



INDIANA UNIVERSITY

HONORS PROGRAM IN FOREIGN LANGUAGES

for Indiana high school students

IUHPFL Instructor Handbook Summer 2025

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IUHPFL Bloomington Staff Contacts

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The best form of (non-urgent) communication with the IUHPFL Office Team is via email. The team will do its best to return emails within 24 hours.

For emergencies, during waking hours, call Megan on her cell (260-417-8583) or, 24/7, call the IUHPFL Emergency Phone (812-272-6518). The emergency line should be used for **emergencies** only.

Welcome to IUHPFL!

Established in 1962, the IU Honors Program in Foreign Languages has provided summer language immersion experiences to over 8,700 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 transformation of our young participants by helping them to grow academically and personally. During the program, students can experience homesickness, culture shock, and emotional struggles, but they also discover new ways of seeing themselves and the world. Day-by-day, you will be their mentors and their inspiration as well as an essential source of encouragement and strength, helping them to see the very best in themselves and to work toward their aspirations. When they return home from their summer abroad, they will have been transformed in ways that no one—not even their families—could have predicted. They will see themselves as independent citizens of the world, ready for the challenges that lie ahead. Few professional opportunities allow educators to have such a profound impact on the lives of their students as IUHPFL does, and few require this level of dedication, involvement, and compassion. Not only will the lives of your students be forever changed, but yours will as well.

All of us on the IUHPFL Office Team are honored to be working with you. We provide this handbook as an important means to communicate the policies and procedures of the program and its values and spirit of teamwork. Please read it carefully, take it with you on your trip, and consult it often. We hope it will answer most of your questions and provide direction when facing challenges during the program.

Thank you for joining us on this memorable and exciting journey!

Megan Solon
Director

Anneliese Toumey
Program Coordinator

IUHPFL Instructors

You have been selected as an IUHPFL instructor because you are highly qualified, and we believe you will represent IUHPFL with excellence.

General Expectations of IUHPFL Instructors

Every IUHPFL instructor is expected to do the following:

- Uphold a commitment to the IUHPFL Honor Code, the program's 8 Core Values, and the policies and procedures in this handbook.
- Understand and follow through with all program responsibilities in an exemplary and timely fashion.
- Work side-by-side with the onsite coordinator(s) in their respective host cities.
- Encourage and support the academic achievement and personal growth of every student participant.
- Implement a firm yet caring approach to working with students.
- Commit and work to ensure a respectful, inclusive, and supportive dynamic between instructor team members.
- Attempt to see challenges as opportunities and ensure that everyone has a positive IUHPFL experience.

Returning Instructors and New Instructors

Returning instructors have the advantage of knowing how the program has operated in previous years. They can draw from that experience and offer sound guidance to the instructor team when needed. New instructors provide a fresh perspective and can offer solutions to problems from a different point of view. Incorporating new ideas, opinions, and ways of doing things can be beneficial to the program, as long as the values, policies, and procedures of IUHPFL are kept intact.

When it comes to decision-making, all instructors' opinions and perspectives should be considered.

Alternate Instructors

Candidates who are not selected to instruct for a particular summer are often asked to be alternates in case a hired instructor cannot participate. Although alternates are not required to attend instructor training sessions, 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 Director provide them with the information, training materials, and guidance needed to quickly assimilate into the team before departure.
- Alternates are asked to inform the Office as soon as possible if their summer plans should change, making it impossible for them to participate.
- Alternates are also given strong consideration when selecting 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 10:1. There will always be a minimum of two and a maximum of four Instructors on each instructor team.

Instructor Team Dynamics

All IUHPFL instructors share authority and responsibility within their teams. Instructors strive to share this authority and responsibility 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.

The morale and cohesiveness of each program site team is much stronger when students see that their instructors are professional, respectful, and supportive of each other. A unified instructor team provides students with a sense of stability and confidence and helps prevent conflicts that can arise during new and challenging experiences.

The way instructors treat one another will set the tone for how students will treat their instructors and each other. Instructors should regard each other professionally and collegially, always keeping in mind that respect, appreciation, encouragement, and unity are core values of IUHPFL and are essential to a cohesive team.

When tensions arise, the program encourages each instructor to apply respectful and effective communication techniques. Direct, friendly, and private discussions between instructors are often the best way to address, resolve, and/or prevent conflicts or misunderstandings.

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:

- All decisions should be made collectively whenever possible. Major decisions *must* be made in collaboration with the Onsite Student Services Coordinator and Director.
- 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(s), host families, and IUHPFL in general.
- One instructor should never make plans for the group without consulting their 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 involvement and authority .

The general process by which non-emergency decisions are made abroad:

- Instructors discuss the situation openly among themselves, consulting their resources (Instructor Handbook, Google Drive documents, etc.), exploring together possible solutions and their implications.
- Instructors consider whether the onsite coordinator(s) needs to be informed of the matter and/or might be of service, which is often the case. If the issue involves a host family or a student's health or wellbeing, the instructors must involve and consult with the Onsite Student Services Coordinator.
- If instructors and onsite coordinator(s) cannot agree on a solution or when a situation involves student behavior, health and safety, host family changes, local emergencies, and so on, the Director should be informed as soon as possible.
- As necessary and appropriate, the Director will seek out the counsel of the student's parents/guardians, as well as relevant IU Education Abroad 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 Director.

Addressing Students

Instructors should take turns giving daily announcements and addressing the students on excursions and other outings. Likewise, all instructors should be visible and involved during group activities and events. When students see that all instructors have authority and are equally engaged, they are more likely to follow rules and instructions.

This sharing of responsibility in addressing and interacting with students should start during the Student-Guardian Orientation in April and continue to the end of the program.

Student Guidance and Discipline

Students should see all instructors as caring authority figures. To this end, all instructors must hold students to the Honor Code and show that they are unified in their commitment to the values and policies of the program.

Ideally, decisions to help guide and redirect the behavior of students should be made collectively when time and circumstances permit. However, as described in the “Instructor Administrative Roles” section, the instructor designated as the Administrative Instructor will be the point person and take the lead on student disciplinary issues and reporting.

Interacting with Onsite Coordinator

All instructors will have frequent interaction with the Onsite Student Services Coordinator(s) before and during the program.

Onsite coordinators are aware that all IUHPFL instructors share authority and responsibility and that no one instructor is to act alone in making significant decisions involving students or the program. However, for ease and clarity of communication processes, the Administrative Instructor will serve as the primary liaison between the onsite coordinator(s) and the instructor team when student, host family, or programmatic issues arise.

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 is key to a successful program site. 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 pertains to all instructors:

- Complete all tasks and expectations as presented in the Instructor Checklist, the Instructor Agreement, and this handbook.
- Check for emails from the IUHPFL Office daily—prior to and during the program and until all post-program obligations have been met—and respond *promptly*. This is extremely important for the efficient running of the program and is expected as one of your contracted duties with IUHPFL.
- Attend all 4 spring Instructor Training Sessions.
- Read this Instructor Handbook and the Student-Guardian Handbook as these become available.
- Know the IUHPFL Honor Code and enforce it with all students.
- Have a basic understanding of each instructor’s administrative role within the program, as outlined in the next section of this handbook.
- Understand the role of the onsite coordinators and the ways in which your roles and responsibilities do and do not overlap.
- Put effort into teambuilding and creating amicable working relationships with fellow instructors and onsite coordinators.
- Create and compile course materials by the deadline on the Instructor Checklist for printing.
- Help to prepare for and attend the Student-Guardian Orientation in April. The instructor team updates the site-specific section of the Student-Guardian Handbook for their program site and submits it to the Office by the deadline on the Instructor Checklist. The team also prepares a PowerPoint presentation for their students and parents and develops activities for the afternoon session with students.
- Be willing to be First Aid and CPR certified if no one else on your team is already certified. One instructor at each program site (preferably the Admin Instructor) must be certified, and a well-stocked first aid kit must be on-hand at all times during the program.
- Be an excellent role model and mentor for students, continually monitoring and encouraging their progress, and ensure that each participant has the most academically and personally enriching IUHPFL experience possible.

- Speak in the target language throughout the entire program, beginning the moment the plane lands in the host country until the group has boarded the return flight to the US, and require that students do the same.
- Help encourage students to acclimate to their new surroundings and adjust to life with their host families.
- Meet with teammates daily during the program for planning and problem-solving purposes. The team also meets with the Onsite Student Services Coordinator at least once per week to confirm plans and to discuss challenges and successes.
- Each instructor will receive a program cell phone and is expected to carry it at all times during the program (unless they already possess a local cell phone number), so they can easily be reached by students, fellow instructors, and onsite coordinators. Instructors should provide their program cell phone numbers to all the parties mentioned above.

Expectations for Availability During the Program

During the entirety of the IUHPFL program, instructors are essential staff that must be available and ready to respond if issues arise to support students and ensure their safety and positive experience. Thus, during the program, IUHPFL instructors are expected to be on-call and reachable 24/7. However, IUHPFL is also committed to ensuring instructors have balance and downtime during the program. During most evenings and on weekends, except when there are scheduled program activities, IUHPFL students should be spending time with their host families, leaving IUHPFL instructors free to budget their time as needed and desired.

IUHPFL provides for one weekend off during the program for each program instructor so that instructors have the opportunity to disconnect a bit more from the program, recharge, even travel if they wish during the program dates. This weekend off is governed by the following policies:

- Only one instructor at each program site can be off at a time.
- Assigned weekends off must be one of the three middle weekends of the program (i.e., neither the first weekend after the group arrives nor the final weekend [of the final excursion] can be taken off)
- The weekend off begins Friday evening after all program-related activities have finished and ends Sunday evening
- Any travel plans must be communicated with the instructor team, the Onsite Student Services Coordinator, and the IUHPFL Office
- Instructors with singular duties must arrange for others to take on their roles in their absence (e.g., another instructor must be designated the interim Admin Instructor and advised as to relevant duties)
- Students should be informed of who to call in case of an emergency/unexpected need
- Off-duty instructors must still be reachable in case of emergencies.

At all other times during the program, instructors are expected to remain in the host city or its environs (i.e., within ~30 minutes travel time) and be able to respond to student or program needs.

Alcohol Consumption during Program

As part of the IUHPFL Honor Code, IUHPFL students must behave as minors from the state of Indiana. They are not permitted to consume or purchase alcohol during the program, even if they are of legal age in the host country. To support students' adherence to this policy, alcohol should not be present at IUHPFL-organized events abroad (e.g., onsite orientation with host families, 4th of July picnic, Farewell Show). Additionally, instructors should not intentionally consume alcohol in the presence of student participants or within program facilities where students might be present. Given the supervisory and emergency management components of the instructor role, consumption of alcohol should be minimal during the program dates.

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:

<https://vpfaa.indiana.edu/policies/index.html>.

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:

<https://policies.iu.edu/policies/ps-01-programs-involving-children/index.html>.

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 training will need to be completed. All instructors are expected to read the information that Indiana University provides on its website, available here:

<https://equity.iu.edu/discrimination-harassment/index.html>

Instructor Administrative Roles

The execution of administrative duties by instructors is crucial to the success of the program. If an instructor is unable to fulfill their role on any given day (due to illness, weekend off, or warranted absence), the rest of the instructors onsite should step in to help fulfill urgent tasks. ***Instructors are always encouraged to ask teammates for help when necessary—teamwork is an important part of IUHPFL!***

On a team of three or more instructors, one instructor will serve as the main Administrative Instructor. This instructor will have a larger administrative role than the other two instructors and, accordingly, a smaller teaching load. The other two instructors will fill administrative roles related to (1) finances and logistics and (2) communication and public relations, respectively. On teams comprised of two instructors, one instructor will serve as the Administrative Instructor and take on portions of another administrative role (e.g., Finance Coordinator) with the other instructor fulfilling other administrative roles, with support from the Admin Instructor as needed.

Administrative Instructor

The Admin Instructor is the primary IUHPFL representative that deals with matters related to student health and safety, student behavior and disciplinary issues, and student-host family relations. The Admin Instructor also acts as the immediate contact for and primary liaison between the Onsite Student Services Coordinator, host families, and the instructor team for all student-related issues. The Admin Instructor is responsible for documentation and communication of onsite issues via an incident reporting form and sees to it that issues concerning the well-being of the students are promptly, efficiently, and constructively managed and communicated to relevant parties.

