
  o Students might be able to make their 5-10 minute phone call to the U.S. from a phone owned by the host family, but it should be stressed that otherwise students are not to use the host family’s phones for international calls
  o Emergency calls to the U.S. will be managed by the instructors and IUHPFL Office via Skype or another means

• If they are not already aware, students learn how each one will arrive to the classroom facility on the first day of class: by public transportation, walking, or host parent driving them
  o At some sites, host families will receive from the Onsite Coordinators bus passes/cards, which they will then give to their students

• Instructors and Onsite Coordinator make sure that students and host families are aware of the curfew for students during weeknights – this varies from site to site, depending on cultural norms, etc.
After curfew, students are under the care and supervision of their host families.

The IUHPFL Honor Code applies at all times.

It is expected that students will spend a majority of their weeknight and weekend hours with their host families, not their program peers.

• Everyone is made aware of the best hospitals and clinics at the program site where students should go in cases of illness or emergency.
  
  • Students and host families should also be reminded that any medical expenses must be paid by the student and his or her U.S. family exclusively.
  
  • Host families cannot pay or vouch to pay for student’s health or medical care.
  
  • The program is also not permitted to pay these costs.
  
  • If students go to local hospitals or clinics that are already in partnership with the designated insurance provider, then students might be able to avoid out-of-pocket costs for any health or medical treatment; otherwise, students and their guardians will pay all costs upfront and submit a claim form to the insurance provider for reimbursement.
  
  • If there are good quality, low-cost facilities available, host families should be made aware of them and take students there when treatment is required.

Instructors and students also typically accomplish the following activities within the first few days of the program:

• Visit any internet cafes or computer labs available for students to use during their one hour of Internet access each week, should the student’s host family not own a computer.
  
  • Visit the center of town and familiarize students with:
  
  • The public transportation system
  
  • The layout of the host city
- Reputable banks and ATM’s with lower fees
- Popular locations for dining and shopping
- Go on a historical tour of the city, if available

- Show classrooms to students and, if applicable, introduce school personnel with whom the team will have contact.
- Explain lunch procedures and show students the cafeteria, café, or other location where lunches will take place during class days.
- Engage the students in games, ice-breaker activities, and scavenger hunts to help them learn about their surroundings and each other
- Share a local outing or activity (with or without host families) that serves as a bonding experience for everyone.

**Meals**

During the program, IUHPFL will provide regularly scheduled meals (breakfast, lunch, and dinner) and some snacks for excursions to students and instructors, with these exceptions:

- The Meal Calendar for each program site will be available on IU Box prior to departure and clearly shows which meals the program provides each day
- Students will be responsible for purchasing typically 4 or 5 meals for themselves during outings and excursions or while in an airport, etc.
- Students and instructors will pay for their own snacks, coffee, ice cream, etc. beyond what is already provided by the program

**Weekday Lunches**

Lunches during the week can be very different from site to site. At some program sites, students have lunch together at their classroom facilities. At other sites, students might go home and have lunch with their host families. Other teams might have lunch at a restaurant or public cafeteria during the week. Sometimes host families provide a sack lunch for their students every day of the week.
Regardless of the arrangement, instructors need to supervise students during lunches and make sure students are aware of the expectations and rules of the facility where lunches will take place. In order to help create a respectful dynamic between students and those who prepare and serve the lunches, introduce cafeteria or restaurant staff to the students and encourage students to find ways of expressing their appreciation for the service and food.

Lunchtime and/or snack time can provide students with further opportunities to get to know those who are not in their morning classes. Instructors may want to invent strategies to help the students alternate who they are sitting with while eating.

If possible, instructors are encouraged to eat lunch or have a snack at the same tables with the students at least once per week in order to strengthen team unity and increase instructors’ awareness of how students are acclimating to their host families, each other, and the program in general.

**Allergies and Special Dietary Needs**

It is common for students to have allergies to foods or specific dietary needs, and these are typically disclosed prior to departure. This information will be relayed to Onsite Coordinators and instructors before the program. OSC’s will convey the information to host families, and the SC will ensure that cafeteria personnel or restaurant staff who prepare students’ lunches are informed. Students should also be taught the vocabulary necessary to convey this information to food vendors and others.

**Birthdays**

A list of students who will celebrate birthdays during the program will be on IU Box.

- Instructors purchase and sign a card for each student who has a birthday and present the card to the student on or just prior to his or her actual birthday in front of the other students, allowing everyone to sing *Happy Birthday* to the birthday boy or girl.
- One to three parties should be organized to celebrate the birthdays of students and instructors that fall during the program dates.
• The OSC and host families should be invited, and cake, ice cream, punch etc. should be provided, at the expense of the program and according to the budget.

• Instructors and other students are encouraged to plan songs, games and other activities for the party.

• U.S. parents and guardians sometimes request that their students receive some form of special gift or celebration for their birthday, but the program insists that all students with birthdays be treated equally.

• Families may include a wrapped gift in the student’s luggage, but they are strongly discouraged from mailing packages, as the taxes and fees to ship and claim them can be very costly.
Program Academics

Onsite Student Language Testing
A language testing session is held on one of the first days of the program, as well as on one of the final days at the program site, thereby providing pre-program and post-program test scores that can be used to measure students’ progress with the target language. Instructors should consult their Program Site Calendar to verify when testing will be conducted. The Instructor Team should meet well beforehand, under the direction of the LC and SC, in order to prepare the test components and decide which instructor will administer which component, etc.

Note: Please ensure that students are well rested prior to language testing.

Test components include the student version of the test, instructions for administering the test, and listening comprehension scripts and will be taken to the program site in the carry-on suitcase.

The assessment has three parts: Grammar, Reading Comprehension, and Listening Comprehension. The Japanese test has a fourth section over characters and vocabulary words. Instructors will read aloud to students the scripts for the Listening Comprehension portion of the test.

Instructors are asked to consult the instructions very carefully to ensure that they understand the procedure of administering the test. Category and overall scores are recorded on students’ Final Student Evaluations at the end of the program.

Regular Daily Schedule
It is important for instructors to set a positive and productive tone starting the very first day of the program. Once students are gathered for the first time in their classrooms, each instructor should give a brief synopsis of his or her class and clearly establish course objectives. At all times, instructors are to be ideal role models for students, and this includes starting every class day on time!
If a program site has four instructors, then ideally the SC has the first period free, which allows him or her to see that all students are in attendance. If a student is absent, the SC should immediately call the host family to find out the reason for the student’s absence. This procedure should be followed every day of the program.

**Daily Announcements**
Announcements should be made each day, generally during a mid-morning break, and always in one of the classrooms that has a whiteboard or chalkboard. These announcements may pertain to excursions, special activities, changes in the schedule, birthdays, etc., and should be given to all students at the same time to ensure that everyone receives the same information.

**Assigning and Changing Language Proficiency Groups**
Students are initially placed in Proficiency Groups – Emerging, Intermediate, or Advanced - upon observation by instructors of their comprehension and speaking abilities in the target language during activities at Student-Guardian Orientation in April. Adjustments can be made after the first onsite language test and/or first few days of the program. A student might be moved from Emerging to intermediate, for example, once the student is more comfortable demonstrating their knowledge and speaking skills. These changes are perfectly acceptable, as long as certain students don’t feel singled out as being “better” or “less” than their peers and as long as all instructors agree that such changes would be greatly beneficial to the students.

Rather than calling the groups “Emerging”, “Intermediate”, and “Advanced”, instructors choose other names that reflect the local culture or history or they use colors, such as those that appear on the host country’s flag (i.e. Red Group or White Group). Additionally, although it is important to recognize which students might be more or less advanced than others in general, instructors sometimes prefer to organize these groups more in terms of what skill sets students need to develop. For instance, one group might focus more on developing speaking skills, while another might concentrate on reading and writing the language, and so on.
A Shift in Perspective on Proficiency Groups
These days IUHPFL is more transparent with students, parents, and high school teachers than it was in the past pertaining to its acceptance of emerging speakers and the fact that students are divided into these three proficiency groups. The program also strives to help all participants feel *comfortable* with their initial proficiency levels, understanding that each of them, regardless of their current abilities a) have wonderful strengths and qualities b) will have challenges to overcome during the program, and c) will make a great deal of progress if they abide by the Honor Code and put forth effort every day of the program. The emphasis now is on personal and academic growth, goal-setting and follow-up, and stressing to students how important their encouragement and support of one another is through this immersion experience. Students should not feel a sense of competition with one another, but rather a spirit of teamwork and support.

Varying Pace and Content across Proficiency Groups
Given that the students in each of the three Proficiency Groups will have developed varied levels of skill with the target language, the rate at which instructors cover material and even the content of a course might vary from group to group. Students benefit from materials and activities that are appropriate to their learning needs, meaning that content should be within their grasp and challenge them at the same time. If you are a first-time instructor for the program, varying your course across Proficiency Groups might prove to be a challenge initially, but it will come more naturally as the summer progresses.

Note: Instructors who have not taught courses to high school students previously are advised to consult with returning IUHPFL instructors to ensure that the course materials they develop are appropriate in content and difficulty level.
Authoritative vs. Authoritarian Teaching Styles

In order for instructors to provide students with a positive and encouraging learning environment, they must embrace and practice an authoritative (firm yet caring) approach to teaching and mentoring. IUHPFL expects all of its instructors to fully understand the following chart, which contrasts Authoritative and Authoritarian styles, and reminds its instructors of the life-changing role they will have in this program. Students never forget their IUHPFL instructors or what they learned from them. (See Table 1)
## Authoritative vs. Authoritarian Teaching Styles

<table>
<thead>
<tr>
<th>Authoritative Style</th>
<th>Authoritarian Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>High yet Realistic Expectations</td>
<td>High and often Unreasonable Expectations</td>
</tr>
<tr>
<td>Clear &amp; Respectful Communication</td>
<td>Communication can be Destructive</td>
</tr>
<tr>
<td>Seeks Input from Child in Rule Creation and Consequences</td>
<td>Seeks No Input from Child: “My Way or the Highway”</td>
</tr>
<tr>
<td>Seeks Ideas and Gives Choices</td>
<td>Doesn’t request or provide collaboration with the child</td>
</tr>
<tr>
<td>Nurturing and Encouraging</td>
<td>Care and Encouragement not Stressed</td>
</tr>
<tr>
<td>Goal Oriented</td>
<td>Goals of the Child not Stressed</td>
</tr>
<tr>
<td>Adult is Present and Engaged</td>
<td>Adult might or might not be Present and is not Engaged</td>
</tr>
<tr>
<td>Fair and Appropriate Consequences</td>
<td>Consequences can be Extreme</td>
</tr>
<tr>
<td>Opportunities for Redemption</td>
<td>Focus on Punishment, not Redemption</td>
</tr>
<tr>
<td>Reliable Follow Through</td>
<td>Unpredictable Follow Through</td>
</tr>
<tr>
<td>Stresses the Quality of the Relationship and Connection</td>
<td>Stresses the Dominance of the Adult over the Child</td>
</tr>
<tr>
<td>Demonstrates and Teaches Empathy and Mutual Respect</td>
<td>Lacks Empathy and Respect</td>
</tr>
<tr>
<td>Empowers the Child to Grow</td>
<td>Disempowers the child and diminishes his or her self-confidence</td>
</tr>
</tbody>
</table>

*(Table 1)*
Homework
Instructors should establish an agreed-upon system of assigning homework so as to not overwhelm students and host families.

• Students should have no more than one hour of homework per night (Sunday through Thursday).

• Homework assignments should encourage students to interact with and learn about their host family members, to engage with their surroundings, and to practice the target language in a variety of contexts.

• For weekends, only light homework should be given for all classes, as weekends are when family outings and excursions take place.

• Do not encourage students to spend time on the Internet in order to complete the requirements of their projects and assignments, as this allows them to have more than one hour per week online and is detrimental to their ability to abide by the Language Commitment.

While academics are a top priority, homework assignments should not detract from students’ ability or motivation to spend time with their host families and to familiarize themselves with local culture. Experiential learning is the very foundation of IUHPFL, after all, so instructors need to be creative with the homework they assign.

Student Journals
All students should be strongly encouraged to keep a journal in the target language as part of their personal growth experience. Instructors might consider assigning homework activities that involve journaling and reflection, as well as ways that students might preserve these reflections, such as the Program Site Magazine which you will compile with students.

Assessment
Instructors should assess students several times during the program in their respective courses.
• Instructors are to grade students with fair and thoughtful consideration.

• Instructors should employ various assessment methods: quizzes, student presentations, essays, observation of group work, etc.

• Each instructor will assign a letter grade to his or her students based upon the students’ individual performance in the course: A+, A, A-, B+, etc.

• It will be beneficial for instructors to discuss with each other when certain projects, papers, presentations, tests or quizzes will be assigned/given in their courses so as to not overwhelm students.

• Students should consistently receive feedback from instructors, so they see how well they are progressing, where they need to improve, and what grades they might expect to receive on their IUHPFL Final Evaluation.

• It is important for instructors to keep in mind that the DESIRED OUTCOMES of IUHPFL for its students include (in no particular order):
  o Greatly improved language proficiency
  o Desire to continue studying the language and culture
  o Ability to see commonalities between diverse people
  o Self-confidence and independence
  o Stronger interpersonal skills
  o Strategies for problem solving
  o Creative thinking and expression
  o Clearer vision of their future studies and careers
  o Positive relationships with peers, host families, and instructors
  o Seeing themselves as global citizens

• Assessments should always point out students’ progress and strengths, while constructively showing them where and how they can improve academically, specifically with their proficiency in the language.
Challenge yourself every day to find new ways to encourage and help students be the best they can be!

Students receive a qualitative assessment on Afternoon Activities rather than a letter grade.

**IUHPFL Diplomas, Awards and Certificates**

Each IUHPFL participant will receive one of three recognitions:

- **IUHPFL CERTIFICATE OF PARTICIPATION**: Any student who participates to the best of his/her ability but must leave the program due to circumstances beyond his/her control will receive the Certificate of Participation.

- **THE IUHPFL DIPLOMA** is awarded to any student who completes the program, returning to the U.S. with his or her team.

- **THE IUHPFL DIPLOMA WITH AWARD OF EXCELLENCE** is granted to the student who not only completed the program, but did so successfully, with a good attitude and notable growth or improvement.

**IUHPFL Diploma with Award of Excellence**

The IUHPFL Diploma with Award of Excellence is given to students who:

- Receive a COMBINED AVERAGE of B+ or higher in their classes

- Participate to the best of their ability and demonstrate a good attitude in Afternoon Activities; and

- Do not receive any Behavior Plans or Incident Reports.

It’s important to keep in mind that the Award of Excellence is essentially a motivator to encourage students to do their best academically, participate in activities, grow personally, and follow the Honor Code. In other words, it incentivizes them to get the most out of their IUHPFL experience.

**Our objective** is to give every student the encouragement and tools necessary to *earn* the Award of Excellence. It must be EARNED and DESERVED. If all students were to earn the award, it would be a very successful summer indeed!
After the student completes the Student Exit Survey, the IUHPFL Diploma, Award of Excellence, or Certificate of Participation, and Final Student Evaluation are sent to the student and their parents/guardians. The student’s high school foreign language teacher who recommended him or her for the program will also receive a copy of the student’s FSE.