Management of Daily Student Issues

A primary responsibility of the Admin Instructor is the management of daily student issues (e.g., doctor visits, conduct concerns). Admin Instructors will be the point person for student health issues, academic concerns, behavioral concerns, host family issues, and other student issues as they arise. When a student issue arises, the Admin Instructor will take the lead in addressing the issue (e.g., taking the student to the doctor or pharmacy, meeting with the student to discuss behavior concerns) and will work closely with the Onsite Student Services Coordinator when needed to ensure student issues are addressed constructively and in a timely manner. The Admin Instructor will also be the Onsite Student Services Coordinators' main contact and liaison for all student-related issues.

For Honor Code and Code of Conduct Violations, the Admin Instructor will be responsible for meeting with the student in question and completing the Conduct Report. The Admin Instructor will consult with the IUHPFL Office and Director in cases when onsite disciplinary action may be necessary.

Incident Documentation and Reporting

The Admin Instructor will be responsible for the documentation and reporting of all incidents onsite. Documentation and reporting will occur via an electronic Incident Reporting form, which will be used for any and all incidents onsite (from near-miss and minor incidents to serious injury, illness, or emergencies). Reports must be made within 24 hours of an incident, and Admin Instructors are responsible for designating this reporting duty to another instructor during any period of absence (e.g., weekend off). Specific incident reporting training will occur during the instructor training sessions in the spring.

Student-Host Family Interactions

The Admin Instructor works closely with the onsite coordinators (Student Services Coordinator and, when needed, Housing Coordinator), relaying to them, as well as to the Director, any issues between a student and their host family. Likewise, the onsite coordinators and other instructors will relay host-family related issues to the Admin Instructor if they receive information about a student having a conflict with their host family or experiencing other kinds of difficulties.

- In the event of a host family change, as agreed upon by the instructor team, onsite coordinators, and Director, the Admin Instructor follows the protocol laid out in this handbook in the section “Resolving Host Family Challenges.”
- It is *not* the responsibility of the Admin Instructor to communicate with host families or parents/guardians about challenges, conflicts, or host family changes. The onsite coordinators will work with the host families involved, and the Director will communicate with the student’s parents/guardians.
- If a change in host family occurs, the Admin Instructor (and other instructors if desired/needed) and onsite coordinators will help the student to move to the new host family’s house. *The Housing Coordinator (in collaboration with the Onsite Student Services Coordinator) should 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 coordinators are informed of any and all serious health concerns and conditions that students might have, the Admin Instructor makes themselves especially aware of students’ medical conditions, medications, allergies, and dietary needs and ensures that cafeteria and restaurant staff, etc. are informed as needed.

- The Admin Instructor will:
 - Discuss students’ health and medical needs with the Onsite Student Services Coordinator to make sure that host families are confidentially and individually informed and know how to help the students, if necessary.
 - Help the students learn the vocabulary they need to convey their dietary needs to restaurant personnel, if necessary.
- It is the student’s responsibility to take their own medication as prescribed; host parents should never feel responsible for administering a student’s medication. Any difficulty in this regard should be reported to the Director right away by the Admin Instructor.

Student Passports

Upon arrival to the host country, the Admin Instructor will collect students’ passports and will keep them under lock and key for the duration of the program. The Admin Instructor will return passports to students the night before the group flight returning to the US.

Program Site Folder and First Aid Kit

At all times, the Admin Instructor carries the Program Site Folder and First Aid Kit or assigns the folder and first aid kit to another instructor during times of their absence from the group. The program folder is to contain the following:

- Provided by the Office:
 - The Onsite Coordinator and Host Family Contact List
 - The Abbreviated Medical Card (AMC) of each student, which lists their medications and emergency contacts
 - Copies of students’ passports

- Blank insurance claim forms.
- Generated onsite:
 - The names, addresses, and phone numbers of local hospitals and clinics and those near excursion sites in the event that a student is injured or becomes ill (provided by the Onsite Student Services Coordinator)
 - A list of the students' program cell phone numbers.

Attendance and Rollcall

The Admin Instructor takes attendance at the start of each class day, as well as rollcall during excursions and outings. If a student is absent, the Admin Instructor immediately contacts the host family to determine the student's condition and whereabouts.

Student Onsite Orientation

Collaborating closely with the Onsite Student Services Coordinator, the Admin Instructor is the *primary instructor organizer* of the Student Onsite Orientation, although *all instructors* are expected to help plan and implement this event. This Orientation should occur during the first day or two of the program and should review program policies and expectations, cover site-specific health and safety information, and should help students become acclimated to their host city. More information about the Student Onsite Orientation is available in the "Onsite Orientations" section.

Weekly Report

The Admin Instructor facilitates the completion and submission of a Weekly Report (using the template provided in Google Drive) from their site's instructor team. The Weekly Report provides instructors the opportunity to reflect and comment on various aspects of the functioning of the program, indicate areas of strength and weakness, request support, and offer ideas for future adjustments. All instructors should be involved in the completion of the Weekly Report, either through meeting to complete the report together or drafting specific components of the report to later discuss and compile. The Admin Instructor takes the lead in compiling feedback and comments from all instructors, ensuring all instructors' voices and perspectives are reflected. In cases when instructors' opinions differ regarding desired content in the report, the Admin Instructor should err on the side of over-inclusion and can indicate contributions of individual instructors to illustrate diverging perspectives. The Admin Instructor emails the Weekly Report to the IUHPFL Office (iuhpfl@iu.edu) by the weekly deadline, copying all members of their instructor team.

Finance and Logistics Coordinator

The Finance and Logistics Coordinator is the IUHPFL representative leading all money- and logistics-related matters onsite. The Finance and Logistics Coordinator accepts responsibility for the program site budget (which is prepared by the IUHPFL Finance Manager and Director) and ensures that it is carried out according to plan. Specific duties include:

Budgetary and Financial Matters

During the second Instructor Training Session in February, a separate orientation session will take place for Finance Coordinators. Specific Finance Coordinator instructions will be distributed and explained during this orientation and will be kept in Google Drive for easy reference during the program. Finance Coordinators are expected to consult these instructions frequently and to contact the Director or Financial Manager with any questions they might have.

Specifically, the Finance Coordinator:

- Helps other instructors understand IUHPFL financial policies and procedures.
- Oversees the program site budget, makes all onsite purchases using the program cash or credit card (as specified in the budget itself), and maintains a complete record of all financial transactions via the following reports, which are available on Google Drive and are 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

Adjustments to the budget can be made as long as an increase in one area of the budget is offset by a decrease in another or as long as the overall budget is not exceeded. Unbudgeted purchases greater than an equivalent of \$50 USD must have approval from the Director.

- Returns program credit cards and cash currency to the Office promptly at the end of the program. Foreign currency must be converted to USD upon return to the US. Coins cannot be converted, so the Finance Coordinator should try to spend coins first, before leaving the host country. A receipt showing the conversion rate must accompany the US currency upon returning it to the office at the end of the program.

If host families have concerns or questions about their payments, they are to speak with the Onsite Housing Coordinator, not an instructor. Host family payments are managed by Academic Studies Abroad.

The Financial Coordinator is responsible for returning to the IUHPFL Office the following materials in person:

- The IU travel/meeting credit card in their name
- All *original* receipts (including the credit card receipts) and all original ATM withdrawal slips pertaining to the program site debit card
- Any leftover cash on hand (in USD)

Carry-On Suitcase

The Finance and Logistics Coordinator is responsible for traveling to and from the host country with the program-owned carry-on suitcase, ensuring that its contents are distributed at the beginning of the program and collected at the end of the program, and for returning it to the IUHPFL Office after the program. If the Finance and Logistics Coordinator is not able to travel to and/or from the host country with this suitcase, they must ask another instructor to do so and inform the Office of this alternate plan.

For a list of the materials that are transported in the carry-on suitcases, see the section of this handbook titled, "Carry-On Suitcases and Materials for Onsite".

At the end of the program, the Finance and Logistics Coordinator supervises the inventory and packing of all these materials for return to the Office.

Whenever possible, we ask that this suitcase be transported as a carry-on. However, this duty requires the checking of an additional suitcase (e.g., because the instructor also wishes to travel with a carry-on of their own), the Office will reimburse the instructor for related baggage fees. In order to be reimbursed, the instructor must submit a receipt within 30 days after the end of the instructor's program.

Personal and Program Cell Phones

The Finance and Logistics Coordinator is the primary person responsible for the distribution, operation, and collection of the program cell phones as well as the handling of student personal cell phones. In collaboration with the onsite coordinator, who will purchase SIM cards prior to the group's arrival, the Finance and Logistics Coordinator ensures every student receives a working program cell phone with minutes and that instructors have a list of all students' program cell phone numbers right away. Every student and instructor will have a program cell phone (unless an instructor's personal cell phone has a local number reachable from student phones), so all of those onsite are able to reach one another. Instructors will also carry their own smart phones during the program, so that the Office and the Director are able to reach them easily.

The Finance and Logistics Coordinator also ensures that each student receives a magnetic pouch for their personal cell phone and that all personal smart devices are securely enclosed within a magnetic pouch upon arriving in the host country and before students meet their host families.

The Finance and Logistics Coordinator will be in charge of the magnetic dock to unlock students' personal cell phones during designated internet time or will provide this dock to other instructors in their absence.

At the end of the program, the Finance and Logistics Coordinator unlocks students' personal cell phones the night before the group flight to the U.S. and reminds students to charge their devices in preparation for the trip home.

The Finance and Logistics Coordinator also collects program cell phones to bring back to the US in the program carry-on.

Arrival/departure and ground transportation between host city and airports

- The Logistics Coordinator is responsible for reporting to the Office and Onsite Student Services Coordinator any changes in flight or travel itineraries due to weather or other factors on the day of travel.
- The Logistics Coordinator will also be the primary user of a *Remind* (app) group that will be established for each site. The purpose of this Remind group will be one-way (IUHPFL → parents) communication with parents during group travel (e.g., in cases of delay, to notify parents of safe arrival).
- Prior to the program, the Logistics Coordinator *confirms* ground transportation plans with the Onsite Student Services Coordinator, including names of bus drivers and meeting points and times, etc. The onsite coordinators will have the flight itineraries and will have made ground transportation arrangements well in advance.
- Approximately 3 days prior to the return to the U.S., the Logistics Coordinator confirms transportation to the airport in the host country; the Onsite Student Services Coordinator will provide contact information for the bus or shuttle company.
- The Logistics Coordinator also manages and confirms student travel deviation plans for students not returning to the U.S. on the group flight. The Office will gather students' post-program travel information (also referred to as travel deviation plans) and parent/guardian contact information and will share it with the Logistics Coordinator. About 1.5 weeks prior to the group's return to the U.S., the Logistics Coordinator will email those parents/guardians and confirm a time and place for them to meet up with their students in the host country. This meet-up **must** take place at one of two times:
 - Late the night before the group flight, after all group activities have ended (preferred)
 - Early on the final day of the program (the day of the return flight)

Parents and guardians are not permitted to meet or pick up their students any earlier than these two options.

Facilities

- It is the responsibility of the Onsite Coordinators to 1) reserve classroom space; 2) arrange for student and instructor accommodations; 3) secure spaces for Afternoon Activities; and 4) reserve an auditorium or other suitable venue for the Farewell Show. The Logistics Coordinator is responsible for getting the contact information for these facilities from the onsite coordinator(s) upon arrival and recording this information in the Knowledge Base.
- The Logistics Coordinator introduces themselves 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., and works with these individuals and the onsite coordinator(s) to resolve any issues that might arise.
- The Logistics Coordinator ensures that instructors and students are aware of facility rules and requests. *All instructors work together to ensure that the students follow the rules.*

Evaluations and Language Testing Onsite

- The Logistics Coordinator leads and works together with other instructors to prepare, administer, and collect the IUHPFL Language Test, given at the beginning and the end of the program. *ALL instructors help grade these tests onsite, which are recorded in a site-specific Excel sheet (Google Drive) and on students' final evaluations.*
- The Logistics Coordinator ensures that onsite evaluations are scheduled, administered, collected, and returned to the Office in the carry-on suitcase at the end of the program.