**Important Note:** A student who leaves the program site early due to violations of the Honor Code will not receive the Diploma or the Certificate of Participation. He or she will still receive a Final Student Evaluation, if at least half of the program was completed.

### Afternoon Activities

Afternoon Activities are organized by instructors in collaboration with the Onsite Coordinator and Managing Director prior to departure. Typically, the same activities are planned summer after summer, although there is certainly room for changes and suggestions, depending on what activities instructors might like to teach to students themselves. Instructors with special talents or interests in sports, theatre, dance, choir, etc., are encouraged to share their expertise with the team, as long as the activities are culturally relevant. Outside instructors are often hired for these kinds of activities, as well. The KB for each program site will have the activity plan for the prior summer.

Some students might have to be encouraged to change groups in order to balance the number of participants in theater and choir. All Afternoon Activities can offer many benefits to the students, including a chance to know program peers who are not in their morning classes or Support & Success Groups.

When designing these activities, instructors are to keep in mind that they provide many benefits to students, such as encouraging them to use the target language in new ways and helping them to form and deepen friendships. Therefore, instructors are to plan these activities carefully and deliberately and are encouraged to participate and have fun with the students.
General guidelines for Afternoon Activities:

- Activities are to be student-centered, allowing students to direct, choreograph and generally share leadership roles and responsibilities for making the activities a success.
- The activities should last about an hour and fifteen minutes per day.
- They take place several days per week, with one day reserved for sports.
- Choir and theater performances are created and rehearsed in preparation for the Farewell Show.
- The activities of choir and theater may be lengthened if necessary, especially as the Farewell Show draws closer.
- The activities can be slightly shortened if students have demonstrated great effort and deserve to rest. Likewise, they can be extended for a bit longer, if students request it.
- Other options for Afternoon Activities may be offered based on instructor and student interest, as well as community opportunities.
- To make Afternoon Activities as enjoyable as possible, instructors are asked to show flexibility. They should introduce games or special activities to break up the monotony of repeating songs or rehearsing plays.

Theater

Plays should be well chosen and well prepared by the teachers during the spring, in order to be presented to the students shortly after arrival at the program site. These plays should be entertaining, lively, and easy for students and host families to follow. Improvisational activities and games can be played to prepare students to act each day.

Choir

Songs should also be carefully selected and assembled into a booklet or packet. There should be a good mix of traditional and modern
songs. Whenever possible, musical notation should be available to the students.

**Sports**
Sports are a great opportunity for students to expend energy, and all students should be encouraged to participate. For those who are not athletic, alternative activities, such as yoga, Pilates, jogging, etc., should be planned. Additional optional sports activities may be organized during the week as well.

*NOTE: If instructors or other adult leaders are teaching students how to play a sport or other physical activity, such as dancing or archery, they should be careful not to touch students below the shoulders. Always make sure that any physical contact with a student is appropriate, public, and that the student feels completely comfortable. Hugs should be initiated by students, not adults.*

**Program Site Magazines**
Each program site will produce a magazine during the program. These magazines are a long-term activity that involves each student and plays on their creativity. Several examples from past programs are available in the IUHPFL Office for instructors to view.

**Procedure:**

- All instructors on the team work together to compile, format, print, and distribute the magazines – be sure everyone knows their tasks on this project!

- Content can be typed or handwritten or drawn and can include:
  - Photos and bios of the students and instructors
  - Stories, poems, recipes, letters, drawings, photos, etc.
  - Stories may be about any positive, funny or entertaining experience onsite pertaining to culture, excursions, everyday life, food, transportation, host families, history, etc.
  - Letters of thanks to host families
  - Photos and descriptions of excursions
Songs and poems the group learned together

What else? Be creative!

- All writing should be done in good taste so as not to offend host families. Inside jokes and curse words should be avoided.
- A student can be chosen to design the cover, and all students might want to illustrate a page of their own as well.
- In order to have the materials assembled by the end of the program, each student should have a draft of his/her submission ready two to three weeks before the program ends.
- Once the final draft is completed, one or more instructors take the original hard copy of the magazine to a local shop for printing

The magazine is then distributed as follows:

- **Black-and-white** hard copies to students at the Farewell Show so they can ask host families, peers, and instructors to sign them
- A digital copy is emailed to the Onsite Coordinator (who sends it to the host families)
- A digital copy is also provided to the Office via IU Box
- A hard copy should also be printed for the Office and returned in the carry-on suitcase

### Community Engagement

When the Viña del Mar, Chile program was established in 2014, community engagement activities were included in the program site calendar from the start. Students in that program work with the Mapuche indigenous community, as well as other local organizations that focus on the environment, youth issues, and more. In 2015, the Mérida, Mexico program provided opportunities for students to engage with a community of Maya. Proudly, five of ten program sites offered community engagement activities to their students in 2016, and more sites will add activities in 2017 and beyond, as we work toward a goal of program-wide participation.

Many larger high schools throughout Indiana offer the International Baccalaureate Diploma to their students, which is recognized by
universities around the globe. The criteria for the IB include volunteerism, and for this reason students often choose Spring Break and summer programs that focus on community service. IUHPFL prefers the term, “Community Engagement,” because it stresses the mutual respect and benefit that are inherent in these activities between our students and the locals with whom they interact.

Examples of Community Engagement can include:

- Community gardening
- Visiting senior citizen residences
- Working with young children
- Cleaning up neighborhoods and beaches
- Caring for animals or dog walking at a local animal shelter
- Doing art projects or playing sports with local teens

Returning instructors and Onsite Coordinators suggest ideas and specific organizations for these activities to the Managing Director. Instructors also include the days and times of the activities on the Program Site Calendar to be shared with host families.

Things to keep in mind about organizing Community Engagement activities:

- Each session should last no longer than 4 hours
- Activities need to be meaningful to students and helpful to the local residents
- Instructors work with OSCs to determine how many sessions should take place during the program. As academic classes are extremely important, Community Engagement should not be excessive; 3 or 4 sessions during the program are ideal
- If a session is scheduled during a weekend, it is appropriate to invite host families to participate, only if the OSC approves
- Whereas one session on the weekends is reasonable, weekend time should be generally saved for host families
- In cases where students are able to bond with local residents, opportunities to engage with those groups more than once are very valuable and meaningful for all involved.

- Local residents who students meet during Community Engagement activities should be invited to the Farewell Show.

- Any cost to the program for students to participate in these activities should be minimal and discussed with the Managing Director in the spring so that they may be included in the program site budget.
Excursions and Optional Activities

Each program site offers Planned Excursions, which are included in the students’ program fees, as well as Optional Activities, which are paid for by the students.

Planning excursions for Fridays and weekends is encouraged. An excursion during the week is possible, but does interrupt the continuity of the classes, which are harder to resume on the next day. Fridays are normal class days, unless an excursion or Community Engagement activity is scheduled.

Planned Excursions

Planned Excursions can last one or more days and can also involve overnights. They are planned in detail prior to the program by the Onsite Coordinator and Managing Director, with input from instructors as needed or desired, and are included on the Program Calendar.

Points to keep in mind regarding Planned Excursions:

- Students, their high school language teachers, and their guardians are typically aware of sites and attractions that students will visit during the program and have high expectations for Planned Excursions. For this reason, it is very important that the itinerary be followed according to plan.
- Students and host families need to understand that Planned Excursions are an integral part of the program and that other activities cannot interfere or overlap with them.
- Instructors, particularly the Culture Instructor, cover the history and the importance of the excursion sites prior to departure, so students understand their significance.
- Host families are not allowed to accompany the team on Planned Excursions.
- Onsite Coordinators can participate in Planned Excursions, although they must cover their own expenses.
Before the Planned Excursion:

- One week prior to the excursion, the LC should communicate with the OSC to ensure all arrangements for excursions are finalized and confirmed.

- At least 3 days prior to the excursion, the LC (possibly with the help of the PRC) needs to send details to the host families regarding what students need to pack, how lunches will be handled, etc. Host families received the Program Site Calendar prior to the group’s arrival, so they are generally aware of what the excursions involve and when they will take place.

- Two days before an excursion, the LC should set up a meeting for the Instructor Team, led by the Culture Instructor, to prepare for the excursion and to divide any remaining tasks among all members of the Instructor Team.

- The LC and FC should talk through the expenses of the excursion, and discuss how those expenses will be paid, making sure to follow the program site budget and keeping to the guidelines that were provided during FC training in the spring.

- Instructors need to take extra medical Insurance Claim Forms on each excursion as well as a first aid kit, which will be provided by the program. The first aid kit must be fully stocked and carried by the instructor who is CPR and First Aid certified prior to departure.

- Snacks may be bought by the Instructor Team before leaving the program site to be shared with students while traveling and at group meetings during the excursion.

- The Culture Instructor should present the excursion itinerary in culture class and discuss the significance of the sites and attractions the students will visit. Other instructors are encouraged to contribute their knowledge of the excursion sites, as well.

- All instructors can help students set specific personal and team goals for the experience.

- During Support & Success Groups or announcements, students must receive the following instructions and information:
Carry a copy of their passport, as well as their Abbreviated Medical Card (AMC), Emergency Contacts Card, and Insurance Card on them at all times.

Carry their program cell phone, charger, and list of cell numbers for students and instructors.

Wear comfortable (and appropriate) clothing and footwear.

What to pack: towel, swimsuit, bug spray, sunscreen, hat, rain jacket, etc.

Which meals the program will cover and what they will have to pay for themselves.

Never separate themselves from their group or never wander off alone (The Rule of Three always applies).

Arrive on time at the specific meeting points.

Abide by the IUHFL Honor Code at all times; keep focused on their personal goals and know that Incident Reports can be issued anywhere and anytime.

Discuss how to deal with luggage; keep clothing and toiletries for the last days and for the trip in the carry-on bag for easy access.

Specifically for One-Day Excursions students should:

- Know how they will be getting home to their host family afterwards
- Bring a lunch and plenty of water

**During the Planned Excursion:**

Instructors must accompany students on excursions at all times; students are not to wander cities without instructors, even in small groups. If within a specific building, shopping area, etc., students can explore in groups of 3 or more, as long as the instructors are nearby and there is a designated time for everyone to meet up again.

- Provide each student with a list of program cell numbers, including those of instructors, peers, lodgings, etc., in case a student should somehow get lost during the trip.
- Show students on a map the sites that will be toured and their location in relation to the train/bus stations, hotel, etc.

- Explain how the public transportation system in an excursion city works and discuss what to do when one or more students get separated from the team.

- Each instructor should check in with the students in his or her Support & Success Group regularly to see how they are doing, what they need, etc. It is a good idea to hold one Support & Success Group session during long excursions.

- Keep personal and collective goals in the forefront of students’ minds and challenge students to accomplish certain learning objectives, in particular those that will allow them to use the target language in different contexts.

- Remind students that they are responsible for their belongings; make sure that money, credit cards, etc. are carefully guarded at all times. Students should be reminded that they must generally be more careful in a large city, especially on public transport and in crowded areas.

- Staff should visit students’ rooms in the evening to make sure that no lodging rules are broken and to ensure adherence to the Honor Code.

- **Note that students should never be left alone** in the residence during overnight excursions; at least one instructor should be immediately available to them at all times.

### Optional Activities

Optional Activities are decided by the instructor team, organized by the Logistics Coordinators, and typically offered to students 3 or 4 times during the program. These outings are not included in the program fees that students’ families have already paid and should therefore be local and very affordable, since students will have to spend their own money to participate. Examples might be visiting a museum, going to the movies, eating ice cream in town, etc., and their purpose is to encourage group bonding and unity.

If a student chooses not to participate in one or more of these outings, he or she will ideally be spending time with his or her host
family or other instructors instead, so they are cared for and enjoying time with others.

If a student is consistently turning down Optional Activities due to lack of funds, instructors should contact the Managing Director to discuss, as students’ feelings of inclusion are extremely important to their IUHPFL experience. If necessary, the Managing Director will have a discreet discussion with the student’s guardians to find an appropriate solution.

IUHPFL will cover instructors’ expenses for Optional Activities from the program budget. The program will also pay for OSC’s to participate in these activities, if they wish. The FC keeps and submits all receipts from instructors’ and Onsite Coordinators’ participation in these activities. The program does not cover the cost for host families to participate in Optional Activities.

NOTE: Optional Activities must be local and cannot require that the program pay for group transportation. If the activity is too far for students to arrive by walking, students typically ask their host families to take them or they use low-cost public transportation, such as city buses. In any event, transportation must either be free or so low-cost that students can cover it themselves. Program funds are not to be used for Optional Activities, except to cover the transportation and participation of the instructors and the Onsite Coordinator, if he or she should like to join the group. Instructors determine what these activities will be and are required to participate.

Mayor’s Reception and Official Visits
During the program, circumstances permitting, some mayors will hold a reception at City Hall for the group of students and instructors. This is a very important occasion for the program and, as a formal event, students should be instructed to dress well and remind them that they are representing IUHPFL, their schools, and the United States.

Instructors or the Onsite Coordinator need to prepare students for the visit, explaining that it is the city’s formal welcome to the program participants.
Instructors should be sure to invite:

- Host families
- Administrators of the classroom facility; and
- Other community partners, such as the service organizations where students do community engagement activities.

Generally, the Mayor, or the person who represents him/her, gives a welcoming address, followed by a speech by an instructor, typically the PRC, thanking:

- City officials and the Mayor
- The Onsite Coordinator
- Administrators of the classroom facility
- Host families
- Other community partners, such as service organizations offering community engagement activities

This is followed by a brief speech prepared by one or two students.

Program t-shirts or other IU memorabilia can be offered as gifts to the Mayor; if such gifts are desired, the PRC must inform the Program Coordinator prior to May 1st. The IUHPFL Office will include the gifts, along with other materials needed onsite, in the carry-on sized suitcase that one of the instructors takes to the site on the flight to the host country. The PRC is also responsible for purchasing a card for the Mayor and having all students and instructors sign it.

The PRC should call and invite newspapers to any official events and track all local publicity about the program and its students to be shared on the program site blog and with the IUHPFL Office.

Communicating about Excursions

It is important to keep the Onsite Coordinator and host families well informed of excursion plans. Planned Excursions are included on the Program Site Calendar, which is distributed to OSCs and host families before the team’s arrival at the program site. In the case of both Planned and Optional Activities, the LC should contact host families
at least 3 days prior to departure, providing as many details as possible, including:

- Specifically what time and where the students will meet to leave for the excursion
- What students should bring
  - In the case of one-day excursions:
  - what time the students will return from the excursions
  - where they should be picked up

Although it is appropriate for host family members to join Optional Activities, if instructors wish for them to do so, it is NEVER appropriate for host family members to accompany the group during Planned Excursions.

The Onsite Coordinator, however, might join the group on Planned Excursions, if the instructors are in agreement. The OSC would cover his or her own expenses, including overnight accommodations, meals and admission tickets.
Program Evaluations

Over the course of the program, several evaluations are completed by students, instructors and host families. Instructions and templates, as well as the schedule indicating when the evaluations should be administered, will be found on IU Box.

There are several kinds of evaluations in IUHPFL. Instructors, students, host families, and students’ guardians are all invited to express their opinions regarding various aspects of the program. In all cases, evaluators are asked to be fair, encouraging, and respectful in their evaluations of others.