- The Logistics Coordinator leads the preparation and ensures the quality completion of the Final Student Evaluations (FSEs) and is responsible for submitting an electronic copy of each FSE to the IUHPFL Office by the date indicated on the IUHPFL Instructor Checklist. *All instructors contribute to the thoughtful completion of each Final Student Evaluation.*

Excursions

- The Logistics Coordinator is *not* responsible for planning excursions and included (pre-scheduled) activities; this is the responsibility of the Onsite Student Services Coordinator. Long-term reservations for hostels, coaches, etc., will also be made by the Office or Onsite Student Services Coordinator prior to the program and are not the responsibility of the Logistics Coordinator.
- The Logistics Coordinator *does* do the following where excursions are concerned:
 - Confirms excursion itineraries with the Onsite Student Services Coordinator and shares them with the other instructors prior to and during the program.
 - Confirms with the Onsite Student Services Coordinator group reservations at museums or restaurants; takes the lead on final preparation for short-notice activities that can only be completed onsite.
 - Works with the Onsite Student Services Coordinator to confirm room arrangements at the hostels/hotels, as well arrival and departure times.
 - Confirms ground transportation reservations (coaches, shuttles, etc.) with the Onsite Student Services Coordinator.
 - Works with Onsite Student Services Coordinator to confirm meal reservations (group meals, sack lunches, etc.) with hotels and hostels prior to excursions, as outlined in the Meal Calendar. These arrangements are made by the Onsite Student Services Coordinator prior to the program.
 - Is responsible for the itinerary and making sure everyone stays on schedule during the excursion (together with the Onsite Student Service Coordinator, when relevant). *However, it is the responsibility of all instructors and the Onsite Student Services Coordinator to supervise the students and act as guides if a tour hasn't been arranged.*
 - Notes any changes or suggestions for next year's excursions in the Knowledge Base and/or in their contributions to the Weekly Report.

Cultural and Community Engagement Activities

- During the program, the Logistics Coordinator leads the way in working with the Onsite Student Services Coordinator to confirm and facilitate Cultural and Community Engagement Activities, which can include dance lessons from local artists, lectures from community scholars, engaging with environmental organizations and community gardens, visits to retirement homes and schools, informal sports activities with local youth groups, helping to care for animals at a rescue center, and more. More details about these activities are provided later in this handbook.
- The Logistics Coordinator is responsible for recording and describing these activities in the Knowledge Base.

Optional Activities

- Optional Activities are low-cost (equivalent to \$25 USD or less), often spontaneous group outings organized by the instructor team, sometimes in coordination with the onsite coordinator(s). They can include attending concerts, going bowling or to a movie, or visits to museums or other local attractions. Students can choose to participate or not, and host family members and the onsite coordinator(s) can attend if they wish. More information about these activities is provided later in this handbook.
- The Logistics Coordinator takes on the primary responsibility of planning and facilitating these activities, once the team agrees what they will be.

Knowledge Base

The Logistics Coordinator keeps and updates the Knowledge Base of the program site, with ongoing input from all instructors. The Knowledge Base needs to be detailed enough to allow next year's instructor team to understand program specificities before arrival and hit the ground running.

Information that should be kept in the Knowledge Base includes:

- Names, addresses, and phone numbers of onsite coordinators, classroom facilities, instructor residences, lodging details, bus companies, physicians and hospitals, therapists, local government offices, newspapers and other media sources onsite, etc.
- Names, addresses, and phone numbers of prominent hospitals near *excursion destinations*.
- Names of recreational facilities, dance and music studios, and other venues or activities in the host city where activities take place.
- Agendas for programs for activities specific to each site (city tour, 4th of July party, visit with the mayor, Farewell Show, etc.)
- A list of the individuals who were invited to the Farewell Show.
- 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.
- Descriptions and reviews of Optional Activities and Cultural and Community Engagement Activities.
- All event invitations sent to host families.

Communication and Public Relations Coordinator

In a nutshell, the Comm and PR Coordinator is the IUHPFL public ambassador for the program site. The specific duties of the Comm and PR Coordinator are as follows:

Program Site Blog

Prior to Student-Guardian Orientation in April, the PR Coordinator sets up a program site blog and ensures that it is functioning. At Orientation, the PR Coordinator shows parents/guardians how to access the blog and provides information about how regularly it will be updated.

The blog is for parents and other family members who wish to follow the team's progress. During the program, it highlights students' activities, excursions, and any other relevant news. Because students' contact with their families is limited, the blog is a very important way for loved ones back home to check in about their children and get a sense of how and what they are doing.

PR Coordinators are expected to:

- Update the blog every 2-3 days during the program.
- Include photos of individual students or small groups, *ensuring that each student is photographed regularly*.
- Incorporate brief videos, too, if possible.
- Include brief but frequent descriptions of activities in English.

Invitations, Memos, and Media

- The Comm and PR Coordinator sends out a weekly email to host families (copying fellow instructors and the onsite coordinators), letting them know what the week's events will be, what students need to pack, whether sack lunches are needed for an excursion, etc.; each message should be discussed with fellow instructors beforehand to be sure it is accurate and complete.

- Note: This weekly email should be informative in nature and general (i.e., addressed to all host families). Any communication with host families regarding specific student issues or other sensitive topics should be carried out with individual parties and should involve or be handled by the onsite coordinator(s).
- The Comm and PR Coordinator also drafts announcements and invitations for program activities and events, which are then sent to host families as well as local government officials and journalists, etc., when relevant. *The PR Coordinator should invite fellow instructors to review each draft before sending it out.*
- The PR Coordinator contacts local journalists and invites them to write a story about the students' visit and to attend the visit to the mayor's office, the Farewell Show, and other events, if deemed appropriate by the instructor team and onsite coordinator(s).

Visit to Mayor's Office and/or Town Hall

The Comm and PR Coordinator works with the Onsite Student Services Coordinator to confirm a visit to the local mayor's office.

The Comm and PR Coordinator should:

- Purchase (or facilitate the students making) a card for the mayor or his representative (with help from the Financial Coordinator) and have all students and instructors sign it.
- Ensure that the mayor receives the gift that was sent by the Office in the carry-on suitcase.
- Encourage students to prepare and deliver a speech during the visit.
- If relevant/desired, work with other instructors to arrange a performance of a song in the target language by the students during the program.
- Take photos and videos for the blog.

Birthday Celebrations

The birthdays of students (and instructors) should be combined into one celebration. With help from the Finance Coordinator, the Comm and PR Coordinator can purchase (or have students make) a card for each student (and instructor, if they are celebrating a birthday, too) and plan for birthday treats (e.g., popsicles, cookies, a cake) for the celebration. The program site budget, which is managed by the Finance Coordinator, specifies how much can be spent toward these celebrations. Please note that these are not meant to be extravagant celebrations, but rather a way for the group to celebrate together and recognize those with birthdays.

Program Site Magazine

Throughout the program and with help from all instructors, the students create the Program Site Magazine, which is essentially a collective scrapbook of their time in the host country. The Comm and PR Coordinator takes the lead in directing this process and is responsible for compiling and printing the Program Site Magazine and making sure that it is distributed to students, onsite coordinators, instructors, and host families at the Farewell Show. More details pertaining to this magazine are provided later in this handbook.

Farewell Show

- The Comm and PR Coordinator is the *primary* organizer of the Farewell Show and begins to make preparations soon after arrival in the host city, asking teammates to help with certain tasks for the event, as needed.
- The venue for the Farewell Show will have already been reserved by the Onsite Student Service Coordinator prior to the program.
- After consulting with teammates, the Comm and PR Coordinator drafts and distributes the Farewell Show invitation to the onsite coordinators, host families, and other community members the group might wish to invite.
- The Comm and PR Coordinator acts as emcee for the Farewell Show or oversees student(s) serving as emcee(s), writes or guides the writing of the emcee's script, and creates the event program for printing.

Materials

The Comm and PR Coordinator is responsible for sending back to the Office in the carry-on suitcase and/or via email the following materials:

- Original copies of any newspaper articles written about the students' stay onsite.
- A printed copy **and** digital copy of the Program Site Magazine.

Program Summary and Photo for Newsletter

At the conclusion of the program, the Comm and PR Coordinator drafts a 250-word summary of their site's program for the December issue of the IUHPFL newsletter and submits it to the IUHPFL Office along with 2-3 high resolution photos. Sample summaries will be provided by the Office as examples.

Financial Policies 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 are important rules and policies pertaining to financial matters that apply to all instructors.

Instructor Travel Advance

Each instructor should be aware of the following with regards to the Travel Advance:

- Its purpose is to cover meals that are not already provided by the program through another source (cafeteria, group meal, etc.) and therefore the amount can vary by program site.
- The Meal Calendars and Travel Advance Charts show precisely how the travel advance is calculated for each program site. They will be explained during instructor training and will be provided to every instructor team prior to departure via Google Drive.
- Instructors receive 100% of their travel advance/per diem prior to the program and do *not* need to keep receipts when spending it; these funds belong to them.
- Instructors are able to use their per diem as they see fit; however, it is recommended that they budget wisely to avoid running out of funds by the end of the program.

Personal Travel Receipts

Personal travel expenses are explained in the Instructor Travel Policy (Appendix G) and include things like luggage fees or shuttles to and from the airport in Indianapolis. In order to be reimbursed for these expenses after the program, each instructor must submit their receipts to the Office within 30 days after the end of their IUHPFL program. Please be sure to consult the Instructor Travel Policy for details and restrictions.

Alcohol, Celebrations, and Gifts

Per Indiana University policy, no alcohol may be purchased for IUHPFL events nor as gifts to persons associated with IUHPFL.

Event expenditures – such as space rental and refreshments – for events (orientation, 4th of July parties, and Farewell Shows) should generally be taken care of by the Onsite Coordinators. Small expenditures such as purchasing birthday cards/treats or printing programs will be made by the Financial Coordinator.

Gifts for onsite coordinators and mayors or other local officials include program t-shirts, IU gear, boxed candies, or other items that are easy to transport. They are placed in the carry-on suitcases that travel to the program site with the instructors. No additional gifts can be purchased with program funds.

Budget, Purchases Onsite, and Program Receipts

Financial Coordinators attend a special orientation during the second Instructor Training Session in February. They are entrusted with the responsibility of overseeing the budget and expenditures for their program site and are not permitted to veer from specific instructions and policies.

Additional rules that apply to all instructors are:

- Any purchase beyond what is indicated in the budget and costing more than \$50 USD must be approved by the Director in advance.
- If an unbudgeted purchase *must* be made by an instructor other than the Financial Coordinator, that person must have permission from the Financial Coordinator and must submit the original receipt to the Financial Coordinator as soon as possible. Again, if the amount is more than an equivalent of \$50 USD, the Director must also give permission for the purchase.
- If a payment receipt is lost, a replacement receipt must be obtained from the vendor.
- Non-Allowable Expenses are those that must be purchased with instructors' personal funds (e.g., travel advance), not IUHPFL funds:
 - Personal supplies (e.g., clothing, hygiene, etc.)
 - Individual instructor meals beyond what is already provided by the program, as outlined on the Meal Calendar
 - Gifts/treats beyond what is allotted in the program site budget
 - Alcohol (cannot be purchased with program funds under any circumstance).

Emergency Expenses

In the event of a crisis requiring emergency travel or accommodation expenses for an instructor (e.g., an overnight stay near a hospital to help care for a student or a trip to the international airport for the purpose of chaperoning a student who is returning home early), the instructor should consult with the IUHPFL Director and the Onsite Student Services Coordinator. Academic Studies Abroad is contracted to provide emergency management services; they may be able to assist with emergency expenses in the moment (and invoice IUHPFL directly). If an instructor *must* pay the emergency expenses out-of-pocket (e.g., due to lack of time, being on final excursion, etc.), they should alert the Director of these expenses and must submit receipts to the IUHPFL Office within 30 days after the end of their program for reimbursement.

Program cell phones

Per Indiana University policy, program cell phones cannot be used to make or receive personal calls. They *can* be used liberally by students and instructors for 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, Zoom or WhatsApp will be a better form of communication between instructors and the Office. For this reason, instructors are asked to carry their personal smart devices with them at all times during the program; information about reimbursement for international phone charges is available in the Instructor Travel Policy (Appendix G).

Students and Money

It is important for instructors to address budgeting, currency, and bank fees with students upon arrival at the program site. During the first days of the program, instructors should show students where ATM machines are located and advise them on ATM fees, how much money to take out at one time, how to protect themselves from theft, etc. Students should also be advised to leave some cash in their bedrooms in case their debit and/or credit cards are lost or stolen. It is also a good idea to teach students how to separate the cash they carry between their pockets, backpacks, and so forth, so they aren't carrying all of it in one place.

Sometimes students struggle to manage their money during the program, and while it is inconvenient, *running out of money is not considered an emergency*, because all major needs are provided to students by the program. If a student

should become low on cash or if their cash or cards should be lost or stolen, the Admin Instructor report this to the Office as soon as possible. The Office will then contact the student's parents/guardians and request a deposit of funds, replacement of cards, etc. In the meantime, instructors, onsite coordinators, and host parents are *not* to lend a student money.