• **Instructor Evaluations of Students** provide instructors with an opportunity to praise students for their progress in goal setting and achievement, as well as to give constructive and helpful feedback on how to improve in specific areas. These evaluations should begin and end with positive points, providing recommendations for improvement in the middle. They should also take into account a student’s participation, attitude and development up to that point, placing primary focus on where the student has achieved success.

• **Student Evaluation of Instructors** provides students with a chance to comment on the courses, materials and specific methods and approaches to teaching the various subjects approximately midway through the program.

• **Students Self-Evaluations** offer students important opportunities to reflect upon their IUHPFL experience at different stages of the program and to assess their own progress in working toward personal goals. They also allow them to identify their own strengths and areas for improvement on topics related to their academic progress, adherence to the Honor Code, participation in activities, and overall performance within the program.

• **Host Family Assessment of the Student** allows host families to express praise and appreciation, as well as any concerns, for the students under their care. It is distributed in two parts – one during the second or third week and the other before the
students leave the host city. Part II is primarily an opportunity for host families to write something positive or constructive about the student that can be directly entered into the student’s final evaluation (FSE).

- **Student Assessment of the Host Family** is completed during the second week of the program and allows instructors to see how students are settling in with their families and if there are any concerns.

- **Host Family Survey of IUHPFL** is distributed to families shortly after the team arrives at the program site and allows host families to comment on their overall impressions of the program, its staff, policies and procedures. It is collected by instructors before the team departs from the program site. Results of this survey are compiled and shared with the Onsite Coordinators.

- **Student Exit Survey** is completed online by students and provides them an opportunity to evaluate all facets of their summer experience: instructors, courses, materials, excursions, host families, Student-Guardian Orientation, IUHPFL Office support, and so on. Students must complete this survey before they can receive the IUHPFL Diploma, Award of Excellence (if applicable), Program Site Magazine, and their Final Student Evaluation.

- **Final Student Evaluation** presents a comprehensive view of the students’ overall performance in the program. Instructors submit their grades and comments to the IUHPFL Office by the specified date in August. The Office adds feedback from students’ host families and self-evaluations, as well as any language test scores. All these results are then sent to students and their teachers in September, once students have completed the Student Exit Survey.

*Important Note: A student who has completed at least half of the program before having to return early to the U.S. for reason, will receive a Final Student Evaluation. If a student leaves during the first half of the program, he or she will not receive the evaluation but may still receive the Program Site Magazine and possibly the Certificate of Participation, as long as the student’s early dismissal is not related to violations of the Honor Code.*
Host Families

As one of the Three Pillars of IUHPFL, the Host Family Experience is a key aspect of the program. As such, it is imperative that students and instructors form positive relationships with the host families, as well as the Onsite Coordinator, upon arrival and that these relationships be nurtured and strengthened throughout the program.

**NOTE: Instructor Teams will find a complete host family roster for their program site available on IU Box after Student-Guardian Orientation in April and prior to departure.**

**Student-Host Family Orientations and Meetings**

Host families will attend a variety of sessions to learn about and participate with the program:

- At least one pre-program orientation is conducted by the OSC prior to the team’s arrival, during which the OSC shares program policies and procedures and families learn about the students they will be hosting.

- During the first two days of the program, instructors lead a Student-Host Family Orientation for students and host families, which is described in more detail in this handbook under “First Days of the Program”.

- During the second (Graz, Hangzhou and Osaka) or third week of the program (all other sites), instructors will conduct a Host Family Meeting that does not involve the students. More details are provided below.

- If necessary, additional opportunities for host families to approach instructors with questions and concerns can be provided.

**Host Family Meeting**

The Host Family Meeting is the second time that instructors will gather host families together during the program. The instructors will plan and facilitate a meeting in the late afternoon or early evening for host families, Onsite Coordinator and instructors only,
which is to take place during the second week in Graz, Hangzhou and Osaka and during the third week at all other program sites.

**Note:** This meeting needs to happen BEFORE host families complete and submit their evaluations of students to the instructors.

This meeting is very important, because it presents a unique opportunity for instructors to speak with host families and address their concerns apart from the students. Onsite Coordinator and instructors should insist that at least one parent from each family attend this meeting. Invitations to host families should be created and sent by the PRC a week or so before the meeting is to take place.

**Specific goals of this meeting are as follows (but not limited to):**

- Learning from the perspective of the families how the students are assimilating and progressing
- Answering host family questions and addressing any concerns
- Fostering deeper understanding and stronger bonds between instructors, host families and OSC
- Clearing up any misunderstandings about the students and the program BEFORE host families complete their evaluations of the students and the Host Family Survey

Light refreshments are often served at this meeting, and instructors strive to make it welcoming and enjoyable for all. Students should be cared for by other host family members during this meeting.

**Note:** Instructors need to announce at the beginning of this meeting that only concerns of a general or typical nature are to be discussed in this public setting. Private matters, such as students’ physical and mental health issues, should be addressed in individual meetings. It would be a good idea to have a sign-up sheet available for private meetings.

**Communication with the Host Families**

It will be necessary to communicate often with host families during the program in order to keep them informed about program happenings. The PRC is expected to draft a weekly email or memo to host families, letting them know what the coming week’s events will
be, what students need to pack, etc. These communications can be in hard copy or digital form, depending on what is most convenient for each Instructor Team.

A preliminary draft of each weekly correspondence is composed by the PRC and edited/approved by fellow instructors before distribution to host families. OSCs should be copied/receive a copy of every correspondence between instructors and host families. Likewise, copies of instructors’ communications to host families should be included in the program site KB by the PRC.

What Students Should Expect from their Host Families
First and foremost, students need to be reminded prior to departure and in the early stages of the program that host families come in all shapes and sizes. Some host parents will be young, some older. Some host parents might be single parents or widows, while others will be married couples. Some families might live on the outskirts of town, or even in the countryside. In most families, parents work outside of the home.

Although host families and the perks they have to offer students might vary greatly, students should be encouraged to remember that what really matters is that they have a positive experience with their families. They are entitled to the following

MINIMUM EXPECTATIONS from their hosts:

• Privacy while dressing and bathing
• Safety in the presence of all family members and guests in the home
• A separate bed or couch on which to sleep
• A private bedroom or sleeping space OR sharing a room with a family member of the same gender and approximately the same age
• Ample and nutritious breakfasts, dinners, snacks, and some lunches provided
• Eating with family members as often as possible
• Feeling welcome and having companionship
• Cleanliness of the home within reasonable standards
• Treated with kindness, patience, and encouragement by all family members and guests in the home
• Accuracy provided by host family on the Host Family Information Form regarding the accommodations provided, family members living in the home, pets, smoking, etc.
• A family who encourages students to adhere to the Honor Code

If a student feels that these minimum expectations of his or her host family are not being met, he or she should speak with a trusted instructor immediately. Instructors, especially the one who is acting as the Student Coordinator, will then tactfully assess the situation and give any needed support to the student with assistance and guidance from the Onsite Coordinator.

Challenges will arise between students and their host families; the key to successfully overcoming such difficulties lies in good communication between all parties. The Student-Host Family Orientation, Host Family Meeting, other onsite events, and the weekly correspondence from instructors, as mentioned previously in this handbook, are all designed to keep healthy lines of communication and mutual trust intact.

**Curfew**

The Managing Director works with each Onsite Coordinator to determine an appropriate time on weekdays, when students should wrap up their free time with their peers and be under the care and supervision of their host families.

This time is typically between 6:00 and 8:00 pm, Monday-Friday, after students have completed their classes and Afternoon Activities and had 2 or 3 hours of free time. Each site has its own curfew time that typically doesn’t change from year-to-year, because it’s based on host families’ schedules and cultural norms.

At this hour, students do not necessarily have to be in their homes; they simply have to be with one or more members of their families. The purpose of a curfew is to ensure that students are spending
quality time with their families during weeknights and weekends, that they are adequately supervised and cared for, and that clear expectations are set for students and their hosts.

This curfew must be included in the Daily Schedule for each program site, specified in the site-specific section of the Student-Guardian Handbook, and addressed during the onsite orientations with students and host families.

Host Family Challenges
While most host family experiences are positive and develop into longstanding friendships, some incompatibilities between a student and his or her host family might arise, in which case both the student and family members are asked to make an honest effort in:

- **Choosing** to maintain a positive attitude
- **Communicating** about the issue openly
- Improving their relationship and the issue in question

Resolving Host Family Challenges
When a student experiences challenges with his or her host family, as a first step, he or she must follow the protocol outlined below.

- The student is encouraged to discuss minor issues with the host family on his or her own before involving instructors and the Onsite Coordinator. In most cases, the host family will appreciate the student’s honesty and attempt to communicate openly with him/her.

- As a next step, the student might consider filling out and submitting to the Instructor Team a **Host Family Inventory Form**. This form will be available in IU Box and will be given in hard copy to the student by the Instructor Team. It is designed to guide the student’s thoughts regarding the issue(s) he/she may be having with the host family, what measures have already been taken to improve the situation, and what course of action should be taken next.

- If the student cannot resolve the issue by talking with the host family directly or if the student doesn’t feel confident enough to
speak to the family by him or herself, the Instructor Team, led by the SC, should provide immediate support to the student.

- The Onsite Coordinator can talk with the host family, after the student has relayed his or her concerns fully. The OSC is the best person to determine if the matter is a simple misunderstanding or if a more serious issue is at work.

- It might be necessary for the Onsite Coordinator and one or two instructors to visit the host family home in order to properly assess and address the situation.

**NOTE:** Any situation where a student’s emotional or physical well-being is at risk requires that instructors and OSC’s take immediate steps to protect the student from harm, and the above protocol might not apply. The Managing Director must be involved immediately in these cases.

**NOTE:** Parents and guardians should NOT ask host parents to be responsible for their child’s medication dosages or administration. If a host parent shares concerns along these lines with the OSC or instructor team, the Managing Director should be informed right away. A note from the child’s doctor should be acquired by the parents/guardians and sent to the Office, explaining any necessary changes in medication or dosages. The Office will then forward the note on to the OSC and instructors to give to the student. The host family should be aware of any changes, but is not responsible; the student and his/her parents are responsible for the prescribing and administration of medications.

Instructors are asked to keep in mind at all times that they are the student’s advocates during the program and should be trusted to always have the student’s best interest at heart. Students are encouraged to seek the help of the instructor acting as Student Coordinator or any instructor with whom they feel comfortable.

**Host Family Changes**

Should a student face minor difficulties with his or her host family, s/he is asked to follow the previously outlined protocol. If after talking with the host family directly and after seeking help (and possible mediation) from the Instructor Team and/or Onsite Coordinator, incompatibilities and miscommunications persist, then
the option of changing host families can be explored. In these cases, where a student is not physically or emotionally at risk, a host family change should happen only as a last resort.

In cases where the student is experiencing emotional distress, fear, feelings of isolation, or persistent negative interactions with host family members, immediate steps must be taken to place the student in a safer, more nurturing environment. Any situation involving host families must directly involve consultation and leadership from the Onsite Coordinator; no decision to move a student from one host family to another can be made unless the OSC approves and manages the transition.

NOTE: If a host family requests to no longer host a student, for any reason, immediate steps will be taken to move the student from that home. Although instructors and OSC might have questions for the family as to why they no longer wish to accommodate the student, they should not try to convince the family members to change their minds. It is not advisable for a student to remain in a home where they are not wholeheartedly and warmly welcomed.

Grounds for host family changes can include (but are not limited to):

- Failure on the part of the family to provide healthy meals, privacy, adequate sleeping arrangements or to meet other MINIMUM EXPECTATIONS of host families
- Student’s physical health or well-being is in jeopardy
- Severe incompatibility of personalities (between student and host family)
- Severe incompatibility of personalities (between two IUHPFL roommates)
- Severe lack of communication between the student and family
- Negative or violent interactions between host family members and/or their guests
- Consistent inability of host family to accommodate the schedule or participate in the events of the program
• Host family’s lack of quality time with student (i.e., student spends most of his/her free time, meals, etc. alone)

• Host family’s failure to abide by Host Family Agreement or to respect the IUHPFL Honor Code

• Inappropriate behaviors in the host family home

• Host family provided inaccurate information regarding the accommodations, who is living in the home, smoking, etc.

In most cases, students and guardians should expect anywhere between a few days to a couple of weeks for the student to feel fully comfortable with his or her host family. Therefore, except in cases where the student is at risk or being neglected, IUHPFL strongly encourages students to spend at least one week, per the previously outlined protocol, with their host family before requesting a host family change.

Onsite Coordinator and Instructor Responsibilities during a Host Family Change:

• The OSC has the responsibility of notifying the student’s first host family that he or she will be moved to another family.

• At least two instructors, including the SC, are to help the student move his or her belongings to the new host family home, so that the student has an advocate during the process and feels safe.

• The student should not be forced to interact with members of the first host family beyond his or her comfort level while moving out

• The Onsite Coordinator should also help with the move, especially if one or more host family member is irate with the student

• The SC informs the IUHPFL Managing Director of the change prior to the move or as soon as possible and submits the Host Family Change Form via email, after it has been fully completed

• The OSC ensures that the new host family completes all appropriate IUHPFL paperwork and submits it to the Office as soon as possible
• The SC updates the Host Family Contact List with the student’s new host family information

Temporary Host Family Changes for Students
Occasionally, circumstances arise for a host family that require the student be temporarily relocated to another home. An example would be a death in the family that requires the hosts to travel away from the program site. In the event that any student is temporarily relocated, the SC will immediately inform the IUHPFL Office of such arrangements; the Office will in turn contact the student’s parents or guardians.

Making the Most of the Host Family Experience
To make the most of any host family experience – positive or challenging – students should be reminded to:

• Always be respectful
• Have a kind and positive attitude
• Express appreciation
• Inquire about expectations and help with chores
• Keep their personal space clean
• Be willing to try new foods
• Participate in their activities
• Remember that IUHPFL is about assimilating to a new culture and being open to new and different ways of seeing the world

Instructors can help to ensure that students have a positive host family experience by:

• Clearly communicating program expectations and policies to host families and students
• Organizing fun events that bring everyone together
• Demonstrating to students how to embrace the host culture and overcome challenges; and
• Developing strong ties with host families and Onsite Coordinators themselves

It is not uncommon for IUHPFL alumni of all ages to make return visits to their program site in order to visit their host families. These visits are something the program wishes for all of its participants. However, when these returns occur during the current program dates, they can be problematic and are strongly discouraged.

**Important points to remember if a host family were to ask to host a program alum or a non-IUHPFL student during the program:**

- Host families cannot host other students in their homes while they are hosting current program participants, not even our own alums; the Host Family Agreement, which all host families must sign, puts forth this stipulation.

- Program alums can cause some unintentional complications for current participants, such as:
  - Greater familiarity with the host family than current participant
  - Stronger language proficiency, which can stifle the current student’s efforts to communicate
  - Distracting host family members from bonding with the current student

- If a host family provides accommodations to other students during the program dates, the current IUHPFL participant will be moved to another host family during that time and perhaps for the remainder of the program. The host family’s IUHPFL stipend will be minimized accordingly.

- It is appropriate for other students to visit briefly during the program dates, as long as they do not stay with their former host family. In these cases, host families need to be very sensitive to the needs and feelings of the current IUHPFL student and ensure that the visit has no negative impact on him or her, linguistically, emotionally or otherwise.