Additionally, IUHPFL cannot be financially responsible for an individual student's personal expenses. This means that program funds are never to be loaned to any student (or other individual) for any reason. It also means that only students and their parents/ guardians or the health and medical insurance providers are to pay student medical costs. Instructors, onsite coordinators, and host families should *never* pay these expenses or sign any promissory notes to health and medical providers. The student and their parents/guardians are solely responsible for these expenses. More details will be provided pertaining to health and medical considerations later in this handbook.

Onsite Coordinators

At each program site, a local resident or residents act(s) as onsite coordinator(s) for the program. Some of these individuals have worked with the program for many years. Without their knowledge and hard work, IUHPFL could not function. Our onsite coordinators are collaborators and resources for our instructors, students, and the Office. Instructors work in *partnership* with them to ensure that the summer is a success for every student. Onsite coordinators are employed by Academic Studies Abroad, which IUHPFL contracts to assist with onsite logistics and health, safety, and emergency management.

Onsite coordinators do not supervise IUHPFL instructors, as that is the role of the Director. However, it is important to keep in mind 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 onsite coordinator(s) will be the liaison in resolving the issue. Nevertheless, if the instructor team disagrees with or has questions about the onsite coordinators' handling of a situation (e.g., involving a host family), they should always communicate these concerns with the Director.

Depending on the site, there may be one or two onsite coordinators. At sites with two onsite coordinators, one will serve as the Onsite Student Services Coordinator and will be the primary instructor contact and onsite liaison during the program. The other will be the Onsite Housing Coordinator, in charge of securing host families as well as instructor accommodations.

The Onsite (Student Services) Coordinator is also the primary emergency contact onsite. When an emergency or crisis arises, instructors are to notify the Onsite Student Services Coordinator and the Director immediately. Instructors, the Onsite Student Services Coordinator, and the Office will collaborate to resolve the issue, but the Onsite Student Services Coordinator will be the primary person to manage the situation onsite and to delegate tasks to the instructors in response to the situation.

Prior to and during the program, onsite coordinator(s) and their agency (Academic Students Abroad) works closely with the IUHPFL Office to complete the following tasks, which are outlined in ASA's service contract with IUHPFL:

Classrooms and Facilities

- Reserves program site classrooms, access to facilities for Afternoon Activities, and venues for Farewell Show and other events

Instructor Accommodations

- Finds and secures suitable accommodations for the instructors in one or more apartments, in a residence facility, or with one or more host families

Excursions, Tours, Special Events, and Community Engagement

- Plans and coordinates program site calendar, including excursions, tours, special events, and Cultural and Community Engagement Activities, in collaboration with the Director
- Arranges for transportation and lodging for excursions

- Schedules a tour of the host city to occur shortly after the group's arrival in the host city
- Accompanies the group on local activities and out-of-town excursions (except the final excursion)

Health, Safety, and Crisis Management

- 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, students, and host families
- Finds a licensed counselor or therapist who is available to work with our students as needed and has experience helping adolescents
- Provides an onsite orientation, in collaboration with instructors, to students and host families with necessary safety and emergency instructions (e.g., earthquake protocol) shortly after arrival
- Acts as primary contact onsite during emergencies or crises and delegates tasks in response to the instructors. Helps instructors to keep the Director, ASA, and the Office well informed until the situation is resolved.

Program Cell Phones

- Works with the Finance and Logistics Coordinator to ensure that SIM cards for program cell phones are purchased and ready for use prior to group's arrival
- Prepares a list of students' and instructors' program cell phone numbers

Instructor Team Support

- Conducts initial sit-down meeting with instructors shortly after group's arrival to discuss calendar, tours, excursions, reservations, etc.
- Meets with Instructor Team on a weekly basis to become better acquainted and to discuss all facets of the program together
- Gives daily support to the Instructor Team as needed; is direct liaison for Admin Instructor and assists with problem solving and crisis management
- Supports and attends onsite events, such as Cultural and Community Engagement Activities, 4th of July celebration, and Farewell Show
- Helps the instructors foster a positive, fun, and respectful atmosphere between all parties onsite.

Recruiting and Supervising Host Families

One of the primary responsibilities of the Onsite (Housing) Coordinator is to recruit, vet, train, and supervise the host families in their communities. Host families often come into the program through existing families and by word-of-mouth, so the professional relationships and trust that onsite coordinators strive to build with these families—often over many years—form the foundations of these host communities. In turn, these communities nurture our students and make their time with IUHPFL incredibly enriching and memorable.

Where host families are concerned, onsite coordinators:

- Recruit, interview, and select host families for student placement; this includes a home visit and assessment of the local neighborhood
- Ensure that the host family submits all required paperwork in a timely fashion
- Help match students with appropriate host families, in collaboration with the Director and/or Program Coordinator
- Organize and lead 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
- Work with the host families, Onsite Student Services Coordinator, and the Director to determine the weekday curfew for students; *curfew* is the hour when students are under the care and supervision of their families, whether they are home or out and about town

- Supervise the host families during the program and manage communication with host families during conflicts involving students
- Work with Director and instructors to follow the protocol laid out in this handbook in resolving challenges between students and their hosts families
- Collaborate with 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 Onsite Coordinator(s) and Director
- Help 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.

Fostering Great Partnerships with Onsite Coordinators

One of the keys to a successful IUHPFL program is excellent communication between the Instructor Team and the onsite coordinators. Strategies to foster good communication and strong relationships with onsite coordinators include:

- Respecting the professional reputation and relationships of the onsite coordinator within the community and allowing them to guide interactions with those entities
- Getting to know them and forming a friendship with them through daily communication and frequent interactions
- Holding a weekly meeting with them that involves conversation and ongoing collaboration and support
- Treating them to a dinner during the program. The cost will be covered by the program; however, alcohol cannot be purchased with program funds under any circumstances
- Inviting them to all optional activities, which are described in this handbook, and finding ways to show them appreciation
- Seeking their advice and expertise regularly, especially where host family-student interactions are concerned and during times of crisis or emergencies.

Before Departure

A great deal of preparation and planning goes into each IUHPFL summer, and it's helpful for instructors to have an understanding of some of the inner workings of the program. This section will provide important information pertaining to the pre-departure process, some of which requires participation and input from instructors.

Student Application and Acceptance Materials

Instructors should be aware of the materials that students and their parents/guardians are required to submit for the student to participate in IUHPFL.

Student Application Materials

Student Application Materials are submitted by early December and include the following pieces:

- Student Personal Application
- Teacher Appraisals
- Parental Assessment
- Student's High School Transcript
- Writing Sample in the Target Language

Some instructors may screen student writing samples during Winter Break, thereby helping the Director and Program Coordinator to better determine which applicants are ready for an intensive language immersion experience.

Student Acceptance Materials

Around the third week of January, students receive notification of their acceptance status. Accepted students are placed in their program sites, and they and their parents/guardians then begin to submit the Student Acceptance Materials.

Instructors are not given access to all of these documents, but relevant information from these forms is condensed and provided to instructors prior to departure via a secure Google Drive.

As stated in the IUHPFL Instructor Acceptance & Appointment Agreement, instructors are to hold student information in strict confidence. Any breach of confidentiality or misuse of a student's personal information on the part of an instructor is cause for dismissal.

Student Acceptance Materials include:

- **IUHPFL Agreement & Release:** Legal document that parents/guardians and students sign, acknowledging and agreeing to the rules and policies of the program. It also gives IUHPFL permission to take photos and videos of students and to use those for marketing purposes unless a request in writing is sent to the Office by the parent/guardian.
- **IUHPFL Payment Schedule & Terms Agreement:** Parents/guardians acknowledge that they are aware of program dates, as well as the Program Fees and Airfare, and they agree to make all payments on time, according to the deadlines outlined in the Student Checklist.
- **IUHPFL General Activity Waiver:** This form asks parents/guardians to grant permission for students to participate in low-to-medium risk activities while abroad, such as bike riding, canoeing, wall climbing, and so forth. Parents/guardians can indicate activities that their students are not permitted to engage in, and such information will be shared with instructors and onsite coordinators (who will inform host families).
- **Host Family Placement Form:** This form collects information about student preferences, personality, hobbies/interests, allergies, and diet. It is used by onsite coordinators and the IUHPFL Office to match students with host families. After matches have been completed, each student's Host Family Placement Form is shared with their host family, along with the Student Letter to the Host Family.
- **Student Letter to Host Family:** Each student writes a letter their host family in the target language and includes a recent headshot. In this letter, students typically write about their families, interests and hobbies, classes, what they hope to do and learn during the program, and their goals for the future.
- **Personal Questionnaire:** This form allows each student to share with the Office more information about their family, interests, identity, concerns, and medical conditions, if they so desire. It allows the Office to better match the student with an ideal host family and to ensure that the student receives the care they need. It is not shared with anyone outside the Office, but, when necessary, relevant information is relayed to instructors, onsite coordinators, and host families in a discreet manner.
- **Statement of Medical History:** This lengthy form gives the student's up-to-date medical information and must be signed by their family doctor upon a physical exam. If the student is under the care of a mental health professional, that individual must also complete a page on the form and provide their signature. The information on this form is shared with instructors, onsite coordinators, and host families if it is necessary for the proper care of the student during the program.
- **Abbreviated Medical Card (AMC):** This form asks for the student's medications, dosages, allergies, and basic health information, which will all be provided on a small card that each student will carry at all times during the program.
- **Student Travel Agreement:** This document inquires if the student has a valid U.S. passport and, if not, when he or she will have one. It also asks if the student will need any special accommodations during the group flight.
- **Color Copy of Student's Passport**
- **Reasonable Accommodations Request (optional):** Students with special needs give more information on this form about the kind of support they will need while abroad.

- **IUHPFL Demographics Questionnaire (optional):** If they wish, parents/guardians and students can provide IUHPFL with information pertaining to their household income, ethnicity, marital status, languages spoken at home, education level, religious affiliation, and student's gender identity.
- **Financial Assistance Application (optional):** Families who have financial need are instructed on this form how to complete the online Free Application for Federal Student Aid (FAFSA) and how to submit their SAI (Student Aid Index) to the IUHPFL Office. The form also allows them to provide additional information pertaining to their financial circumstances.

Course Materials Preparation

In preparation for their teaching, IUHPFL instructors must prepare and submit course materials to the IUHPFL Office in late March/early April. More information on these courses can be found in the Program Academics section.

Instructors are asked to keep the following in mind, when creating their course materials:

- Course packets will be printed for each student, combining course materials for the modules. Each course module section will be limited to **100 pages maximum** in consideration of weight and printing costs.
- Lessons should be planned for students at Level III and higher. You can always provide support/scaffolding as needed as you get to know students.
- It is important to follow the instructions provided by the Office when formatting the course booklets.
- Instructors submit all course materials to the IUHPFL Office (via Canvas) by the deadline on the Instructor Checklist, so they can be printed in time for Student-Guardian Orientation.
- Instructors who have not taught courses to high school students previously are advised to consult with returning IUHPFL instructors to ensure that the content is appropriate and not too difficult.

CPR & First Aid Certification

On each IUHPFL Instructor Team, one instructor (preferably the Admin Instructor, when possible) is required to be CPR and First Aid certified. Prior to departure, this instructor completes the required training, either in-person or online, at the expense of the program, and submits a copy of their certificate to the IUHPFL Office.

It is the responsibility of the Admin instructor to ensure that a fully stocked first aid kit is on-hand at all times: both in the classroom facility and during outings and excursions. They should also know how to easily access local emergency numbers and be able to locate hospitals and clinics quickly, even at excursion sites.

Carry-On Suitcases and Materials for Onsite

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 a carry-on suitcase. One instructor, typically the Finance and Logistics Coordinator, travels with the carry-on suitcase to and from the host country. If this instructor is not able to pick-up or return the suitcase in a timely fashion, they may ask another instructor to do so. If the suitcase must be checked, fees might apply and will be reimbursed to the instructor who paid them once the program is over, as long as the receipt is submitted to the Office within 30 days after their IUHPFL program.

The contents of the suitcase will include, but are not limited to, the following items:

- Gifts for the onsite coordinator(s), the mayor, and possibly other local officials (typically IUHPFL t-shirts or other IU items)
- Onsite Language Test materials and Onsite Evaluation materials
- Students' Abbreviated Medical Cards (AMCs)
- Color copies of students' passports
- Insurance Cards for students and instructors
- Insurance Claim Forms

- Signed Activity Waivers for students
- Emergency Contact Cards
- Additional Handbooks and Course Materials
- Receipt booklets for use by the Finance and Logistics Coordinator
- Program phones and chargers
- IU flag for photos onsite
- First Aid Kit

Student-Guardian Orientation

The **Student-Guardian Orientation** is held in April at the Indiana Memorial Union (IMU) on the IU Bloomington campus. The Student-Guardian Orientation is mandatory for instructors, students, and at least one parent or guardian per student.

Prior to the Student-Guardian Orientation, each Instructor Team works to update/develop the site-specific section of the handbook for their program site and prepares a PowerPoint presentation for students and their parents/guardians. *Instructors are also responsible for reading and understanding the general section of the Student-Guardian Handbook prior to Orientation.*

Instructors play a critical role during Orientation, providing valuable site-specific information to students and guardians, as well as facilitating teambuilding activities for students. Students will also receive their course materials (designed by their program site instructors and printed by the IUHPFL Office) and an IUHPFL Student Handbook, all of which should be taken with them abroad.

Role of Instructors in Student-Guardian Orientation

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

- Help the Director and Office Staff welcome students and their parents/guardians
- Interact with students and guardians on a more personal level before departure
- Implement teambuilding activities for the students traveling to their site
- Explain site-specific calendars, daily schedules, excursions, cultural norms, and expectations to students and their parents/guardians via a PowerPoint presentation and in the site-specific section of the Student-Guardian Handbook that each Instructor Team creates
- Discuss with students and their parents/guardians the team's Travel Plan, which outlines the exact details and procedures for Departure Day in June and is laid out in the site-specific section of the Student-Guardian Handbook
- Introduce students to the experience of interacting with their group solely in the target language
- Take note of interactions with and between students to get a sense of them as individuals and as a group.

Student-Guardian Orientation Overview

An all-day event, the Student-Guardian Orientation begins around 9:00am for instructors and ends around 4:30pm (after clean-up of the break-out rooms). 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 Auditorium. Some instructors then go to their break-out rooms in the IMU to set up while other instructors remain near the Whittenberger Auditorium to greet students and guardians and help check them in.

Students and guardians check-in when they arrive, picking up course materials, t-shirts, and packets containing the orientation program and other paperwork.

Prior to and during check-in, everyone is invited to pastries and coffee available in a room near Whittenberger Auditorium. Instructors are encouraged to mingle with students and guardians prior to the Opening Session.

Opening Session and Welcome

The Director will lead an overview of IUHPFL and program-essential information, lasting between 60 and 90 minutes.

Program Site Breakout Sessions

After the General Session, the Instructor Teams will lead their students and parents/guardians to the breakout rooms. Program alums are invited to attend each breakout session to share their experiences with incoming students and their parents/guardians.

These sessions include:

- Introductions of the Instructor Team and program alums present
- A PowerPoint presentation about relevant site-specific information, including the Program Calendar, Daily Schedule, weekday curfew time, excursions, Cultural and Community Engagement Activities, and homestays, as well as details on currency, climate, electrical adapters, etc.
- Ideas about what to pack and what not to pack, also included in the site-specific section of the Student-Guardian Handbook
- Departure Day procedures and the Program Site Travel Plan (template provided by Office)
- Anecdotes and personal experiences from program alums
- A question-and-answer session at the end.

Lunch

Students and instructors bring a sack lunch and enjoy lunch together either in their assigned break-out room within the IMU or outside, weather permitting. Parents and guardians enjoy lunch in the IMU or out and about in Bloomington.

Afternoon Program Site Team Sessions (Students and Instructors only)

After lunch, students and instructors spend the afternoon together, engaged in various teambuilding and language immersion exercises. These activities happen in both English and the target language and typically include:

- Teambuilding and icebreaker activities to promote team identity and unity
- Games and opportunities for conversation
- Circumlocution activities
- Informal assessment of students' language proficiency levels
- Observation of students to get to know each one and to take note of students' interests and personalities, as well as any concerns they might have

At any point during the Orientation session if an instructor notices 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 has not yet been discussed with the Office, the instructors should inform the Director so that steps can be taken to address the student's needs prior to departure. Additionally, instructors are not to answer questions or take requests pertaining to student travel or host family placements. These decisions must be made by the Office.

Parents/Guardians-Only Session with Director

After lunch, parents and guardians return to Whittenberger Auditorium for a 60- to 90-minute session with the Director, covering details related to finances, health, and safety. This session also includes a panel of parents/guardians whose children have participated in the program previously.

Topics of this session include:

- How parents/guardians can help students get the most out of their IUHPFL experience
- The importance of disclosing all medical and mental health information of students
- Health and Medical Insurance provided to students during the program
- Safety while abroad
- Crisis management protocols
- Helping students with reverse culture shock (re-entry) upon returning to the U.S.

Orientation Wrap-Up

During the last 30 minutes of the day, students, parents/guardians, and instructors will once again join the Director in Whittenberger Auditorium for any remaining questions and a wrap-up of Orientation.

U.S. Departure & Arrival in Host Country

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 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.
- Check out the website for the Centers for Disease Control and Prevention (<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.
- Research what June-July weather is generally like in the host city/country and pack accordingly.

Airport Check-In Procedures

All instructors should be familiar with airport check-in procedures for groups, as each will travel to and from the host country with students. On Departure Day in June, it is imperative that instructors arrive at the airport prior to students and their parents/guardians and that they be ready to greet everyone and help students to check in.

Specifically, instructors will:

- Arrive early and check in with airline personnel at the counter to let them know the number of students and instructors that will be traveling.
- Greet students and parents/guardians as they arrive, making sure that parents/guardians stay through the check-in process and pay for luggage fees as needed.
- Take attendance as students arrive, and call students who are running behind. Cell numbers of all students and their parents/guardians will be provided.
- 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.

- Remind students to keep their passports, boarding passes, and baggage claim tickets in their backpacks (carry-on luggage) for easy access.
- Proceed through security together, if possible, or communicate where everyone is to meet on the other side.

At the gate:

- Take roll call once all students and instructors have arrived at the gate.
- Try to get a group photo at the airport for the Program Site Blog!
- 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.
- Ensure students have the addresses of their host families, so they can include this information on their landing cards for Customs & Immigration (if relevant).

Landing in the Host Country:

- Remind students in the target language that the Language Commitment takes effect as soon as the plane lands!
- Announce to the students *before* they deplane that they must have their passports ready for passport control.
- 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 and the group stays together.
- Obtain luggage carts to help transport luggage out of the airport to the bus.
- Make contact with the onsite coordinator to let them know the group has landed and (if necessary) to know where to locate the bus.
- 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. These meals must be paid for by students; they will be told to anticipate this cost at Orientation.
- Once students, instructors, and luggage are all on the bus, instructors should take roll call and verify that all students, luggage, and passports are accounted for; then the team departs for the program site.
- Although students and instructors alike are likely to be tired, some important things must take place before students are released to their host families in the host city. The bus ride to the program site is typically a good opportunity for these actions and important communication to take place. These include:
 - Collection of student passports
 - Distribution of student insurance cards, abbreviated medical cards (AMCs), emergency contact cards
 - Distribution of magnetic pouches and overseeing students powering down and locking their personal cell phones
 - Reminder of schedule for first few days, pep talk and preparation for meeting host families.
- The Finance and Logistics Coordinator calls the Onsite Coordinator to let them know that the team has departed for the program site and gives a rough estimate of time of arrival in the host city. The Finance and Logistics Coordinator also contacts the Director when the group arrives in the host city, so that parents and guardians in the U.S. can be informed via email of the group's safe arrival. If possible, this instructor posts an update in the Remind group so that U.S. parents are also informed directly.

Meeting Host Families

Upon arrival in the host city, the Onsite Coordinator(s) and host families will meet the group and be introduced. Depending on the time of arrival in the host city, students may shortly leave to return home with their host families or there may be a small gathering or even time for an orientation on-site. Instructors and Onsite Coordinators should

coordinate the details of this initial meeting prior to the program to come to a shared understanding of the goals, purpose, and expectations of these first few hours on site. Before students depart, instructors must collect student passports, ensure students have working program phones (and that instructors have their numbers), ensure students' personal cell phones are locked in magnetic pouches that remain in the students' possession, and ensure that everyone knows when and where the group will meet next.

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 Coordinators to be as organized as possible.

Initial Onsite Meeting between Instructors and Onsite Coordinator(s)

It's essential for the Instructor Team and the Onsite Coordinators to have a meeting soon after arrival, so they can set the tone for how they will work together during the program and discuss several topics, which should include:

- Plans for the onsite orientation
- Program calendar, including excursions, ideas for optional activities (which can include host families), community and cultural engagement activities, the Farewell Show, and other special events
- Confirmation of arrangements made with the classroom facility:
 - What classrooms are available for morning and afternoon
 - Expectations for cleaning and maintaining the classrooms
 - Equipment that can be used for the classrooms, if any, such as computers, overhead projectors, TVs, and/or DVD/CD players
 - Supplies available for use
 - Access to photocopiers and restroom facilities
- Getting access to materials from the previous year that were stored onsite (if any)
- How students will arrive to class every day: how many will walk, take public transportation, or be dropped off by an adult, etc.
- Confirmation of reservations that have already been made by the Onsite Coordinator(s).

Onsite Orientation

An onsite orientation must take place soon after the group's arrival. This session is organized and facilitated by the Onsite Student Services Coordinator in collaboration with the Onsite Housing Coordinator and program instructors. Attendance is mandatory for all students, and host families should also attend. Light snacks or refreshments can be provided, organized by the Onsite Student Services Coordinator.

The following matters are addressed during the Onsite Orientation:

- The onsite coordinator(s) and instructors introduce themselves and describe their respective roles
- The onsite coordinator(s) and instructors cover topics including:
 - Making local calls and texts, important phone numbers (students receive a list of program cell numbers of their peers, instructors, and the onsite coordinator; students are instructed to add host family's cell phone numbers to their contact list too)
 - Students and host families are reminded that students can make local calls and text messages liberally from their program phones and that students are not to make international calls or have

video chats with friends or family back home except in cases of emergency and with permission from the instructors

- Health and safety information (what to do if you get sick, in an emergency, important local information re: weather, safety, transportation and traffic, etc.); what students should carry with them: insurance card, color copy of passport, emergency contact card, AMC
- Onsite coordinators ensure that everyone is aware of quality hospitals and clinics in the host city, ideally where students are likely to receive excellent care at a low or reasonable cost.
 - Students and host families should also be reminded that any medical expenses must be paid by the student and their U.S. family exclusively. Neither the program nor Host families are permitted to pay or promise to pay student's health or medical care.
 - Health and Medical Insurance through GeoBlue is provided to every student (and instructor) during the program.
 - 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. Otherwise, students and their guardians will pay all costs upfront and submit a claim form to the insurance provider for reimbursement.
- Information about the city, getting around town (bus passes and city maps also distributed)
- Money and budgeting
- Reminders of Honor Code including:
 - 8 Core Values
 - Language Commitment
 - Rule of three and curfew (the hour when students need to be with their host families, either at home or around town)
 - 1 hour of Internet time per week (to be taken at the school)
 - Additionally, it is stressed that students are expected to spend a majority of their weeknight and weekend hours with their host families. It is fine if the families of two or more students wish to spend time together, but the idea is for students to be in the company of their host families.
- Daily schedule, program calendar, information about classes and program academics
- Information about living with a host family
- Navigating cultural differences
- Host families are present so that all program participants (students, instructors, host families, and onsite coordinators) come together to get acquainted, reaffirm program expectations, and address any questions that families or students might have.
- If desired, students can be divided into their Support & Success Groups, so they can become better acquainted with their peers and know which instructor will lead their specific group.
- When planning what material to cover at this event, it's good to keep in mind that Onsite Coordinators have already held a pre-program orientation for host families in April or May, so host families are already familiar with various aspects of the program. This orientation session allows for a *review* of important information for both host families and students, and importantly for students, in the target language.

Other Activities to Orient Students

Instructors play an essential role in helping students acclimate to their surroundings during the first several days of the program. Common activities and outings are:

- Take a historical tour of the city (organized by the Onsite Coordinator)
- Visit the center of town
- Get to know the public transportation system(s)
- Visit banks that have lower ATM fees
- Go to popular locations for dining and shopping
- Show classrooms to students and, if applicable, introduce students and instructors to school personnel
- Explain lunch procedures, and show students where their lunchtime will take place
- 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 for Students and Instructors

During the program, IUHPFL will provide most meals (breakfast, lunch, and dinner) to students and instructors. Students will be responsible for purchasing 3 to 5 of their own meals throughout the program, typically at airports and during the final excursion. Students will also be responsible for any meals and snacks they wish to have beyond what their host families and the program are already providing.

The Meal Calendar for each program site will be available to instructors on Google Drive prior to departure and will clearly show which meals the program will organize and provide each day and which ones instructors will need to purchase on their own with their Travel Advances.