- The IUHPFL Office will inform the Instructor Team of any potential visits to the program site by IUHPFL alums, as it is made aware.
Support & Success Groups

It is a requirement for Support & Success Groups to meet once per week throughout the program. Additional sessions can occur, if needed.

Instructors will tentatively divide students into Support & Success Groups prior to departure. To the best of their ability, they attempt to consider the following when forming these groups:

- Boys and girls are to be distributed as evenly as possible
- Ideally students from the same high school will be placed in separate groups
- Students sharing the same host family cannot be placed in the same group.

The syllabi for Support & Success Groups will be posted on IU Box prior to the corresponding Instructor Training session in the spring.

**The main objectives of the Support & Success Groups are to:**

- Help the student adjust to his or her new environment linguistically and culturally
- Allow students and instructors to bond and gain a sense of security and belonging
- Work with students in setting individual and team goals
- Celebrate reaching goals and acknowledging students’ accomplishments
- Allow instructors to know how students are faring with their host families and to become better acquainted with them
- Provide opportunities for instructors to check in with the physical, mental and emotional state of each student
- Identify or prevent serious issues with the students
- Help students to develop linguistically by conversing about complex topics in the target language
Getting your Support & Success Group Started:
During this first Support & Success Group gathering, it is also advisable to discuss the following:

- Normalize behaviors that all students might be experiencing (homesickness, anxiety, etc.)
  - Discuss the importance of being self-aware and creating a safe environment where everyone can communicate their thoughts and feelings
  - Ask students how they think they can best support each other during the experience

- Establish objectives and ground rules
  - Everything discussed in the group is confidential and is not to be shared with anyone outside the group – ever
  - Everyone listens to one another respectfully and without judgment
  - The group shares their experiences and ideas for making the most of their challenges
  - Each student should have time to speak and no one person should dominate the conversation
  - Encourage team spirit within the group and let students know they are not alone
  - Stress the importance of being open-minded, especially when it comes to local food, customs, and family life
  - Emphasize the importance of having a positive attitude during the entire IUHPFL experience – it goes by quickly!

- Have students identify 3 or 4 personal goals that they want to reach by the end of the program and set out a plan to help them track their progress.
  - Consider using the S.M.A.R.T. Goals model (Strategic, Measurable, Action-Oriented, Realistic, and Time-Bound).
The instructor writes down or collects these goals on paper from the students and then checks progress in the coming weeks.

Students should have a chance to report on their progress in these groups every week.

**Helping Students Adapt to Host Family Environment**

A good activity in the Support & Success Groups is to ask students to describe their host family homes, family members, meals and mealtimes with their families, their bedrooms, family activities, and so forth. This exercise allows students to converse with the Support & Success Group about topics that are relevant and meaningful and allows instructors to get a good sense of how each student is faring with his or her host family. The group can also discuss strategies for adjusting to their host families, how to communicate their needs and feelings effectively, and what they should expect from their host families.

*Tip: Consider presenting students with a list of common expressions and vocabulary words they might need to better communicate with their host families in the early stages, such as “I’m allergic to...” or “I’m feeling homesick” or “I really appreciate your kindness, thank you”. Ask students to contribute to the list and then practice the words and expressions together as needed.*

**Homesickness and Culture Shock**

“Culture shock” is the term used to describe the disorientation that every student experiences to some degree when spending an extended period in a new culture. The common symptoms include homesickness, boredom, withdrawing from the culture by spending excessive amounts of time alone or with other Americans, excessive sleeping, compulsive eating, irritability, stereotyping or hostility toward host country nationals, weepiness or even some psychosomatic illnesses. Although most students will inevitably experience some degree of culture shock, they certainly won’t have all these symptoms. One of the greatest ways to combat culture shock is to stay busy and active, which is why the program has established a consistent routine of classes, afternoon activities and excursions.
Instructors need to remind students often in Support & Success Groups that homesickness and culture shock are typical and expected reactions to being abroad. Additionally, these reactions can be managed by the student, when he or she learns to communicate feelings and needs, find aspects of the culture that are interesting, and build friendships with peers and host family members.

**Goal-Setting in Support & Success Groups**

Students should discuss what their expectations and goals for the program are, so that instructors and their Support & Success Group peers can encourage and help them to maximize their time abroad. Create an environment where students are focused on setting goals, sharing ideas, and supporting one another. When students focus on what they’re trying to accomplish and understand what a difference they can make for their peers, they develop a sense of belonging and are less likely to experience feelings of homesickness, sadness, etc.

We encourage students to set specific, measureable goals, which correspond to their personal interests and which they can track in their program journals. Some examples are:

- Have a conversation with every member of my team during the course of the program
- Try 20 new foods
- Learn and use 200 new vocabulary words
- Visit 5 attractions in the host city with my host family
- Learn to sing 4 traditional songs
- And so forth...

Instructors are encouraged to consider some form of the S.M.A.R.T. Goals (Strategic, Measurable, Action-Oriented, Realistic, Time-bound) model in the Support & Success Groups that they lead.
Honor Code Rules Students Might Find Hard to Follow

It is understandable that some aspects of the Honor Code may be more difficult than others to follow (the Language Commitment, one hour of Internet access a week, no partaking of alcoholic beverages, etc.). During Support & Success Group sessions, students should openly discuss strategies to facilitate adherence to the Honor Code. The role of the instructor is to help them come up with creative and fun strategies to help them be successful.

For example, pertaining to the rule against students consuming alcohol in the host country, students might be encouraged to recognize that partaking alcohol is a social activity in most cultures. A tricky part of refusing to partake along with others is that they risk feeling left out. A fun way to combat this feeling might be for them to enjoy their favorite non-alcoholic beverages in a wine glass or beer mug during social gatherings, thereby helping them to feel more included.

Re-entry (Reverse Culture Shock)

Support & Success Group sessions toward the end of the program need to address the concept of re-entry and the inevitable reality of returning to the U.S. a changed individual who is likely to struggle to “fit in” to his or her former life and social circles. While students should certainly be encouraged to embrace each moment of the program, it is likewise necessary to prepare students for post-program challenges that are common after study abroad experiences. Further guidance on this topic is provided later in this handbook.

Support & Success Groups are a safe place for students to speak openly about their struggles and achievements onsite. For this reason, students sharing the same host family cannot be placed in the same group and ideally students from the same high school shouldn’t either. In any event, it is absolutely imperative that everything shared and discussed within the group remain completely confidential. What is discussed during Support & Success Group stays within Support & Success Group!
Individual Student Concerns and Support

Routine Individual Meetings with Students

Sometimes, students will not be willing to share real problems in a group setting; therefore, it will be necessary and beneficial for each instructor to meet individually with the members of their Support & Success Group at least once during the program, preferably during the 2nd or 3rd week of the program.

These meetings can also serve to let students know how they are performing academically, where they’ve made progress, and to find out what additional support they might need. Some teams prefer to hold a second set of individual meetings toward the end of the program in order to discuss the Final Student Evaluations with the students and to praise them for the accomplishments and personal goals they’ve achieved. If a student requests an additional individual meeting with an instructor, to discuss a sensitive topic, the instructor should not hesitate to schedule one.

In accordance with Title IX policies, please be sure to take special note of the following mandates:

- Under no circumstances should an instructor meet alone in a secluded space with a student. Either two adults must be present OR the instructor and student must hold their discussion within eyesight (not earshot) of other adults. In the case of two adults meeting with the student, one adult must be a trusted instructor; the other might be another instructor or the Onsite Coordinator.

- If instructors or other adult leaders are teaching students how to play a sport or other physical activity, such as dancing or archery, they should be careful not to touch students below the shoulders. Always make sure that any physical contact with a student is appropriate, public, and that the student feels completely comfortable. Hugs should be initiated by students, not adults.
Strategies for Working with Adolescents

It is not unusual for a student to confide in an instructor when they have a problem, concern, or are experiencing a level of stress or anxiety. In fact, the program encourages students to consider instructors as primary sources of support and guidance during the program. Support & Success Groups can often provide opportunities for students to open up and share their feelings and worries with each other and the group instructor; however, a student might approach an instructor privately, as well.

Below are few basic counseling tips that may help you communicate better with students:

- **Empathize.** The best way to connect with students is to empathize with them and to listen, rather than to provide them with quick solutions to their concerns. There is no such thing as saying the ‘right’ thing; students want to feel understood and validated. It is appropriate to **briefly** share your own similar experiences with students, as long as the focus of the conversation remains on them, in order to let them know their situation and feelings are understandable and not unusual.

- **Practice active listening skills.** Ask open-ended questions and clarifying questions. Follow students’ comments with your own, giving positive verbal and nonverbal cues to let them know you are listening. Give them your full and undivided attention.

- **Explore student expectations.** Try to get a feel for the expectations students have for themselves during the program and help them to set realistic (S.M.A.R.T.) goals. Continually give encouragement and positive feedback throughout the program and be sure to point out and reward positive behaviors in every student.

*Note: Instructors are encouraged to read thoroughly ‘Tips for Teaching and Mentoring High School Students,’ which will be provided in IU Box.*

Here are some pointers that can guide instructors when helping a student navigate through a difficult situation or phase:

- Remember, do not meet alone with a student in a secluded location.
Once a student has approached an instructor with his or her concern, that instructor must share the conversation with the rest of the Instructor Team at the daily meeting for various reasons:

- First, the situation might develop into something more serious, and the involvement of the team will be necessary.
- Secondly, no one instructor should be held responsible for a student’s well-being during the program.
- Thirdly, if all instructors are aware of the situation, they can work together to prevent further problems, find a solution, and support the student.
- Lastly, the team will need to decide when and what to share with the Onsite Coordinator, host family, and Managing Director.

**NOTE: Any situation where a student’s emotional or physical well-being is at risk requires that instructors and OSC’s take immediate steps to protect the student from harm. The Managing Director must be involved immediately in these cases.**

- If a situation arises in which an instructor must immediately respond to a student concern without the assistance or input of fellow instructors, he or she is to use best judgment in deciding how to care for the student and then immediately report the situation to the Instructor Team.
- If a student asks an instructor to keep his/her concern confidential, it must be explained that the instructor is obligated to share the concern with the rest of the Instructor Team in order to best care for the student.
- All student concerns and situations that have required attention from the Instructor Team need to be reported in the weekly report of the SC.
- After a student issue has been presented to the Onsite Coordinator and Managing Director and it has been determined that the U.S. parents should be informed, the Managing Director
will make a phone call to one of the parents and keep the onsite team informed of next steps.

Note: If a student wishes to share a concern or is having difficulties that are worrisome to instructors, it is important for two instructors to meet with the student privately and away from other students. (One instructor should never meet with a student alone, although it is appropriate for one instructor to talk with a student within eyesight (not necessarily earshot) of other adults.)
Infractions to the IUHPFL Honor Code

It is expected that instructors will read the Honor Code, fully support it, and follow it themselves in the presence of students. The tenets of the Code are in place to protect students and instructors and to encourage a successful experience for all.

**Principles in Addressing Honor Code Infractions**

Students are on a journey of personal and academic development. They are not expected to be perfect, only moving forward in that journey to the best of their ability. While adherence to the Honor Code is expected and fundamental to the program, instructors must use their judgment to determine whether a violation of the Honor Code was intentional or unintentional.

Obviously, intentional violations require a plan of action and possible disciplinary measures. Unintentional violations are often the result of students not being aware of expectations, familiar with cultural norms, or mature enough to understand the impact of their actions. An example would be saying something inappropriate to a host family member without realizing it was offensive. In the case of an unintentional violation, instructors must be sure to clarify expectations, norms, and boundaries to students.

**Students will have been made aware of the Honor Code several times prior to and during the program:**

- Students are introduced to the Honor Code by their teachers when deciding to apply to the program.
- Students who are interviewed must discuss with the interviewers what they know about the Code.
- During Student-Guardian Orientation in the spring, the Code is fully covered.
- Also, at this orientation session, students and guardians sign a form, agreeing to abide by the Code.
- Students will also review the Honor Code in the target language during the Student Orientation onsite.
Students are permitted to have their Student-Guardian Handbook with them in the host country for easy reference to the Honor Code (in English).

Despite the number of times students see the Honor Code prior to departure, it is still imperative for instructors to cover it again at least once in the target language while onsite. By doing so, instructors stress to students that they support the Code, take it seriously, and expect students to follow it without exception. The more respectful instructors are of the Code, the fewer infractions against it they will have to handle during the program.

_Important Note: It has been said in the past, by some IUHPFL students, that once onsite the Honor Code doesn’t actually apply or at least it’s not as strictly applied as they were told before departure. IUHPFL Instructors are entrusted by the Managing Director, the Office of the Vice President for International Affairs, the IU Overseas Study Council, and Indiana University to fully uphold the IUHPFL Honor Code._

IUHPFL provides instructors with several forms on IU Box, as well as the following protocol, to help them manage infractions against the Honor Code and otherwise challenging behaviors or situations. The options of forms are:

- **Engagement Plan**, designed to help students who are struggling to fit into the group or to embrace the experience to become more involved and to gain a sense of belonging. This plan can also include the **Check-In Worksheet** that is designed to help the instructor team monitor the student’s progress.

- **Behavior Plan**, created as a precursor to an Incident Report for the student who is on the verge of violating the Honor Code or who has already had a minor infraction

- **Incident Report**, generally intended for use once a Behavior Plan has been tried and failed; indicating a serious or repeated violation against the Code and a measure that means the student is no longer eligible for the Award of Excellence

**NOTE:** Whenever a student receives one of the above forms, the SC must record the situation in his or her Weekly Report. Incident Reports must be discussed with the Managing Director or Program...
Coordinator before they are issued, whenever possible, and copies are to be emailed to the Office, so the Managing Director can forward it on to the student’s parents or guardians.

When addressing an Honor Code infraction, instructors discuss the issue openly as a team, seeking to understand all sides of the situation and find a solution with the well-being of the student/s and the program as their top priority:

- Consider the source: Who brought the behavioral issue to the instructors’ attention?
- Does the infraction involve one student, a few students, or the larger group?
- Ask ‘why’ the student/s would engage in the behavior in order to best motivate the student/s to change it.
- Is the behavior about seeking attention or control?
- Does s/he feel inadequate?
- What needs are being met by this choice?
- What does s/he hope to gain through this choice?
- Is the behavior intentional or unintentional?
- Is s/he experiencing high levels of stress?
- Then consider possible solutions for turning the situation around:
  - What would motivate the student/s to change the behavior?
  - If it is suspected or determined that the behavior might be unintentional or the result of issues beyond the student’s control, then implementing an Engagement Plan should be a first step before pursuing disciplinary measures.
  - If the behavior is intentional, repeated, egregious, blatant, and/or harmful to anyone on site, the Instructor Team needs to move forward with the disciplinary protocol below.
Honor Code Infraction Disciplinary Protocol

IUHPFL Instructors understand that their primary responsibilities in the program are to mentor and educate students, keep them safe and well nurtured, help them to meet their personal goals, and ensure they have a wonderful experience. In most cases, instructors enjoy their roles immensely and want students to succeed in every facet of the program. They take pride in the fact that students return home with wonderful memories and stories to share, increased language and cultural proficiency, a deeper sense of self-confidence, broader horizons for their future plans, and friendships that will last well into the future.

It is also the responsibility of the Instructor Team to implement the following disciplinary protocol when students engage in behaviors that *blatantly defy* the IUHPFL Honor Code, and this is not a responsibility that any instructor enjoys. In cases where a student’s actions are *deliberate, repeated and/or openly disrespectful*, the following protocol will be applied, with the awareness of the Managing Director, who will inform the student’s parents or guardians.

The Instructor Team should keep in mind that their responsibility is to guide, and if necessary, discipline the students. It is not appropriate for instructors to implement measures that will also inconvenience or seemingly punish the host families.

Additionally, disciplinary measures must be reasonable and appropriate. Please remember the difference between Authoritative and Authoritarian Styles of Teaching and Mentoring. Extreme or authoritarian approaches to managing the students will not be condoned or permitted.
## Authoritative vs. Authoritarian Style

<table>
<thead>
<tr>
<th>Authoritative Style</th>
<th>Authoritarian Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>High yet Realistic Expectations</td>
<td>High and often Unreasonable Expectations</td>
</tr>
<tr>
<td>Clear &amp; Respectful Communication</td>
<td>Communication can be Destructive</td>
</tr>
<tr>
<td>Seeks Input from Child in Rule Creation and Consequences</td>
<td>Seeks No Input from Child: “My Way or the Highway”</td>
</tr>
<tr>
<td>Seeks Ideas and Gives Choices</td>
<td>Doesn’t request or provide collaboration with the child</td>
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<tr>
<td>Nurturing and Encouraging</td>
<td>Care and Encouragement not Stressed</td>
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<tr>
<td>Goal Oriented</td>
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<td>Adult is Present and Engaged</td>
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<td>Opportunities for Redemption</td>
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<tr>
<td>Reliable Follow Through</td>
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<tr>
<td>Stresses the Quality of the Relationship and Connection</td>
<td>Stresses the Dominance of the Adult over the Child</td>
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<tr>
<td>Demonstrates and Teaches Empathy and Mutual Respect</td>
<td>Lacks Empathy and Respect</td>
</tr>
<tr>
<td>Empowers the Child to Grow</td>
<td>Disempowers the child and diminishes his or her self-confidence</td>
</tr>
</tbody>
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(Table 1)
The IUHPFL Disciplinary Protocol:

Step 1: Determining Intentional or Unintentional Behaviors
Instructors try to determine whether the student’s behavior is intentional or unintentional.

Step 2: Engagement Plan
If the student’s behavior appears to be unintentional or the result of issues beyond the student’s control, then implementing an Engagement Plan should be considered BEFORE following the other steps of this disciplinary protocol. The Engagement Plan and Check-In Worksheet will be available on IU Box.

Step 3: Behavior Plan
For students whose behavior is intentional yet does not pose danger or the threat of danger to self or others, instructors will work with the student to create a Behavior Plan. On the Behavior Plan form provided on IU Box, the instructors will provide the following details:

- Specifics of the misconduct from the student’s and instructors’ points of view
- Concrete suggestions for eliminating the behavior
- Ways in which the Instructor Team will support and encourage the student’s growth and success in completing the requirements of the plan
- Two or three appropriate actions that the student will undertake to rectify or compensate for the behavior, possibly involving community service
- A date by which these actions will be completed
- A reward for completing the plan successfully
- Appropriate consequences that will be carried out if not completed successfully, including an Incident Report
- All instructors’ and the student’s signatures
The plan will be shared with the Managing Director, who will then send it to the student’s parents or guardians.

**Note:** Egregious, belligerent, and/or dangerous behaviors (i.e. drugs or alcohol consumption, violence, verbal outbursts, and deliberate violation of the tenets of the Honor Code) can merit an immediate Incident Report or early return to the US, forgoing Steps 2 and 3 of this protocol. Instructors should discuss these matters with the Managing Director as soon as possible to determine which plan of action is more appropriate; she will involve the student’s parents or guardians.

**Step 4: Issuing an Incident Report**

- If the student does not successfully complete the Behavior Plan and/or continues with the same type of misconduct against the Honor Code, an Incident Report will be issued.
- At this point, the student cannot receive the IUHPFL Award of Excellence at the end of the program.
- The Incident Report must be discussed with the Managing Director before it is issued, whenever possible, and copies are to be emailed to the Office, so the Managing Director can discuss it with and forward it on to the student’s parents or guardians.

**Incident Report Procedure:**

- Once the situation has been discussed with the Managing Director, the student’s infraction should be recorded by the SC on the IUHPFL Incident Report form, which will be available in IU Box.
- If the SC was not present or as well informed of the infraction, it is appropriate for another instructor to complete the Incident Report.
- The Incident Report should be recorded in the language that the Instructor Team feels is most appropriate.
- Students must be able to state their view of the incident/infraction in their own words, in writing, on the Incident Report and sign their names. They are not to sign something that an instructor has written on their behalf.
- Once recorded, the Incident Report should then be sent by the SC to the Managing Director via email.
- The Managing Director will forward the Incident Report on to the student’s parents or guardians.
- The student should also receive a hard copy.
- Hard copies of any Incident Reports should be brought back to the IUHPFL Office by the SC.

**Note:** It is not necessary for the Onsite Coordinator or host family to receive a copy of the Incident Report, unless they were somehow involved in or witnessed the incident.

**Step 5 (possible but hopefully avoided): Student is sent home**

- For cases involving ongoing, dangerous or egregious acts that violate the Honor Code and affect the well-being and safety of any one individual or the group and (in most cases) after the steps above have been taken and failed, the only option remaining might be to send the student home to his or her parents or guardians.
- This measure should not be taken lightly, as financial implications for the student’s parents or guardians and possibly for IUHPFL could apply, and must be discussed with and condoned by the Managing Director, who will consult with higher university administration.
- The Managing Director will discuss the matter with the student’s parents or guardians and work with them to make travel arrangements, etc.
- All expenses related to the student’s early dismissal from the program must be paid by the student’s guardians as stated in the Payment Schedule and Terms Agreement signed by guardians prior to departure.
- The IUHPFL Office will make travel arrangements for the student to return to the U.S., as well as for the instructor who might have to accompany him or her to the international airport in the host country.
At this point, the student will not receive the IUHPFL Diploma for completion of the program.

Important Note: Although instructors prefer and should always try to follow the above protocol, extreme cases might require that the student be sent home before this protocol can be followed. Instructors, in consultation with the Onsite Coordinator and Managing Director, can recommend that a student return home at any point during or to the exclusion of the above protocol, if they determine that the student’s actions or behavior pose an immediate threat to him or herself, another person, or the integrity of the program.

When Students Witness Infractions
IUHPFL wants students to hold themselves and their peers accountable to the Honor Code, but it is essential for instructors and students alike to create an environment of support and encouragement rather than competition or tattling. Students should not be pressured to report on their peers nor should they receive any reward or recognition for doing so. They must also be made to feel safe to talk to instructors about any concerns they might have for a fellow student in a safe and discreet way, understanding that their divulgence will help the student in question and will be kept completely confidential.

Although this topic will be covered during Student-Guardian Orientation, it is important for instructors to stress to students onsite how they should react when witnessing violations of the Honor Code.

It is made clear in the Student-Guardian Handbook and during Student-Guardian Orientation that when students witness their program peers violating the Honor Code, they need to take appropriate steps to address the behavior.

- If the behavior poses harm to anyone or could potentially lead to harm, such as abuse or alcohol consumption, it must be reported to an instructor immediately.
- If a student witnesses less dangerous infractions against the Code, such as other students speaking English, they are encouraged to approach the students and politely ask them in
the target language to stop. Should the behavior continue, then the witness needs to report the matter to an instructor, not in the spirit of trying to get them “in trouble,” but rather with the intention of helping them and preserving the integrity of the program.

Note: If instructors learn that one or more students witnessed or knew of other students’ violations of the Honor Code and did not report them, it is not appropriate to punish those students. When students do not come forward to report a situation, it is generally because they fear what consequences they might face for doing so or that their actions will hurt someone. Creating a safe and caring environment for everyone is the best way to prevent and manage challenging behaviors.
Signs of Student Distress

It is well documented that stress, anxiety and depression can be exacerbated in unfamiliar settings. There will be instances for students when the guidance and care of an instructor or host parent will simply not be enough to calm emotions or behaviors. **In cases involving a student who is experiencing extreme emotions, illness, or psychological distress, the Managing Director must be contacted immediately, in addition to a licensed counselor, therapist or medical professional onsite.**

Instructors are *not* expected to carry the qualifications of a professional counselor or psychologist. The suggestions below are intended to help instructors identify signs of distress from a broad spectrum of symptoms and indicators. They have been provided by Indiana University’s Office of Counseling and Psychological Services (CAPS):

**Potential indicators of emotional or psychological distress:**

- **Appearance:** red swollen eyes, changes in hygiene, fatigued
- **Mood:** depressed, anxious, irritable, angry or hostile, hyperactive, frequent “mood swings,” unusual or extreme emotional reactions
- **Sleep:** too much or too little
- **Appetite/Weight:** significant increase or decrease, appear to be significantly under-weight
- **Cognition:** poor concentration, memory problems
- **Physical Symptoms:** frequent headaches, nausea, vomiting, stomach/bowel upset, shortness of breath, dizziness
- **Exercise:** excessive amounts, even if injured or ill, feeling guilty if exercise is missed
- **Alcohol or drug use:** frequent, in large quantities, denies using, engages in dangerous behavior when under the influence, or repeated trouble with friends, family or the law due to their substance abuse
• Speech: very rapid, difficult to follow what they’re saying, or barely audible, mumbling

• Social behaviors: Isolates self from others, loses interest in friends or fun activities, excessive neediness, childlike behaviors and dependency on others

• Bulimic behaviors: vomits after meals or to lose weight, uses laxatives, herbal supplements or drugs to control weight or appetite

• School/Academics: changes in academic or work performance, misses classes, work or other commitments

• Mental disturbances: hallucinations (see or hear things that aren’t really there), delusions (believe they are being persecuted, are a famous person, or have extraordinary powers or abilities), or paranoia (believe someone wants to hurt them and/or they are being followed or watched)

• Suicidal or homicidal threats: directly or indirectly talking about, hinting, joking or writing about suicidal or homicidal thoughts, methods or intentions, even if intoxicated when doing so. Statements alluding to harming self or doing violence toward others including statements made on Facebook, blogs, etc.

NOTE: If an instructor, fellow student or host family member reports any of the above signs in relation to a student, a meeting must be held as soon as possible between the Instructor Team, Onsite Coordinator, and host family parents in order to discuss and summarize the situation. Directly after this meeting, instructors should compile a brief report and email it to the Managing Director to discuss next steps, which will include a phone call to the student’s parents or guardians and possibly having the student visit a licensed therapist or counselor onsite.

NOTE: Students who mention or threaten suicide must see a mental health professional immediately for a Suicide Assessment. The doctor or therapist will determine whether the student is in the Ideation Phase (thinking about the idea of suicide) or the Intent Phase (laying out a plan for suicide). Students experiencing the Intent Phase will be returned to their parents or guardians
immediately, while those in the Ideation Phase might or might not remain onsite, depending on individual factors.
Crisis Management

Assuring the safety and well-being of students, faculty and staff who are participating in IU programs abroad is of the highest importance, and all reasonable actions will be taken to accomplish this objective.

Instructors are required to read the documents on IU Box titled ‘Managing Emergencies Overview’ and ‘Managing Real & Perceived Emergencies’ in their entirety before departing for the program site. By closely following the procedures outlined in the document Managing Real and Perceived Emergencies Abroad, the IUHPFL staff will be able to respond appropriately to emergency situations.

*Note: In the event of an emergency onsite, timely communication with the IUHPFL Office is essential. Contact the Managing Director immediately if a crisis situation arises. No cancellation or changes in programs, evacuations, or treatment should be undertaken without involving the Managing Director as soon as possible to determine* 

During the program dates, the Managing Director can be reached either at the IUHPFL Office during normal business hours or at the designated cell phone number during nights and weekends. All contact information is provided in the front of this handbook.

Crisis Prevention & Preparedness

Taking time to prepare for and prevent emergencies should be a top priority for every Instructor Team. By following the guidelines below, instructors can be more confident of their ability to properly care for students and each other.

- Before a crisis hits, instructors should know who and where their resources are. Such resources include:
  - Fellow instructors
  - Onsite Coordinator
  - IUHPFL Office and Managing Director
  - U.S. Consulate or Embassy
  - Area hospitals and clinics
  - Contact number for travel insurance provider
  - Selected licensed therapist or counselor onsite
- IU Box documents regarding crises
- Host Family Contact List
- Forms containing student information, medical history, etc.

- Instructors should create a group chat, “calling tree” or other avenue through which communication between instructors, OSCs, and host families can happen very quickly and efficiently.

- Each instructor should carry with him or her at all times:
  - A cell phone and charger
  - A copy of his or her passport
  - His or her personal AMC (Abbreviated Medical Card)
  - The Host Family Contact List

- Students should be instructed to carry with them at all times:
  - A copy of their passport
  - Their personal AMC
  - The Emergency Contacts Card
  - Their insurance card
  - Their program cell phone and phone charger
  - List of host family and student cell phone numbers
  - An equivalent of approximately $50-100 in cash

- The instructor who has been certified in CPR/First Aid should ensure that a well-stocked first aid kit is with the team and easily accessible at all times.
  - All instructors should be aware of the supplies in the first aid kit and how to properly use and apply them
  - The CPR/First Aid certified instructor/s should know how to easily access local emergency numbers and be able to locate hospitals and clinics quickly, even at excursion sites.
Instructors should discuss and prepare a tentative EMERGENCY PLAN and stick to their Coordinator Roles as much as possible when creating this plan. For example:

- The Student Coordinator will stay with a student in need of special care and communicate the situation with the IUHPFL Office, Onsite Coordinator, and possibly the student’s parents or guardians.
- The Public Relations Coordinator will contact and communicate with outside parties such as emergency personnel, U.S. Embassy, etc., as needed and make announcements via the Parent Blog to parents and guardians in the U.S., if appropriate.
- The Logistics Coordinator and Financial Coordinator will assess the needs of the group of students and organize efforts to meet those needs.
  - Both of these individuals will stay with the larger group of students during instances when one or more students is in crisis.

Water Safety and Weather-Related Emergencies

Unlike many emergencies, these are two categories where prior training and preparation can greatly reduce risk of harm or injury.

When visiting a pool or beach area with students, please remember the following. More advice can be found at www.redcross.org:

- Swim in designated public areas supervised by lifeguards when possible or with other people present
- Require that students always swim with a buddy; do not allow anyone to swim alone
- Determine which students do not know how to swim and instruct them to remain in more shallow areas
• Instructors and/or other responsible adults must be present at all times
  
• If a student is missing, check the water first; seconds make the difference between life and death or disability
  
• When boating, students must wear life jackets whenever possible
  
• Adults who are responsible for our students should never consume alcohol while students are in the water.

Climate and weather-related risks vary among host countries, and it is very important for instructors to understand what those risks might be. Prior to departure, talk with your Onsite Coordinator about potential weather patterns during the program dates and what precautions can be taken and include this information in the Site-Specific Section of the Student-Guardian Handbook.

**During an Emergency**

*How instructors react to and manage emergencies will determine how students react, individually and collectively.*

• Instructors must remain calm and determine the nature and extent of the emergency.