Weekday Lunches

Lunches during the week may vary from site to site. At most sites, host families provide a sack lunch for their students. At some sites, students may eat in a cafeteria at the school.

Instructors need to supervise students during lunch and make sure students are aware of the expectations and rules of the facility where lunch will take occur.

Lunchtime and/or snack time can provide students with further opportunities to get to know those who are not in their morning classes. Instructors might want to invent strategies to help students mingle with one another and make new friends during lunchtime.

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. Instructors' presence can also help reinforce the Language Commitment during these more relaxed periods. In any event, instructors should always be present.

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. Onsite Coordinators will convey the information to host families, and the Onsite Coordinator and Admin Instructor will ensure that cafeteria or restaurant staff who prepare students' lunches (e.g., on excursion) are informed. Students should also be taught the vocabulary necessary to convey this information to their host families, food vendors, and others.

All instructors need to be aware of the students' food allergies and remind those who use Epi-Pens to carry one with them at all times.

Birthdays

A list of students who will celebrate birthdays during the program will be on Google Drive. Instructors should plan one (combined) small celebration for all birthday students. The Finance and Logistics Coordinator can purchase a card for

each birthday student and a treat for the group. The program site budget will specify how much can be spent toward birthdays total.

Birthdays and Parents/Guardians

U.S. parents and guardians sometimes request that their students receive some form of special gift or celebration for their birthdays, but IUHPFL insists that all students with birthdays be treated equally. Parents and guardians 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—so costly that some students have not been able to cover them in the past and host families have paid them instead. This is not an acceptable practice, and the Director should be informed if this happens.

It is also not permissible for students to speak with their parents/guardians (or other family and friends) via phone or video chat on their birthdays. As harsh as this might sound, if one student is allowed to talk with loved ones back home for a non-emergency reason, then other students will want the same exception. Students can certainly take their full hour of internet time for the week on their birthdays, if they wish to type messages back and forth with friends and family in the U.S.

Program Academics and Related Components

Creating a Positive Learning Environment

As with teaching in other settings, it is important for IUHPFL instructors to create a positive and consistent environment for students. Managing difficult behaviors and situations starts with building relationships with students. Being authentic, warm, and open helps to create trusting connections in the group. Additionally, instructors should have high expectations of all students. Laying out these expectations early on in the program will give students a sense of structure and security. Finally, consequences should be consistent. All instructors fairly applying the rules to all students will help keep the team cohesive and more willing to comply with expectations.

Onsite Student Language Testing

The IUHPFL Language Test is administered once within the first few days of the program and again at the end of the program, shortly before the group's departure from the host city, thereby measuring students' progress with the target language. The Instructor Team should meet beforehand, under the direction of the Finance and Logistics Coordinator, to prepare the test components (which are transported to the program site in the carry-on suitcase) and decide which instructor will administer which component, etc.

All instructors are asked to keep the following in mind pertaining to language testing:

- Emphasize to students that language test scores are just one measure of their progress during the program.
- The test components include the student version of the test, instructions for administering the test, and listening comprehension scripts. All of these will be taken to the program site in the carry-on suitcase.
- The test itself has three parts: Grammar, Reading Comprehension, and Listening Comprehension.
- Typically, instructors read aloud to students the scripts for the Listening Comprehension portion of the test.
- Instructors are asked to consult the testing instructions very carefully to ensure that they understand how to correctly administer the test.
- Categorical and overall scores are recorded on students' Final Student Evaluations, which are sent to students, after the program.

Language Proficiency Groups

Students are initially placed in Proficiency Groups based on their writing samples during the application process and observation by instructors of their comprehension and speaking abilities in the target language during the Student-

Guardian Orientation in April. Adjustments can be made after the first onsite language test and/or first few days of the program or even later in the program, if deemed in the best interest of the student. A student might be moved from a lower to a higher proficiency group, 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 beneficial to the students.

Instructors should choose names for these levels/groups that reflect the local culture or history or they can use colors, such as those that appear on the host country's flag (e.g., Red Group or White Group) rather than names that indicate level differences. We strive to help all participants embrace the range of language levels and abilities present in the group. The emphasis is on personal and academic growth, goal setting and follow-up. We want students to see how important their encouragement 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 mutual support.

Varying Pace and Content Across Proficiency Groups

Given that the students across and within each proficiency group will have been exposed to different aspects of the 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.

Courses

At each IUHPFL program site, 2 primary academic course modules are taught to students. Each of these courses will meet daily for 75 minutes per session:

- **Language** (subsuming what was previously taught as two separate courses: Grammar and Linguistics). In this class, students can expect to:
 - Review, cover, and be introduced to grammar topics with an eye for advancing students' current understanding, precision, and application of the language
 - Build vocabulary and connect grammar to language use and communication by facilitating practice of grammatical structures in "real-world" contexts
 - Be introduced to the field of linguistics and beginning linguistic terminology
 - Explore linguistic topics that will aid students' pronunciation, use, and understanding of the language
 - Connect with the culture/history of the host country through linguistics by learning about, for example, sociolinguistic topics, different language varieties and/or dialectal features, etc.
- **Culture** (subsuming what was previously taught as two separate courses: Literature and Culture). In this class, students can expect to:
 - Be introduced to literature and literary analysis in the target language
 - Connect with the culture/history of the host country through literature
 - Learn about relevant host country history, especially as it relates to program activities, host city, excursions, or other course content
 - Explore cultural practices and social norms that students may be encountering
 - Practice speaking and writing in a variety of genres, registers

A third "mini-module" will be a Community Engagement course module. This course will typically be taught by the Admin Instructor and will meet only two times per week for a shorter period of time (45 minutes). The primary purpose of this course is to more directly connect students' classroom experience to what they are doing with the program outside of the classroom. Specifically, in this class, the instructor should:

- Provide students with relevant history or background information so that students know the cultural importance of a particular excursion site or the role a particular partner organization plays in the community
- Prepare students linguistically and logistically for their upcoming excursions by discussing relevant social or cultural information or norms that may be pertinent to an experience and reviewing useful vocabulary or phrases. When possible, an itinerary or other logistical information should be shared with students so they know what to expect
- Debrief with students following excursions and cultural and community engagement activities, offering students opportunities for reflection

Homework

Instructors should work as a team to establish a system of assigning homework, so as not to overwhelm students and host families. 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.

Please follow these guidelines:

- Students should generally have no more than one hour of homework per night for all of their classes combined.
- Similarly, for weekends, only light homework should be given, as weekends are reserved for family time and an occasional special event.
- 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.
- Homework assignments ***should not involve computer time***, as this is detrimental to their ability to abide by the Language Commitment.

Academic Assessment

During an experience as intensive and challenging as IUHPFL, it's important for students to receive consistent and encouraging feedback from their instructors, so they can see how much they're progressing, ways they can improve, and what grades they might expect to receive on their IUHPFL Final Student Evaluation.

It is important for instructors to keep in mind that the **DESIRED OUTCOMES** of IUHPFL for its students are:

- Greatly improved language proficiency
- Desire to continue studying the language and culture
- Ability to see commonalities between diverse people
- Self-confidence and independence
- Stronger interpersonal skills
- Strategies for problem solving
- Creative thinking and expression
- Positive relationships with peers, host families, and instructors
- Seeing themselves as global citizens

When assessing and grading a student's academic performance during the program, please keep the following in mind:

- 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 assess students' performance in their course module(s). These assessments will contribute to the final evaluation and assignation of a program course grade.
- Students receive a *qualitative assessment* for Cultural and Community Engagement/Afternoon Activities rather than a letter grade.
- It will be beneficial for instructors to coordinate with each other when certain projects, papers, presentations, tests, or quizzes will be assigned/given in their courses so as to not overwhelm students.
- 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.

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, instructors should give a brief overview of their class and clearly establish course objectives. ***Instructors are expected to be role models for students, and this includes starting every class day on time.***

A Typical Weekday Onsite

The Daily Schedule varies based on the cultural norms of each site. In some sites, the class day begins at 8 am, while at others it begins at 9 am.

The primary academic course modules should last for 75 minutes each and cover the two primary IUHPFL subject areas – Language and Culture. These subjects are typically taught in the morning, followed by flex time (45 min either of Community Engagement module [2x per week], Internet time on personal cell phones [2x per week], Support and Success groups, or study time), lunch, and then Afternoon Activities.

Support & Success Groups can be scheduled for the morning or afternoon, depending on the preference of the Instructor Team. It is recommended that these sessions last 20-30 minutes, depending on the number of students in each group, in order to give students time to settle in and feel comfortable sharing what is on their minds. *See the section of this handbook titled "Support & Success Groups" for more information.*

When the day's activities are finished, students have two or three hours of free time before they are to meet up with at least one member of their host family at home or about town. This hour is what we refer to as "curfew", and it is the time of day when host parents become primarily responsible for the care of the students.

During instructor training sessions, instructor teams will have the opportunity to see how prior teams managed their Daily Schedules and then design their team's Daily Schedules.

Attendance

The Admin Instructor takes attendance at the beginning of every day. If a student is absent, the Admin Instructor should immediately call the student's cell phone and/or 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 first thing in the morning or during lunchtime. 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. Instructors often take turns relaying Daily Announcements to the students.

Afternoon Activities

Each day, after classes, students and instructors participate in some type of afternoon activity. Several days per week, this will be an activity at or nearby the school location and may consist of preparation of the Program Site Magazine or

Farewell Show. Other days, the group may participate in sports or other physical activity. At least once per week, the afternoon (or, if necessary, another time of day) will be dedicated to a Cultural/Community Engagement Activity whereby students interact with local experts at their school (e.g., dance lessons, cooking class), go out into the community to visit a local site of interest (e.g., visit to local museum), or collaborate with a local organization or group (e.g., visit to retirement community, art project with local high school students).

When preparing for 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 form and deepen friendships. Therefore, instructors are to prepare for these activities carefully and deliberately and are encouraged to participate and have fun with the students.

General Guidelines for Afternoon Activities:

- Afternoon Activities should last approximately 1.5 – 2 hours per day (Monday through Friday).
- Activities are to be fun and student-centered, allowing students to direct, choreograph and generally share leadership roles and responsibilities for making the activities a success.
- Choir, dance, and theater performances often become the major acts of the Farewell Show for host families at the end of the program. Rehearsals during the afternoons are common and often necessary.
- To make Afternoon Activities as enjoyable as possible, instructors are asked to be flexible and introduce games or special activities to break up the monotony of repeating songs or rehearsing plays when necessary.

Theater

Options for plays and skits can be selected by instructors during the spring in order to be able to present them to students shortly after arrival at the program site as options for the farewell show. These pieces should be entertaining, lively, and easy for students and host families to follow.

Improvisational activities and icebreakers can also be prepared to help students warm up before each theater session and rehearsal. Some students will have experience being on stage, while others will feel awkward, so finding ways to break the ice and help everyone have fun is essential. The more the students have a voice in which plays or skits they present, the more likely they are to enjoy them.

Choir/Music

IUHPFL students are often musically gifted and sing or play a musical instrument and will enjoy not only participating in a choir or music session, but also helping to lead and teach their peers. Some students bring their (smaller) instruments with them, while others rent instruments onsite. It's common for students to play their instruments for host families during the Farewell Show.

Dance

Some instructors have dance experience and like to offer instruction to students, especially in Latin dances or traditional folk dances. However, it's not necessary for instructors to be professional or even experienced dancers. There are often one or two students within a cohort who dance, and they can teach choreography to their peers, allowing the instructor to facilitate and supervise a dance class rather than lead it. One approach is to have the students in the dance class watch the music video of a song that's popular in the host culture and to either copy the dance choreography in the video or make up their own.

At some sites, professional dance instructors have been hired to teach classes to students and instructors, and such arrangements might be available.

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 hiking, swimming, yoga, etc., should be planned.

Student Journals

Students should be encouraged to keep a journal in the target language as part of their personal growth experience. Instructors might also consider assigning homework activities that involve journaling and reflection, as well as ways that students might preserve these reflections, perhaps as entries in the Program Site Magazine.

Program Evaluations & Surveys

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 in Google Drive.

Through these various evaluations and surveys, instructors, students, host families, and parents/guardians are all invited to express their opinions regarding various aspects of the program.

- **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.
- **Student Self-Evaluation** offers students an important opportunity 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.
- **Host Family Survey of IUHPFL** is distributed electronically to host families by the Onsite Housing Coordinator at the end of the program. It allows host families to evaluate their experience with the program and their student(s) and provide feedback.
- **Final Student Evaluation (FSE)** is completed by program instructors and summarizes the students' overall performance in the program and encourages them to pursue future study in the language.
- **Student Exit Survey** is completed online by students after the program and provides them an opportunity to evaluate all facets of their summer experience: Instructors, courses, materials, excursions, host families, and so on. Students must complete this survey before they can receive the IUHPFL Diploma.
- **Post-program Instructor Survey** is completed online by instructors after the program and gives instructors an opportunity to evaluate all aspects of the program and encourages them to share their comments and ideas for improvement.