• Instructors should manage the situation according to the protocols in this handbook and with guidance from the Onsite Coordinator. They should also contact the Managing Director as soon as they have accurately assessed the situation and have next steps in mind.

  o The Managing Director must be informed of all such situations to help make important decisions and to keep the student’s parents/guardians informed.

  o During weeknight and weekend hours the Managing Director will only be available in cases of true emergency or crisis and otherwise will reply first thing on the next business day.
• Instructors are to act swiftly to protect the physical and emotional well-being of the students.

• Student(s) in an emergency situation should never be left alone.

• If it is necessary for an instructor to stay with a student in the hospital, or if another similar scenario presents itself, the instructor acting as Student Coordinator should stay with the student, if possible.

• **In case of death or serious accident requiring medical evacuation**, the Student Coordinator or OSC needs to contact the nearest U.S. Embassy or Consulate immediately and provide to those officials the contact information for the IUHPFL Office and Managing Director, who will in combination act as a conduit for information to the student’s U.S. family.

• **In cases of contagious illness, serious injury, incarceration or death of a student**, uninvolved students should be asked **not** to contact their U.S. families until IU officials have given instructions for action.

• **In case of the absence or incapacity of an instructor**, another instructor or the OSC is to contact the Managing Director immediately, who will coordinate next steps with IU higher administration and inform instructors and OSCs accordingly.

**After the Emergency**

Once the emergency has subsided, instructors will need to ensure that all details of the situation have been accurately relayed to the Managing Director or IUHPFL Office, so U.S. families, IU officials, or other relevant parties can be properly and promptly updated and appropriate measures can be taken for the benefit of all involved.

**Specifically:**

• Instructors should document as much information as possible, so details can be shared with relevant parties in a timely fashion.

• The PRC will manage communication and documentation efforts.
• The SC will address the needs of any students directly affected by the crisis.

• The FC and LC should be focused on the needs and emotions within the group of students and attempt to restore a sense of calm and security.

• Instructors should discuss how they handled the emergency and how they might be more effective in the event of another situation or crisis.

• If instructors have recommendations for changes in the emergency protocol of the program, these ideas should be relayed to the Managing Director via email.

Although the Managing Director and IUHPFL Office are always the first point of contact in the U.S. for instructors, these additional resources are available if needed:

- CAPS at IU Bloomington: 812-855-5711
- U.S. State Department Citizen's Emergency Center (202-501-4444)
- Susan Carty, Director of Administration & Program Management at OVST at IUB contributed to information in the Crisis Management section (812) 855-9305

Lost/Stolen Passports
The Student Coordinator is to carry students’ passport copies at all times in the Program Site Folder and students should make a second copy of their passports that they will carry with them, instead of the passport itself. In the event of a lost or stolen passport, the photocopy of the passport will help to expedite replacement.

If a passport has been lost or stolen:

- The student, accompanied by an instructor, should go to the police station where a signed declaration will be issued.
• This declaration will have to be presented in person at the U.S. Embassy or Consulate.

• The students will need three passport photos when applying for the reissued passport; these can be taken at the Embassy/Consulate, but might better be taken beforehand to save time.

• Any other additional identification document (driver’s license, Student ID card), etc. will be very useful in quickly issuing a new passport.
IUHPFL provides travel insurance to its students included in their program fees. For Mexico and Chile, the insurance provider is Cultural Insurance Services International (CISI). Students at all other program sites are covered under Geo Blue Insurance. All IUHPFL Instructors are also covered under these providers at the cost of the program and as part of their service contract.

Note: If a student visits the doctor or needs to be hospitalized during the program, it is required that an instructor, typically the Student Coordinator, accompany the student, not only to make sure that the insurance form will be completed right away, but also to ensure that the student understands what occurs during the visit. If the emergency occurs when a student is with his or her host family and the instructor cannot accompany the student to the medical facility, at least one instructor should go see the student as soon as possible, either at the medical facility or the host family’s residence. The Managing Director should receive a full account of the situation from one of the instructors as quickly as possible.

Note: In order for a student to participate in IUHPFL, he or she must be able to manage and administer his or her own medications. If it is learned that a student is not taking medications as prescribed, the instructors must contact the Managing Director right away.

Payment of Medical Expenses

- Only the student and his parents/guardians are permitted to pay the student’s medical expenses. Neither the program nor host families should ever incur the medical expenses of the student under any circumstances nor sign any paperwork at the medical facility on the student’s behalf.

- Both CISI and Geo Blue have developed partnerships with hospitals and clinics in their regions. If at all possible, students should be directed to partner facilities, because it might be possible for them to avoid paying upfront costs for their treatments.
If it is not possible for the student to go to a partner facility, then it is likely that the student or his or her parents or guardians back home will have to pay treatment costs out of pocket and be reimbursed by the insurance provider later.

Invoices and itemized receipts should be obtained and organized by the SC. Without the requested documents, medical expenses will not be reimbursed by CISI or Geo Blue.

Students and their guardians are ultimately responsible for sending claim forms and receipts to the insurance company.

Insurance Claim Forms
Among the materials sent abroad in the carry-on sized suitcase at the beginning of the program will be Insurance Claim Forms.

Each student and instructor should be given one form, in case s/he needs medical attention. The SC should bring extra Insurance Claim Forms on each excursion.

The Insurance Claim Form must:

- Be filled out and signed by the physician onsite; the student or instructors fill in the student’s personal data
- Include description of symptoms, complaint, diagnosis from physician, physician’s signature, and total cost
- Include pharmacy expenses if applicable
- Be accompanied by ITEMIZED RECEIPTS of the services and medications that the student received.

Without receipts that are detailed item by item, either the claims’ process will be delayed or the insurance provider might withhold reimbursement altogether.

Role of Instructors during Medical Emergencies and Appointments

At least one instructor must either accompany the student to the medical facility or join him or her as soon as possible and be present for the duration of his or her stay.
• The SC is typically the student’s first point of contact and his or her most consistent advocate during emergency situations.
  o During extended hospital stays, the other instructors should support the SC and fill in as needed, so that the SC doesn’t become overwhelmed. The Onsite Coordinator and host family can also provide valuable assistance.

• Instructors must provide student’s medical and emergency contact information to the doctor or facility, including a copy of the insurance card and Insurance Claim Form.

• They are responsible for informing the Managing Director of the situation, who will then contact the U.S. parents or guardians.

• They are to assist the student in completing all necessary paperwork and to ensure the student understands what is happening.

• They should help the student organize all medical invoices, paperwork and receipts, so that these can be submitted to their guardians and the insurance provider in a timely fashion.

• They will email to the Managing Director all medical personnel contact information, copies of receipts and forms, and other relevant information in order to facilitate communication between the medical facility and the U.S. guardians so that payment can be made and claims can be handled appropriately.

• They will work with the Onsite Coordinator, host family, and Managing Director to determine next steps for the student and his or her U.S. family.

**First Aid Kit**

On each IUHPFL instructor team, one instructor is required to be CPR and First Aid certified. Prior to departure, he or she completes this training, at the expense of the program, and submits a copy of his or her certificate to the IUHPFL Administrative Coordinator. It is the responsibility of this instructor to ensure that a fully stocked first aid kit is on-hand in the classroom facility and during outings and excursions, in other words, at all times.
End of the Program

This is often the busiest time of the program, because there is much to accomplish before returning to the U.S.:

- Program Site T-Shirts (if applicable)
- Farewell Show
- Preparing classrooms for departure
- Gathering materials to bring back to the U.S.
- Settling invoices
- Helping students to prepare for possible reverse culture shock
- Helping students to prepare for packing and departure
- Saying good-bye to host families and Onsite Coordinators
- Preparing Final Student Evaluations
- Confirming travel for final Planned Excursion (if applicable)
- Confirming return flight to the U.S.
- And so forth, as outlined in the handbook and each site’s Knowledge Base

Due to the many details that must be addressed during this time, it is important that the Instructor Team plan ahead and work closely to accomplish all tasks and to encourage students to likewise consider their end-of-the-program responsibilities and courtesies.

Program Site T-Shirts

Some program site teams prefer to design and have screen printed their own t-shirts (i.e. IUHPFL Team Graz 2017, etc.), and this is an acceptable practice, as long as the shirts are low-cost and the students all agree to pay for it themselves. Since the IUHPFL Office already provides a program-wide t-shirt to every student and instructor, program funds cannot be used to create program site t-shirts.
Farewell Show

The Farewell Show is a variety show presented shortly before the team leaves the program site, featuring skits, songs, and dances. With guidance from the instructors, students prepare the content of the show and rehearse during Afternoon Activities.

The PRC is the primary organizer for this event, but is supported greatly by fellow instructors and the Onsite Coordinator. Duties of the PRC include:

- Confirm the event reservation with the venue
- Make a list of persons to invite to the Farewell Show and include the list on the site’s Knowledge Base. Guests will generally include host families, Onsite Coordinators, Community Engagement organizations, classroom facility staff, local dignitaries and journalists, and other friends.
- Oversee the creation and distribution of invitations and make sure that community partners are invited to attend in addition to host families, Onsite Coordinator, etc.
- Create and print the show’s program
- Ensure that audio, musical instruments, and any other amenities for the show are arranged
- Oversee the editing and typing of the show’s scripts
- Act as emcee for the event or choose someone else to do so
- Make sure that the event is video recorded
- Select someone to distribute the Program Site Magazine to host families and students

Preparation: While students should present a Farewell Show of good quality, it is equally important to remember that this is an amateur production and that it does not have to be perfect. The students should enjoy the preparation and the rehearsals.

Invitations: Students should write their own invitations, copied or adapted from a model given by the instructors.
**Posters:** Students are typically encouraged to make a poster for their host families, and these decorate the space where the Farewell Show will take place. At the end of the show, the posters are then presented to the host parents by students.

**Printed Program and Script:**
- A program for the Farewell Show is a nice touch and makes a great souvenir for students and host families.
- The design of the program is to be supervised by the PRC.
- One of the students can be asked to design a cover page for the program, but the program itself should be written, typed and printed by the PRC.
- Likewise, students can help to write the script for the emcees of the event, but the PRC should edit and type up the scripts.

**Refreshments:** In each program site budget, an amount is allotted for light refreshments at the Farewell Party. These are typically served after the show. Per IU policy, no alcohol is to be served at any IUHPFL event. The FC will be responsible for purchasing the refreshments.

**Space & Sound:** The PRC confirms arrangements for performance space and sound system (which should be minimal in cost if needed). Since there is much to do during the last days of the program, all instructors work together to make this a great event, and instructors and students help to clean up at the end of the show.

**Typical Farewell Show Agenda:**
- The entire show should last no more than 2 hours, with a 15-minute intermission, if necessary.
- An instructor should make a short speech of welcome before the show begins, recognizing the participation of the school and its administration, the host city, and any other individuals/groups that have helped the program.
- Students may want to include skits about life in the foreign country or music that they have prepared independently. Skits or
plays should be brief — no more than 15 or 20 minutes. Instructors must assure that any independently produced skits are in good taste and not perceived as offensive.

- At the end of the show, another instructor should speak, acknowledging the hard work, talent and dedication of all the students and thanking collaborators, partners, and audience members.

- **The Onsite Coordinator should be invited on stage in front of the host families to be thanked for his/her efforts.**

- If desired, instructors may invite a host family or two to speak about their experience with the program; in such cases, instructors should carefully select the host families who are to speak.

- Students find their posters and present them to their host families. Flowers are also commonly presented to host mothers.

- Everyone enjoys refreshments.

- Students and instructors clean up before everyone goes home.

### Preparing for Departure

All instructors should make sure that the classrooms and premises used by the team are left in good order and that nothing has been left behind. This is most important in order to maintain a good relationship with the schools or organizations whose facilities we use.

### Inventory of Materials Left Onsite

Instructors, under the supervision of the LC, should take careful inventory of all program materials left onsite and find a safe place to store these items, often at the home of the OSC or at the classroom facility. It is important to take inventory and pack up materials in a timely fashion, not waiting until the last minute, to ensure accuracy. The inventory list should indicate not only materials left onsite, but also those that will need to be purchased for the following summer. Inventory lists are added to the Knowledge Base and submitted to the IUHPFL Office upon return to Bloomington.
Materials to Bring Back to the IUHPFL Office

Instructors share the responsibility of bringing materials back to the IUHPFL Office. See the Coordinator Roles section of this handbook for details.

Confirmation of Travel Plans

One week prior to the team’s return to the U.S., the SC should make sure that students who will not return with their teammates are connected with friends or family in the host country via email, etc. and that plans, such as when and where the student will be picked up, what their travel itinerary will be, and so forth, are confirmed.

Approximately three days before departing from the program site, the LC should reconfirm all travel plans, including buses, trains, and the flight to the U.S. Be sure to confirm arrival times with residences where the team will be staying during final excursions and that transportation to the airport is confirmed for the day of return to the U.S.

Settling Invoices

The FC works with the Onsite Coordinator to ensure that all expenses are settled before departure. Discuss with the OSC any amount that should be left in the program site bank account for use during the academic year, such as program cell phone minutes, storage of materials, etc.

Packing

Students often purchase several items during the program and need to be prepared days prior to leaving the program site for getting all their personal items back to the U.S.

It is important to remind students that it is illegal to take alcohol to the U.S. Review TSA’s list of prohibited items: https://www.tsa.gov/travel/security-screening/prohibited-items

Sharp items such as swords, knives, and letter openers (from Toledo, Spain, for example) cannot be brought back in hand luggage; they have to be checked at the airport or, in the case of larger items, shipped to the U.S. It is the student’s responsibility to know shipping costs and make such arrangements.
Remember the weight limits for luggage and the costs associated with overweight items. Students might want to ship items home or buy additional luggage for their return.

**Talking with Students about Reverse Culture Shock**

After five or six weeks in another culture, it will be evident to instructors how much students will have developed and adapted to the host culture. Often, however, students themselves do not realize how much they have acclimated to the new culture and how comfortable they have become in their new surroundings. Not until days and weeks after returning to Indiana will they realize to what degree they have been changed by their IUHPFL experience, and it can often be very difficult for program alums to readjust to their original lives. They can experience a combination of some or all of the following:

- Depression
- Feelings of loneliness, isolation or boredom
- Perceiving that no one understands them
- Wishing they could see their host families
- Missing their teammates and instructors
- Wanting to speak the target language and struggling to find conversation partners
- Feeling disenchanted with the U.S. culture
- Being critical of food, schedules and customs in the U.S.
- Having new views of the world, politics, and religion that differ from their families and friends at home
- Being frustrated when friends and family say how much they’ve changed or, worse, when they don’t realize how much they’ve changed!

It is important for instructors to talk with students about ways in which they’ve changed and help prepare them for “re-entry” or reverse culture shock. Resources for instructors pertaining to Reverse Culture Shock will be available on IU Box.
Return Day

Checking in at the Airport
Once luggage has been checked in at the airport, students and instructors proceed together to passport control and on to the gate, where boarding passes and passports will need to be shown.

The Student Coordinator is designated as the person who will bring the carry-on sized suitcase back to the IUHPFL Office, along with testing and evaluation materials.

Language Commitment upon the Return Home
This rule is no longer in effect once students have boarded the plane for the U.S. However, it’s common for students to continue speaking the target language even days after returning home. Instructors are encouraged to continue communicating with their students in the language until they meet their parents/guardians once again.