More about the Final Student Evaluation

Working collaboratively, instructors complete each student's Final Student Evaluation (FSE). must be submitted by the deadline on the Instructor Checklist (typically 1-1.5 weeks after the end of the program). The purpose of the FSE is to summarize the students' overall performance in the program and to give them encouragement toward future study in the language. FSEs include a course grade, language test scores, evaluations of adherence to the Honor Code, and participation in Afternoon Activities and Cultural and Community Engagement. The FSE is then mailed to students via USPS; acknowledgement of their recognition is also emailed to the student, their parents/guardians, and the world language teachers who recommended the student to IUHPFL. Instructors should give careful attention to the completion of the FSE, as it is a reflection on their teaching and the quality of IUHPFL overall.

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.

IUHPFL Diplomas, Awards and Certificates

IUHPFL participants will typically receive one of three recognitions:

- IUHPFL CERTIFICATE OF PARTICIPATION: Any student who participates to the best of their ability but must leave the program due to circumstances beyond their control will receive the Certificate of Participation.
- THE IUHPFL DIPLOMA is awarded to students who complete all coursework and participate during the entire program.
- THE IUHPFL DIPLOMA WITH HONORS is granted to students who complete the program *and also*:
 - Achieve a grade of B+ or higher in coursework;
 - Adhere to the IUHPFL Honor Code throughout the program; and
 - Act as an ambassador for IUHPFL's 8 core values in actions and words during the program.

It's important to keep in mind that the Honors designation is designed 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 Diploma with Honors. It must be earned and deserved. If all students were to genuinely earn the award, it would be a very successful summer indeed, but understandably, that is unlikely. The best we can do for students is to facilitate and encourage their success and to evaluate each student fairly and accurately, highlighting the positive as much as possible and giving constructive feedback as needed.

After students complete their post-program Student Exit Survey, the IUHPFL Diploma or Certificate of Participation is mailed to them. ***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.***

Program Site Magazines

Each program site will produce a magazine during the program. These magazines are an ongoing activity that culminates in a sort of scrapbook, which is printed and distributed to students, onsite coordinators, instructors, and host families at the Farewell Show. Several examples from past programs are available in the IUHPFL Office for instructors to view.

- Although the Comm and PR Coordinator is the person who leads this effort, compiling the final version of the magazine and having it printed for distribution at the Farewell Show, all instructors help to create the magazine and give students ideas for its contents. Be sure to discuss and plan what each instructor will do toward the completion of this project!
- Content can be typed, handwritten, or drawn and can include:
 - Photos and bios of the students and instructors
 - Stories, poems, recipes, letters, drawings, photos, etc.
 - Letters of thanks to host families
 - Photos and descriptions of excursions
 - Songs and poems the group learned together
 - Recipes students learned from their host families
 - Current events that happened during the program
 - Fashion trends that were popular in the host culture
 - Where each student plans to be living and what they plan to be doing 5 years in the future, 10 years in the future, etc.

- What else? Be creative!
- All writing should be done in good taste; 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.
- Once the final draft is completed, the Comm and PR Coordinator organizes it and takes it to be printed.

The magazine is then distributed as follows:

- Black-and-white or color (if not too costly) printed copies to students, instructors, onsite coordinators, and host families at the Farewell Show; students may want their peers, instructors, and host families to sign their magazines.
- A hard copy should also be printed for the Office and returned in the carry-on suitcase by the Comm and PR Coordinator.
- A digital copy is also provided to the Office via email or Google Drive by the Comm and PR Coordinator.

Cultural and Community Engagement Activities

At least once a week, students should have the opportunity to participate in some type of cultural or community engagement activity, typically pre-arranged and facilitated by the Onsite Student Services Coordinator. The purpose of these activities is to connect students to the local culture and community and to provide opportunities for students to use their language skills in different contexts and with different interlocutors. Instructors are expected to participate actively in and lead these activities in coordination with the onsite coordinator and local invited experts or guests.

Examples of Community and Cultural Engagement can include:

- Visits to local historical/cultural sites
- Visiting senior citizen residences
- Cleaning up neighborhoods and beaches
- Doing art projects with local teens or elementary students
- Folk dancing with local residents or taking a weekly dance class
- Lectures from local experts on historical sites or other relevant topics
- Visits to the Mayor's Office
- Cooking lesson
- Collaboration with local service organization
- Being interviewed on a local radio station

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 an important occasion for the program and, as a formal event, students should be instructed to dress well and reminded that they are representing IUHPFL, their schools, and their country.

Instructors or the Onsite Student Services Coordinator need to prepare students for the visit, explaining that it is the city's formal welcome to the program participants.

For the event, the Comm and PR Coordinator and student volunteers may wish to prepare brief remarks (e.g., describing their time in the city, thanking city officials, the onsite coordinators, host families, and other community partners for their support).

A gift, typically IU memorabilia, is presented to the mayor. The IUHPFL Office will include the gifts in the carry-on suitcase that travels with the group to the host country.

The Comm and PR Coordinator should call and invite newspapers to these official visits and send any newspaper articles, etc. back to the Office. These can also be included in the program site blog for friends and family in the U.S. to see and possibly read during the program.

Excursions and Optional Activities

Each program site offers planned excursions, which are included in the students' program fees. Sites may also offer optional activities, which are paid for by the students.

Planned Excursions

Planned excursions can last one or more days. They are planned in detail prior to the program by the IUHPFL Office and Academic Studies Abroad with input from instructors as needed.

Points to keep in mind regarding planned excursions:

- Students and host families need to understand that planned excursions are an integral part of the program (and are paid for by students' Program Fees) and that other activities cannot interfere or overlap with them.
- Host families are not allowed to accompany the team on planned excursions.
- Onsite Student Services Coordinators are expected to co-lead the day-trip excursions alongside instructors.
- Instructors, particularly the Community Engagement Instructor, should cover the history and the importance of the excursion sites prior to departure, so students understand their significance. Debriefing and reflection on excursions can and should also occur in the Community Engagement module upon return from an excursion when possible.
- Instructors are not allowed to cancel a planned excursion or to exclude a student from participating as a means of punishment. Only when students might harm themselves or others can they be excluded from a planned excursion.

Before the Planned Excursion

- Upon arrival in the host country, the Finance and Logistics Coordinator communicates with the Onsite Student Services Coordinator to confirm that excursion details have been finalized and/or which ones still need to be confirmed.
- Instructors should go over the excursion itinerary during group announcements or, if desired, during the Community Engagement module.
- The Community Engagement Instructor should discuss the significance of the sites and attractions the students will visit during their class time. 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.
- Approximately one week prior to the excursion, the Comm and PR Coordinator will send details to the host families regarding what students need to pack, how lunches will be handled, etc. (The Program Calendar is discussed during the Onsite Orientation at the beginning of the program, so they are already aware that the excursion is happening.)
- The Instructor Team should discuss at their daily meeting how they will divide up tasks and students during the excursion.
- The Admin Instructor must pack the Program Site Folder, which includes insurance claim forms, copies of students' passports, Abbreviated Medical Cards, and insurance cards, as well as other important documents.
- A well-stocked first aid kit will be carried by the Admin Instructor.

During the Planned Excursion

Students should:

- 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
- Pack appropriate items: towel, swimsuit, bug spray, sunscreen, hat, rain jacket, water bottle etc.
- Know which meals the program will cover and what they will have to pay for themselves
- Arrive on time at the specific meeting points and never separate themselves from their group or wander off alone (The Rule of Three always applies)
- Abide by the IUHPFL Honor Code at all times
- Stay with their instructors or, with permission, in groups of three or more students and within specific perimeters (within a museum, shopping area, etc.) with a designated time for everyone to meet up again
- Make sure their host parents know departure and return times (when applicable) and where to meet up with the group.

Instructors should:

- Accompany students or be nearby at all times. Students are not to wander cities without instructors, even in small groups. Within a specific building, shopping area, etc., students can explore in groups of three 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., so students have a sense of where they will be going.
- Explain how the public transportation system in an excursion city works and discuss what to do if one or more students should get separated from the team.
- 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.
- Check in on students in their hotel/hostel rooms during around lights out time to confirm adherence to the Honor Code.
- Remember that students can never be left alone in the hotel/hostel during excursions. If a student is ill and must remain at the hotel/hostel, for example, one instructor must stay with them.
- Keep in mind that instructors do not get personal time during excursions and must be ready to supervise at all times.

Optional Activities

Optional activities can be chosen by the Instructor Team (sometimes in collaboration with the Onsite Student Services Coordinator). These outings are *not* included in the student Program Fees and should therefore be local and very affordable (no more than an equivalent of \$25 USD), since students will have to spend their own money to participate. Examples might be visiting a museum, going to the movies, seeing a concert in the park, going for ice cream, visiting a nearby beach or community pool, etc., and their purpose is to encourage group bonding and unity.

Students can choose not to participate in these activities, which are scheduled during weeknights or weekends, and to spend time with their host families instead.

Host families and onsite coordinators are welcome to participate in optional activities and can be invited by the instructors. IUHPFL will pay for instructors to participate in these activities, but host families (as well as students), must cover their own costs. The Finance and Logistics Coordinator keeps and submits all receipts from instructors.

IUHPFL cannot provide transportation for optional activities; therefore, students must be able to walk, have their host families drive them, or take low-cost public transportation with their instructors and peers.

Host Families

Homestays are a key aspect of the IUHPFL experience for every participant. Therefore, it is essential that students and instructors form positive relationships with the host families and that these relationships be nurtured and strengthened throughout the program.

Host Family Orientations & Meetings

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

- A pre-program orientation is conducted by the Onsite Housing Coordinator in April or May, during which the families learn about program policies and procedures and, if available, receive information pertaining to the students they will be hosting.
- During the first two days of the program, onsite coordinators and instructors lead an Onsite Orientation for students and host families, which is described in more detail in this handbook under “Settling into the Program”.

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 Comm and PR Coordinator 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.

In the event that a host parent wishes to discuss a more serious concern with an instructor, it is essential that the Onsite Student Services Coordinator be informed and included in the conversation as soon as possible. It is the role of the onsite coordinators to supervise and support the host families. If host parents wish to talk about their stipends from IUHPFL or program policies, instructors should immediately refer them to the Onsite Housing Coordinator. It is not the responsibility of the instructors to resolve payment or policy issues between host families and the program.

Curfew

The IUHPFL Office works with onsite staff 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 6:30 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 is 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.

Instructors must include the curfew time in the Daily Schedule for each program site, emphasize it in the site-specific section of the Student-Guardian Handbook, and reiterate it during the onsite orientations with students and host families.

What Students Should Expect from Host Families

First and foremost, students need to be reminded prior to departure that host families come in all shapes and sizes. Some host parents will be young, some older. Some might be single or widowed, while others will be married. Some families might live on the outskirts of town, while others live in the city center. Some parents will work from home, while others will go to an office.

Although host families and the accommodations they can offer students might vary greatly, students should be encouraged to remember that what really matters is the connection and positive experiences they share with their families. As long as their needs are met and they are treated with kindness by their families, students are typically very happy with their placements.

Specifically, students should expect the following, at minimum, from their hosts. If the following criteria are not met by the host family, the student is encouraged to speak with their instructors immediately in order to determine if a host family change is necessary:

- Respect for the IUHPFL Honor Code by all members of the host family and guests in their home
- Accuracy of information provided by the host family on the Host Family Information Form regarding accommodations, family members living in the home, pets, smoking, etc.
- Safety in the presence of all family members and guests in their home
- Privacy while dressing and bathing
- A separate bed on which to sleep
- A private bedroom OR a room shared with a host sibling of the same gender and approximate age or with an IUHPFL roommate of the same gender
- Cleanliness in the home within reasonable standards
- Ample and nutritious meals and snacks
- Eating with family members as often as possible
- Feeling welcome and included; having companionship
- Treated with kindness, patience, and encouragement by all family members and guests in their home

Instructors will have various opportunities and means to determine whether students are happy with their host families (e.g., Support & Success Groups, Student Assessment of the Host Family, one-on-one conversations, etc.). If it becomes clear that a student is having issues with their host family, the Admin Instructor will work with fellow instructors, the Onsite Coordinators, and in serious cases, the Director to quickly and tactfully assess the situation and take appropriate steps to support the student.