Upon Arrival in the U.S.
Instructors should know every student’s travel itinerary. Once within the borders of the U.S., students are allowed to travel in different directions from the team, if those plans were made by the student and his or her guardians and made known to instructors well in advance. Students who continue to travel with instructors and their peers to either Chicago or Indianapolis are the responsibility of the instructors until the team has gone through baggage claim at either of those airports. If possible, instructors should greet the guardians before saying good-bye to the students.
After Returning to the U.S.

After the program, instructors will still have a few responsibilities and opportunities in August, September, and October.

In August, specific materials must be returned to the Office, as indicated in this handbook under Coordinator Roles. Each instructor also needs to submit receipts for travel and other reimbursable expenses to the Office.

In late August and throughout September, the Managing Director will meet with each Instructor Team to debrief on the program. If necessary, individual instructors can also meet with the Managing Director by appointment to discuss matters of concern.

In September, the annual Instructor Reception takes place on campus. This event is led by the Managing Director and Program Coordinator and is attended by returning instructors and their guests—new instructor candidates who would like to learn about the program. Light refreshments are served, current instructors are recognized and thanked for their contribution to the program, and a presentation about IUHPFL is given followed by a question and answer session in which returning instructors can share anecdotes and insights for prospective instructors.

In October, IUHPFL and the IU Office of Overseas Study cohost an open house for all IUHPFL alum attending IU, who might be interested in further study abroad opportunities. Instructors are strongly encouraged to attend, because alumni would like to see them and because, if they wish, they can participate on a panel to share their study abroad stories and advice with alumni.

Instructors should talk with the Managing Director prior to October to determine whether or not each instructor will participate in IUHPFL the following summer. If the Managing Director has concerns about a particular instructor, after reading the Student Exit Surveys, a meeting with the instructor will be requested. In most cases, instructors are encouraged and welcome to participate again, as long as they still meet eligibility requirements.
Resources and Websites

Center for Disease Control: [http://www.cdc.gov/](http://www.cdc.gov/)

U.S. State Department: (202) 647-6575 [http://www.state.gov/](http://www.state.gov/)

**Embassies**

The IUHPFL office registers students and staff who are U.S. passport holders before departure with the U.S. Embassy in their respective host countries. Those students and Instructors who are not U.S. Passport holders are asked to register themselves at their country’s embassy in their respective host countries.

Each instructor should be aware of the closest U.S. Embassy in the host country. The contact information for the U.S. Embassy in the countries in which the IUHPFL operates follows:

**Austria:**

**U.S. Embassy in Vienna**

Boltzmanngasse 16
1090 Vienna
Tel.: (+43-1) 31339-0
Fax: (+43-1) 310 06 82

**Consular Section**

Parkring 12a
1010 Vienna
Fax: (+43-1) 512 58 35

**Chile:**

U.S. Embassy
Avenida Andrés Bello 2800
Las Condes, Santiago, Chile
Phone: [56] (2) 2330-3000

**China:**

U.S. Embassy, Beijing
No. 55 An Jia Lou Road,
Chaoyang, Beijing 100600
(In Chinese: 北京市朝阳区安家楼路55号)
Phone: 010-8531 4000
Fax: 010-8531 3300
https://china.usembassy-china.org.cn/embassy-consulates/beijing/

U.S. Consulate in Hangzhou
Westgate mall
1038 West Nanjing Road
200031 Shanghai
(In Chinese: 美国公民服务处位于南京西路1038号梅龙镇广场8楼)
Phone: (86-21) 3217-4650 (press “0” if after hours)
Fax: (86-21) 6217-2071
https://china.usembassy-china.org.cn/embassy-consulates/shanghai/

France:
U.S. Embassy in Paris
2 avenue Gabriel
75382 Paris Cedex 08
Switchboard: +33 1 43 12 22 22
Fax: +33 1 42 66 97 83
https://fr.usembassy.gov/

Japan:
U.S. Embassy in Japan
1-10-5 Akasaka
Minato-ku, Tokyo 107-8420 Japan
Phone: 03-3224-5000
https://jp.usembassy.gov/embassy-consulates/tokyo/

U.S. Consulate General Osaka
2-11-5, Nishitenma,
Kita-ku, Osaka 530-8543
Phone: 06-6315-5900 (From the U.S: 011-81-6-6315-5900)
Fax: (06) 6315-5914
After Hour Emergency Phone (U.S. Embassy Tokyo): 03-3224-5000
(From the U.S: 011-81-3-3224-5000)
https://jp.usembassy.gov/embassy-consulates/osaka/

Mexico:
U.S. Embassy in Mexico
Paseo de la Reforma 305, Colonia Cuauhtemoc
Emergency Telephone Numbers

Each Instructor should also be aware of the emergency telephone number in the host country.

The emergency numbers in each country:

- **Austria**: for medical dial 144, for fire dial 122
- **Chile**: medical dial 131
- **China**: for police dial 110; for fire dial 119
- **France**: for police, medical emergency, fire, dial 112
- **Japan**: for fire and ambulance call 119, for police call 110
- **Mexico**: for police, medical emergency, fire, dial 066
- **Spain**: for police, medical emergency, fire, dial 112
Appendix A: Indiana University Non-Discrimination Policy

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination on the basis of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status.

As required by Title IX of the Education Amendments of 1972, Indiana University does not discriminate on the basis of sex in its educational programs and activities, including employment and admission. Questions specific to Title IX may be referred to the Office for Civil Rights or the University Title IX Coordinator.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.
Appendix B: The IUHPFL Honor Code

The IU Honors Program in Foreign Languages (IUHPFL), as an “honors” program, outlines clear norms of conduct for its students to follow and relies upon the individual student's sense of responsibility and honesty to abide by this Honor Code.

In order for a student to participate in the program, he or she must agree to and abide by the following terms:

1. **At all times during the program, students are expected to uphold the 8 Core Values of IUHPFL:** Appreciation, Diligence, Discovery, Empathy, Encouragement, Honor, Respect, and Unity.

2. **IUHPFL Pledge of Excellence:** In the IUHPFL model, the strength of the program as a whole is only as strong as its individual students. This means that the Pledge of Excellence is as much a pledge to one’s team as to oneself. Students recite the pledge in unison at the Student-Guardian Orientation before departure:
   
   a. “As I embrace my IUHPFL journey and commit to the Honor Code, I pledge to speak only the target language, uphold the 8 Core Values, celebrate my host family experience, and remain self-disciplined. I will choose to discover the best in myself and others, foster team unity, represent my school, family, and community with pride, and be a good ambassador for IUHPFL.”

3. **Students must understand the 3 Pillars of IUHPFL,** which make it such a unique and prestigious program for high school students:
   
   a. **Language Commitment:** The student’s commitment to speak only the target language during the program, except in cases of emergency, is the first pillar and is key to his or her success.
      
      i. **Communication with U.S. family and friends** is
limited to one call home within a few days of arriving to the host country and one hour per week via the Internet. No other contact with U.S. family or friends is allowed, except in cases of emergency and only with instructor permission.

ii. All personal cell phones and all electronic devices with Internet capability are prohibited during the program (including all smart devices, laptops, and tablets), because such use proves detrimental to the student’s ability to fully immerse in the language and culture and to engage with those around him or her.

iii. No books or music in English are allowed during the program. If students have summer reading assignments, these need to be completed before or after the program, unless the student can acquire them in the target language. Students may also freely listen to music in the target language, as long as the listening device does not have Internet capability.

iv. A pay-as-you-go program cell phone will be provided to each student upon arrival at the program site to be used solely by him or her for unlimited local calls and text messages to fellow students, instructors and host family members in the target language. The program will pay a certain amount toward each phone, and if a student exceeds that amount, he or she is welcome to pay for additional minutes. Misuse of the program cell phone might result in additional costs for which the student will be responsible.

b. Academic Excellence: This second pillar of IUHPFL requires that students give their best effort in all
their program coursework, maintaining the highest level of academic honesty and refraining from academic misconduct, which is defined by Indiana University’s Code of Student Responsibilities as “any activity that tends to undermine the academic integrity of the institution,” and in which human, hard-copy or electronic resources are misused.

c. **Host Family Experience is the third pillar of IUHPFL:** Students are to treat their host families with respect, keep their space clean, and make every effort to follow household norms like a member of the family. Specific policies and procedures described in the Student-Guardian Handbook are designed to ensure student safety and well-being within the host family setting.

4. **No Dating Rule:** IUHPFL students may not date anyone in the host country during the program, including other program participants at their site, because focusing on one person can be counterproductive to the unity of the student team, the student’s interaction with his or her host family, and his or her overall learning experience.

5. **Alcohol, Tobacco, and Prescription Medications:** Even though the laws of other countries may differ from those of the U.S. with regard to the consumption of alcohol, tobacco and other substances, IUHPFL students are to conduct themselves abroad as minors from the state of Indiana. This means that students are not allowed to purchase or consume alcohol, tobacco or other substances at any time. Discos and other establishments whose primary business is serving alcoholic beverages are prohibited to IUHPFL students. It is also strictly forbidden to bring alcohol, tobacco and other substances back to the U.S. Students may only purchase, possess and use prescription medications that have been prescribed specifically to them for current medical conditions, and these medications and conditions must be disclosed to the IUHPFL office before departure.
6. **Risky Activities:** Operating a car or other motorized vehicle is forbidden during the program, as is riding passenger on a motorcycle. Students are only permitted to ride as a passenger in a vehicle with an adult driver who is a member of the host family or has been authorized by the host family or the onsite instructor and coordinator team. Students are also not permitted to engage in risky, high adrenaline activities or get tattoos and/or piercings during the program.

7. **Weeknight and Weekend Activities:** It is expected and encouraged for students to engage with their host families during weeknights and weekends. During these times, students must be accompanied by a member of the host family at all times. Any weekend travel away from the program site with the host family must have approval from the Instructor Team, be within the host country, and must ensure that the student will not miss class or group activities. Under no circumstances are students allowed to travel without being accompanied by their host parents or program instructors.

8. **Rule of Three:** Depending on the program site and with permission from their host families, students may spend one or two hours in the town center after daily classes and activities. Whenever students are outside the classroom facility or the host family home and are not under the direct supervision of their instructors or host parents, they are required to stay in groups of at least three program participants at all times. The only exception to this rule is when students are commuting to and from classes.

9. **Students are not to host or meet up with U.S. or international friends or family** while the program is in session. However, students sometimes travel with their families after the program ends. The official end date for each program is the day when students are scheduled to depart from the host country to the U.S.; students may meet up with family members on that day.

10. **Post-Program Language Commitment:** IUHPFL students
commit to helping to their schools' language programs in any way possible and to continuing to study their foreign language through their senior year in high school or at the university level, if possible.

11. **Honor Code, Handbook and Orientation:** Students are required to read and abide by this Honor Code, as well as the Student-Guardian Handbook. It is also mandatory for students to attend the Student-Guardian Orientation with their guardian(s) before departure, on Indiana University’s Bloomington campus. Final acceptance into the program is contingent upon successful completion of the orientation.

12. **Terms and Conditions:**

   a. Adherence to this Honor Code is of critical importance. Any infraction against the Honor Code can result in repercussions, including communication with U.S. guardians and possible expulsion from the program.

   b. In the event that this Honor Code is violated by a large number of students collectively, the consequences can apply to the entire group of students. For this reason, students are highly encouraged to hold one another accountable for their actions and adherence to the Honor Code.

   c. Any infraction against the Honor Code on the part of a student, either acting alone or with other students, will result in that student not receiving the Award of Excellence at the end of the program.

   d. A student who is expelled from the program will also not receive the IUHPFL Diploma at the end of the program.
Appendix C: IUHPFL 8 Core Values

- **Appreciation** – Acknowledging the qualities and kind acts of others
- **Diligence** – Focusing with enthusiasm on academic and personal goals
- **Discovery** – Being open to new ways of looking at the world and oneself
- **Empathy** – Choosing words and actions that express compassion and create connection
- **Encouragement** – Helping others to reach their goals and see their unique talents
- **Honor** – Acting with integrity and adhering to the Honor Code
- **Respect** – Treating others with dignity at all times
- **Unity** – Fostering team spirit and trust
Appendix D: IUHPFL Pledge of Excellence

IUHPFL Pledge of Excellence: In the IUHPFL model, the strength of the program as a whole is only as strong as its individual students. This means that the Pledge of Excellence is as much a pledge to one’s team as to oneself. Students recite the pledge in unison at the Student-Guardian Orientation before departure:

“As I embrace my IUHPFL journey and commit to the Honor Code, I pledge to speak only the target language, uphold the 8 Core Values, celebrate my host family experience, and remain self-disciplined. I will choose to discover the best in myself and others, foster team unity, represent my school, family, and community with pride, and be a good ambassador for IUHPFL.”
Appendix E: IUHPFL Property and Liability Protocol

The following protocol is to be used in conjunction with the Property Damage Report form, which will be available to instructors on IU Box.

The following protocol has been developed by the IUHPFL Office in collaboration with Indiana University Legal Counsel. Its purpose is to:

a) protect IUHPFL students and their U.S. families from fraudulent or excessive claims of property damage or loss by host families
b) protect host families in cases where their claims of such damage or loss are legitimate
c) to prevent fraudulent and excessive claims on the part of host families from occurring in first place and
d) providing a way for legitimate claims to be reported and managed quickly and effectively.

The protocol reads as follows and is distributed to every IUHPFL host family at all program sites and in the respective host language:

Indiana high school students who are selected to participate in the Indiana University Honors Program in Foreign Languages (IUHPFL) are typically high achieving youth and excellent students. They participate in a variety of school and community activities, often volunteering their time to help others, and are considered excellent role models to their peers by educators and adult mentors. In order to qualify for the program, they must pass a university level exam in their target language, complete an extensive application, receive outstanding recommendations from three adult appraisers, and then be accepted into the program by two screeners, who are program instructors and administrative staff. Some students are further interviewed to ensure their likelihood for success in the program.

Incidents of damage or loss to personal property caused by IUHPFL students in host family homes are extremely rare. In the program’s history since 1962, only a few minor cases have occurred to the
present date. Our students take great care to respect their host families and to contribute to their host family households in positive ways.

In order to prevent incidents or to address rare cases of damage or loss to property in a host family home, the following IUHPFL policy has been established.

**RECOMMENDATIONS REGARDING COVERAGE:**

IUHPFL recommends that host families and U.S. Families include appropriate “general liability” coverage on their homeowners or renters policies. It is advised that host families and U.S. Families check with their insurance provider to ensure they have the proper type and amount of liability coverage in place before the IUHPFL programs begin.

**STORING ITEMS AWAY:**

IUHPFL also recommends that all high-value, non-essential items (e.g., collectibles) and items of high sentimental worth in host family households be stored away by host families prior to the program in order to avoid incidents of damage. Host families, IUHPFL Students, and U.S. Families will be better served, if host families take measures in advance to protect these items from potential damage. It will not be the responsibility of Indiana University, the IUHPFL Office, or Program Instructors to compensate host families for damage to or loss of personal items or property.

**REPORTING INCIDENTS TO APPROPRIATE PARTIES:**

The host family must contact the Onsite Coordinator within 24 hours of discovering an incident of damage or loss. The Onsite Coordinator will immediately inform the Program Instructors and the IUHPFL Office, who will then inform the U.S. Family of the incident as soon as possible.
VISIT BY PROGRAM INSTRUCTORS:

Within 2 days of an Incident, at least 2 Program Instructors must visit the host family household together to gather evidence pertaining to the incident (e.g., take photos of any damage) and to ensure that the dynamic between the host family and the IUHPFL Student is healthy and safe for everyone in the host family household. When an incident involves bodily injury, a visit is to be conducted within 24 hours.

STATEMENTS AND PHOTOS OF THE INCIDENT:

If the host family wishes to seek compensation for any damage or loss of their property incurred by the IUHPFL Student, the following must be provided to the Onsite Coordinator, the IUHPFL Office, and the U.S. Family within 3 days of the incident:

A statement from the host family describing the incident and stating how they wish to resolve the situation

Statements from the Program Instructors who visited the host family household describing their impressions of the incident and making recommendations as to how to best resolve the situation

A statement of explanation of the incident from the IUHPFL Student

Photos and/or any other evidence pertaining to the incident from the host family, Program Instructors and/or IUHPFL Student

U.S. FAMILY RESPONSE:

After receiving copies of all statements and photos of the incident, the U.S. Family will be encouraged by the IUHPFL Office to respond to the host family via the IUHPFL Office within 2 days in one of the following ways: a) agree to pay the host family the suggested compensation amount directly b) negotiate a different amount c) submit a claim to their insurance provider d) refute or deny the host family claim.
PERMISSION FOR IUHPFL STUDENT TO PAY DIRECTLY:
The IUHPFL Student is not to compensate the host family directly for any incident of damage, loss or injury in the host family household unless instructed to do so by his or her legal guardian/s.

IUHPFL OFFICE FACILITATION:
In the event of a dispute between a host family and a Student or a Student’s family in the U.S., Indiana University and IUHPFL will encourage both parties to reach an amicable resolution on their own accord. Under no circumstances are Indiana University or IUHPFL responsible for claims or for dispute resolution between the parties.

EXCESSIVE OR SUSPICIOUS CLAIMS:
Host families who make excessive and/or suspicious claims of property damage or loss within their households incurred by IUHPFL Students, as determined by the IUHPFL Office, will not be invited to host IUHPFL Students in future IUHPFL programs.

INDEMNITY OF IU AND IUHPFL:
Neither Indiana University nor the IU Honors Program in Foreign Languages is responsible for accidental or intentional incidents of bodily injury or damage or loss of items or property in host family households caused by IUHPFL students or other individuals.

Questions regarding this protocol should be emailed to iuhpfl@iu.edu. Thank you!
Appendix F: IUHPFL Host Family Agreement

We are delighted that you plan to host one or more IUHPLF students – thank you! IUHPFL would not exist without the generous support of our host families. To ensure that host families and students have the best possible experience, certain conditions need to be met. Please review the following terms about hosting IUHPFL students, so that you fully understand the expectations involved in being a host family, and then sign and date at the bottom of this agreement.

Housing

1. You agree to provide the IUHPFL student with his/her own bedroom or a shared room with another IUHPFL student or with a child of your family of the same gender and close to the same age, except as otherwise agreed in writing by IUHPFL and the onsite coordinator. The student must have his/her own bed.

2. You agree to provide the student a key to your home, provided it is secure to do so, or you will assure the student access to your home after returning from classes or excursions.

3. You agree not to host any other high school or university students while hosting current IUHPFL participants. Given IUHPFL’s unique Honor Code (http://www.iu.edu/~iuhpfl/about-program/honor-code/index.shtml), it could be detrimental to the student to share the host family with other students who are not held to the same standards of behavior.

4. You warrant that no one in your household has committed or been convicted of a crime or offense against children and that no one in the household has been involved in any instance(s) of child abuse or neglect.

5. You agree to accurately disclose the number of current residents of your household and their ages, as well as household accommodations, and agree to notify IUHPFL of
any changes. Providing false information regarding household members and accommodations can result in the student being moved to a different host family.

6. **Daily Needs**

7. You agree to respect the student’s cultural and personal preferences regarding physical boundaries, to provide the student with privacy while dressing and bathing, and to otherwise ensure that the student feels safe and cared for at all times in your presence.

8. You agree to provide to the student, free of charge, laundry services or access to laundry machines on a regular basis, according to the arrangement specified by the Onsite Coordinator.

9. You agree to provide daily meals and snacks to the student in accordance with instructions from the onsite coordinator. Host families will also provide lunch on the days of excursions.

10. You agree to fully support the student in abiding by the Honor Code and fully support instructors in their reasonable enforcement of the Honor Code.

11. Specifically, you agree that no one in your household or within your group of family and friends will provide students with alcoholic beverages of any kind nor will you facilitate a way for them to attain alcoholic beverages.

12. You agree that every member of your household, as well as visitors to your home, will speak only the target language with program participants.

13. Personal health and medical insurance is provided by IUHPFL to all program students, who are expected to pay for any of their personal medical costs themselves and then submit a claim to the insurance provider for reimbursement. You are not to pay nor promise to pay for medical expenses incurred by the student, unless the injury or illness of the student is caused by your negligence or intentional misconduct.
14. You agree to show patience, kindness, and flexibility towards the IUHPFL students, many of whom are leaving the United States for the first time.

15. **Weeknight and Weekend Activities**

16. You agree to include the student in family activities, including weekend and evening outings, provided that the student has enough time to prepare for classes and is home at a reasonable hour.

17. You may choose to have the student travel with you to other destinations within the host country on the weekends, provided the student has received permission from the instructor team in advance and the trip does not interfere with the program schedule. IUHPFL encourages host families to engage students in such outings.

18. You are encouraged to take a genuine interest in your student, share your culture, and include your student in a reasonable and regular number of activities.

19. **Property & Liability Protocol**

20. IUHPFL recommends that host families and U.S. families be aware of any “general liability” coverage on their homeowners or renters policies in case the student should cause accidental property damage in the host family home during the program.

21. IUHPFL recommends that host families store away items of exceptionally high monetary or sentimental value in their household prior to the program in order to avoid incidents of damage or loss of those items. It is understood that this recommendation may not be practical in the case of high-value items of everyday use (e.g., televisions, cooking equipment).

22. If you believe a student has caused damage or loss to your property and you believe you should be compensated, you agree to abide by the IUHPFL Property and Liability Protocol, which will be provided to you by the Onsite Coordinator.
23. You acknowledge and agree that a student is not to compensate you directly for damage or loss to property or items in your home unless instructed to do so by his/her parents or legal guardian/s in the US.

24. **General Provisions**

25. In the event of a dispute between you and the student or the student’s US family, Indiana University and IUHPFL will encourage both parties to reach an amicable resolution on their own accord. You agree that under no circumstances is Indiana University or IUHPFL responsible for claims or for dispute resolution between the families.

26. If you should have any concerns about a student or the IUHPFL program, you agree not to discuss these concerns directly with any IUHPFL student or in the presence of any IUHPFL student. All concerns should be addressed in a discreet manner with the Onsite Coordinator and/or the program instructors as appropriate.

27. You will be paid a pre-arranged amount of money for serving as an IUHPFL host family. You understand and agree that you will not participate in this program as a means to profit financially. The money paid to you for serving as a host family is meant to reimburse you for food and utility expenses you incur in hosting one or more IUHPFL students.

28. The Parties are entering into this agreement as independent contracting parties, and this agreement shall not be construed to create an employer/employee relationship. You agree to bear sole responsibility for any tax liability resulting from the payment described in Paragraph 21.

**Host family**

____________________________________________________________
Signature Date
Appendix G: IUHPFL Critical and Sensitive Data Policy

Indiana University has strict policies regarding the sharing of personal information. Within the context of IUHPFL, the following classifications will apply to various types of student data: Critical, Restricted and Program Internal.

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<thead>
<tr>
<th></th>
<th>Critical</th>
<th>Restricted</th>
<th>Program Internal</th>
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<tbody>
<tr>
<td><strong>Student General Info</strong></td>
<td>SSN</td>
<td>Grades</td>
<td>Address</td>
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<tr>
<td></td>
<td>Driver’s license</td>
<td>Transcripts</td>
<td>Phone</td>
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<td>Passport</td>
<td>DOB</td>
<td>Email</td>
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<td>Credit card or banking info</td>
<td>Academic Records</td>
<td>Flight Info</td>
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<td>Advising Notes</td>
<td>Program Site</td>
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<tr>
<td><strong>Health Information</strong></td>
<td>Health and Medical Records</td>
<td>Immunization Records</td>
<td>General Health Updates</td>
</tr>
<tr>
<td></td>
<td>Program forms with personal info</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is extremely important for IUHPFL instructors, Onsite Coordinators, and Office staff to be familiar with this policy and to follow it carefully.

- **Critical and Restricted Data** can be shared via email only when necessary and only via Slashtemp marked “Critical”. It can also be shared via phone between approved parties.
The recipient can then store the data on their computer’s hard drive, if it is necessary to keep a digital copy.

- **Program Internal Data** can be shared via regular email, only if students’ full names are not provided.

- **Student General Information** that is considered important for instructors to know must be stored in **IU Box**.

- **Students’ Health Information** must be stored in **IU Box Health** and can only be shared on a need-to-know basis.
  - Students and instructors will receive an Abbreviated Medical Card (AMC) for each student with important health information, allergies, medications, etc.
  - Onsite Coordinators and instructors will be provided with health and medical information for each student that is absolutely necessary to know.
  - Host families can be made aware of health and medical data pertaining to their students, only if this information is crucial to their ability to properly care for the student.

- If instructors want to exchange standard emails pertaining to sensitive topics with each other, the Onsite Coordinator, or the IUHPFL Office:
  - Critical or Restricted Data cannot be included in those messages
  - Students must be referred to by their first names and last initials or by their first names only.

- If a crisis involving a student should arise, all relevant information will be shared with all parties who need to be informed.
Appendix H: IUHPFL Instructor Travel Policy

IUHPFL wishes for its instructors to understand and follow the travel-related policies of Indiana University. Please read the following information carefully.

IUHPFL is responsible for all group flights and program-related ground transportation in the host countries for instructors and students and will pay providers directly for these services. Each IUHPFL Instructor is expected to either travel with the students to the program site at the beginning of the program or return to the U.S. with them at the end. Instructors are encouraged to accompany students on both flights but if a deviation is necessary, instructors should discuss the logistics with their teammates in January, in order to ensure students are appropriately chaperoned on both the departing and return flights.

By Friday, February 15, 2019 each instructor must communicate to the IUHPFL Office his or her travel plans and any known reimbursable expenses (see below), using the online Instructor Travel Form (link sent via email in January). Deviations to the scheduled group flights for personal reasons must be arranged through the Travel Leaders travel agency. Both Travel Leader and the IUHPFL Office must be made aware of all pre-program and post-program travel plans.

GROUP FLIGHTS

- IUHPFL will pay the cost of an economy class round-trip group flight ticket for each instructor, arranged by the IUHPFL Office through Travel Leaders in Bloomington, Indiana.

- Any instructor who will fly with the students to and from the host country, choosing not to deviate from the group flight, simply needs to communicate their travel plans to the IUHPFL Office via the online travel form (and not involve Travel Leaders) by the above February date.

- At least half of the instructor team, typically two instructors, is required to accompany the students on the group flights to and from their host countries. (One instructor should not
travel alone with more than 15 students, and students should also help each other in pairs as “travel buddies”.

- Each Instructor Team should ensure that on the return flight to the U.S., at least one of the instructors is a citizen or permanent resident of the U.S., so that they can move through U.S. customs quickly and stay with the students.

Deviations from Group Flights

- IU Policy prohibits IUHPFL from paying for any instructor personal travel. Funds can only be applied toward airfare to get from one location (permanent residence, vacation spot, etc.) TO the program site and FROM the program site to one location (permanent residence, vacation spot, etc).

- If the deviating flight of an instructor costs more than the group flight for his or her program, the instructor is responsible for paying the difference to IUHPFL via check by April 1st, 2019.

- Instructors who choose to deviate from the group flight must communicate their travel plans to IUHPFL via the online Travel Form by the above February date AND contact Travel Leaders (812-339-7800 or disom@travlead.com) the week of March 4th, 2019.

- Instructors traveling early to the host country are expected to meet the group at the international airport or program site (host city) on arrival day. Their ground transportation and accommodations prior to the group’s arrival are considered personal expenses and will not be covered by the program, unless the instructor’s permanent residence* is in the host country (or region). Only then can IUHPFL cover transportation costs to the host city or international airport to meet the group.

- Instructors not returning to the U.S. with the students must accompany the group to the international airport in the host country to help facilitate the return flight.
ADDITIONAL TRAVEL EXPENSES

IUHPFL will provide each instructor UP TO $300 in allowable travel expenses, to be reimbursed AFTER the program. It is important to note that costs incurred from flight deviations CANNOT be applied toward this $300 reimbursement amount. Receipts for allowable expenses are due to IUHPFL no later than 30 days after the instructor’s program end date in order to guarantee reimbursement.

Reimbursable (Allowable) Expenses that CAN be applied to the $300 limit include:

- Transportation: airport shuttle, train, personal car, or rental car (with prior director approval only)
  - PRIOR TO THE PROGRAM
    - If traveling with students to host country, transportation FROM Bloomington or permanent residence* in the U.S. TO the international airport in Indianapolis or Chicago
    - If traveling early to the host country or region:
      - Transportation FROM permanent residence* in the host country (or region) TO the host city
  - AFTER THE PROGRAM
    - If returning to the U.S. with the students, transportation FROM Indianapolis or Chicago TO Bloomington or work address.
- Baggage fees (within reasonable limits)
- Lodging in Indianapolis or Chicago prior to an early departing group flight with director approval
- Lodging in Chicago after the returning group flight for late arrivals (including flight delays) with director approval

Non-Reimbursable Expenses that CANNOT be applied toward the $300 limit:

- Costs incurred from a deviation to the group flight
• Any travel that is considered “personal travel” is not reimbursable according to IU policies, such as:
  o Any travel TO your permanent residence*, vacation destination, or other non-program-related location before the program dates.
  o Travel within the host country or region (even from the international airport to the host city) prior to or after the program; the only exception is for residents of the host country or region who must travel from their permanent residences* to the host city or international airport to welcome the group at arrival.
  o Any form of travel FROM a location in the U.S. (your permanent residence*, vacation destination, etc.) other than the international airports in Indianapolis or Chicago to Bloomington or work address after the program
• Upgrades in airfares, early check-ins or exit row seating
• Excessive (avoidable) baggage fees
• Long-term parking fees for personal vehicles at airports or other locations
• Rental car expenses unless given prior approval by Managing Director
• Lodging in Indianapolis after the return group flight. (If a shuttle is not available after a late arrival, the program will provide limo service back to Bloomington or work address.)
• Taxi fare for travel to and from the international airport in Indianapolis or Chicago. (If a taxi is necessary because a shuttle or train was missed, only the cost of those more affordable options will be reimbursed.)
• *A permanent residence is defined as the long-term or fixed address where the instructor and/ or immediate family lives (provided on tax documentation, bills, etc.) when they are not teaching for or attending classes at Indiana University.
• **NOTE:** Instructors who withdraw from their teaching appointment for any reason after March 1st, 2019 will be responsible for reimbursing
Indiana University for the cost of all non-refundable air travel purchased on their behalf. Non-voluntary withdrawals, due to an unexpected medical or family emergency, will be handled on a case-by-case basis.