While host parents should be aware of their student's health conditions and medications, they are not responsible for administering medications or making adjustments to dosages, and so forth. If a change needs to be made to a student's medication during the program, a note from their doctor must be acquired by the parents/guardians and sent to the Office, explaining the changes. The Office will then forward the note on to the Admin Instructor for the student to take to the pharmacy. The Office will work with the parents/guardians through this process, so it's important for instructors to inform the Office of these kinds of situations.

Making the Most of the Host Family Experience

Homestays are a major highlight of the program, and in order to make the most of any host family experience, IUHPFL reminds its students to follow these guidelines:

- Always be respectful and kind.
- Communicate your needs and express your likes and dislikes in a polite way.
- Have a positive and optimistic attitude.
- Express appreciation often.
- Inquire about expectations and help with chores.
- Keep your personal space clean.
- Be willing to try new foods.

- Participate in the family's activities and share your interests with them.
- 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 reiterating program expectations and policies to host families and students
- Organizing fun events that bring everyone together (e.g., 4th of July celebration, optional activities, etc.)
- Demonstrating to students how to embrace the host culture and overcome challenges
- Developing strong ties with host families and onsite coordinators themselves.

Visiting Host Families after the Program

It is not uncommon for IUHPFL alumni to make return trips to their program sites to visit their host families. However, when these trips occur during the current program dates, they can be problematic and are strongly discouraged.

It is important to keep in mind that:

- Host families cannot host other students in their homes while they are hosting current program participants, not even our own alumni; the Host Family Agreement, which all host families must sign, makes this rule clear.
- 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 reduced accordingly, and they might owe a refund to the program.
- It is acceptable 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 should be sensitive to the needs and feelings of the current IUHPFL student and ensure that the visit has no negative impact on them—linguistically, emotionally, or otherwise.
- If it becomes known that a family is hosting a student who is not a current participant, the onsite coordinators, and Director should be informed right away.

Resolving Host Family Challenges

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 their host family. Therefore, except in cases where the student is at risk or being neglected, IUHPFL strongly encourages students to be patient with themselves and their host families in resolving their differences and getting to know one another.

While most host family experiences are positive and develop into longstanding friendships, incompatibilities between a student and their 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

Challenges between students and their host families are not uncommon, but the key to successfully overcoming them lies in good communication between all parties. The various meetings, onsite events, and weekly correspondences and reports, as outlined in this handbook, are all designed to keep lines of communication open between students, instructors, onsite coordinators, host parents, and the IUHPFL Office.

When a student experiences challenges with their host family, they must follow the protocol outlined below:

- First, the student is encouraged to discuss minor issues with the host family on their own before having instructors and the onsite coordinator(s) involved. In most cases, the host family will appreciate the student's honesty and

attempt to resolve the matter quickly. If the student doesn't feel comfortable speaking with the family on their own, the Onsite Student Services Coordinator and Admin Instructor should facilitate communication and possibly go together to speak with the host family on the student's behalf.

- If the first step doesn't produce change, the student can work with the Admin Instructor and Onsite Student Services Coordinator to provide additional information about the ongoing issues, outline what measures have already been taken to improve the situation, and determine what course of action should be taken next.
- During this information-gathering phase, it might be necessary for the onsite coordinator(s) and one or two instructors to visit the host family home to properly assess and address the situation.
- The instructors and onsite coordinators should encourage the student and the host family to do activities together that they would all enjoy. Help them brainstorm ways to work past their differences and strengthen their relationship.
- If the previous steps do not resolve the situation, a host family change might be necessary. However, as long as the student is receiving good care and is not at risk physically or emotionally, changing host families should be the last option on the table.

Instructors should keep in mind that they are the students' advocates during the program and are trusted to always have their best interest at heart. That doesn't necessarily mean giving students precisely what they want when they want it; it means taking time to determine the course of action that will be most beneficial for a student's safety, personal growth, and success in the program. When it comes to issues with host families, instructors must discern in collaboration with the onsite coordinators and Director whether it would be better for a student to work through those challenges or to change families.

If a host parent wishes to speak with an instructor about a serious or ongoing issue involving the student staying in their home, a meeting should be scheduled that includes the Admin Instructor and onsite coordinators.

Any situation where a student's emotional or physical well-being is at risk requires that instructors and onsite coordinators take immediate steps to protect the student from harm. The Director must be involved in these cases, and an immediate change of host families might be merited.

Host Family Changes

When incompatibilities and miscommunications between students and their host families persist, despite attempts to resolve them, the option of changing host families should be explored.

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

- Student's physical health or well-being is in jeopardy
- Failure on the part of the family to provide healthy meals, privacy, adequate sleeping arrangements or to meet other minimum expectations of host families, as outlined in this section
- Host family's failure to abide by Host Family Agreement or to respect the IUHPFL Honor Code
- 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 host family
- Negative, inappropriate, 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

Any situation involving host families must involve consultation with the onsite coordinators and should be reported to the IUHPFL Office (even when minor).

Onsite Coordinator and Instructor Responsibilities during a Host Family Change:

- After instructors, onsite coordinators, and Director have agreed that a change in families is necessary, the Onsite Housing Coordinator locates a new host family and informs the first host family that the student will be moved.
- The Admin Instructor completes the electronic Host Family Change Form, which requires contact information for the new host family.
- The Director sends the Host Family Change Form to the student's parents/guardians via email and calls them to discuss the reasons for the move.
- At least one instructor (the Admin Instructor) as well as the onsite coordinators help the student to move their belongings to the new host family's house. These adults help to ensure that the transition goes smoothly and that interactions between the student and the first host family are amicable. The student should feel safe during this process and should not be forced to interact with members of the first host family beyond their comfort level.
- The Onsite Housing Coordinator ensures that the new host family completes the Host Family Information Form if they haven't done so yet in the current program cycle.
- The Admin Instructor updates the Host Family Contact List with the student's new host family information.

Temporary Host Family Changes for Students

Occasionally, circumstances arise that require a student to be temporarily relocated to another home. An example would be the death of a relative of the host family that requires they travel to another city for the funeral. In the event that any student is temporarily relocated, the Admin Instructor will immediately inform the IUHPFL Office of such arrangements, and the Office will contact the student's parents or guardians.

Support & Success Groups

Each instructor will lead a group of students in a Support & Success group. During Support & Success Groups, students share with one another and their instructor not only the challenges they are experiencing but also their triumphs. Students set personal and academic goals, check-in on their goals, and celebrate each other's accomplishments. As one might imagine, these groups also provide ample small-group conversation, which is a valuable linguistic exercise.

Surveys and evaluations, described in the section of this handbook titled "Program Academics," are often administered to students during these sessions, as well.

The office will provide preliminary Support & Success Group rosters (that take into consideration gender distribution and try to separate students from the same high school or sharing the same host family). Instructors determine how often Support & Success Groups will meet, but they must happen at least once per week.

During Support & Success Groups, instructors strive to:

- Get to know the students in their groups well
- Help the students adjust to their new environment
- Encourage students to bond with each other and gain a sense of security and belonging
- Work with students in setting and following through on academic and personal goals
- Recognize and celebrate each student's progress and accomplishments
- Determine how each student is doing physically and emotionally
- Discern how each student is faring with their host family
- Identify or prevent serious issues with the students
- Help students to develop linguistically by conversing about complex topics in the target language

A guide for Support & Success Groups is uploaded to Google Drive prior to the corresponding Instructor Training Session in the spring, so that it can be viewed by instructors at that time. Additional resources for instructors

pertaining to Support & Success groups and relevant topics (e.g., culture shock and reverse culture shock) will also be available on Google Drive.

Individual Student Concerns and Support

It's important for instructors to make time to meet with students individually to discuss topics that are more difficult to bring up in a group setting. During these conversations, opportunities for the student to discuss more personal matters and concerns can arise naturally. Instructors should also be open and inviting about meeting with students generally and should let students know that they should talk with an instructor if they have any major concerns or issues.

Commonly, instructors choose to meet with each student once mid-way through the program to discuss their academic development and their progress towards goals.

However, when interacting with students individually, it's necessary to keep in mind the following mandates and guidelines:

- The Admin Instructor will be the instructor who is most involved in student-related matters, but all instructors work together to support the participants. Student-related issues or concerns reported to an instructor should be relayed to the Admin Instructor (who reports such issues to the office and can help coordinate further action if needed).
- Instructors should never meet with a student alone in a secluded space. Either two adults must be present OR the instructor and student must hold their discussion within eyesight of other adults.
- Whenever possible, at least two instructors should be involved in making decisions on behalf of a student in need. If a situation arises in which one instructor must immediately respond to a student concern without the assistance or input of fellow instructors, they are 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 their concern confidential, it must be explained to the student that the instructor is obligated to share the concern with the rest of the Instructor Team (and, in cases involving sexual misconduct or safety concerns, the IUHPFL Director) in order to best care for the student.
- Instructors should never give excessive amounts of attention to individual students, unless addressing a crisis situation, but should strive to focus their time and attention on all students equally.
- Instructors should not have extensive contact with an individual student after the program but should instead maintain a mentor-student dynamic.
- Always make sure that any physical contact with a student is appropriate, public, and that the student feels completely comfortable. *Hugs can be initiated by students, but not by adults.*

Strategies for Working with Adolescents

Students may 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.

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. Adolescents need to feel understood and validated.
- **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 recognize positive behaviors in every student.

Signs of Student Distress

Stress, anxiety, and depression can be exacerbated in unfamiliar settings. Although care and attention from others can go a long way toward soothing a struggling student, there may be instances when the presence of instructors or host parents may not be enough to calm emotions or behaviors.

Instructors are not expected to have the qualifications of a professional counselor or psychologist, but they should be familiar with behavioral patterns that can indicate psychological or emotional distress. This section is intended to help instructors identify these signs in their students and to determine what steps to take next. Instructors need to work together and with the Onsite Student Services Coordinator to discern if a student is simply upset or homesick or if it is necessary to seek professional advice and intervention.

These potential indicators of emotional or psychological distress have been provided by Indiana University's Office of Counseling and Psychological Services (CAPS):

- 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 underweight
- 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, missing classes or other commitments
- Mental disturbances: hallucinations (seeing or hearing things that aren't 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. Statements alluding to harming self or doing violence toward others

Communication among IUHPFL Staff and Parents/Guardians pertaining to Student Concerns:

- If an instructor, fellow student, or host family member notices any of the above signs in relation to a student, a meeting must be held as soon as possible between the Admin Instructor, Onsite Student Services Coordinator, and, when necessary, the Onsite Housing Coordinator and host parents to discuss the situation.
- The Director must be informed *immediately* of emergencies (serious injury, hospitalization, severe psychological distress, threats of suicide, etc.).
- After the Director has been directly informed, the Admin Instructor will make sure that details are also provided in an Incident Report.
- Once all of the details of the situation have been gathered and discussed, the Director will make a phone call to one of the parents and keep the onsite team informed of next steps.

- **Threats of Suicide:** *Students who mention or threaten suicide must see a mental health professional immediately for a Suicide Assessment.*

Infractions to the IUHPFL Honor Code

IUHPFL instructors understand that their primary responsibilities in the program are to mentor and educate students, keep them safe, help them to meet their academic and personal goals, and ensure they have a positive experience.

Part of ensuring student safety and positive academic and personal experiences is implementing disciplinary measures when necessary. This section seeks to provide guidance to instructors when responding to infractions against the Honor Code and to other situations that require students to be disciplined or redirected.

During their time abroad, students will be on a journey of personal and academic development. While we certainly understand that students will struggle during the program, we must also insist that they respect and adhere to the Honor Code for the sake of their personal safety and success in the program.

IUHPFL instructors are entrusted by the Director, IUHPFL Office, and Indiana University to fully uphold the IUHPFL Honor Code.

Students will have been made aware of the Honor Code numerous times prior to the program. Nevertheless, it is still important 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 Honor Code, take it seriously, and expect students to follow it without exception. Any and all infractions of the Honor Code or Code of Conduct, no matter how minor, must be reported to the IUHPFL Office (typically by the Admin Instructor) via the Incident Reporting Form.

Questions for Instructors to Consider Together

When addressing an Honor Code infraction, it's important for instructors to discuss the issue openly as a team, seeking to understand all sides of the situation and to find the solution that is best for the student(s) involved and the program:

- Was the behavior intentional or unintentional?
- Was the behavior dangerous or potentially dangerous to the student(s) involved or to others?
- Was the behavior egregious or intentionally disrespectful?
 - Was the behavior egregious or dangerous enough to merit an early return to the U.S. for the student(s) involved?
- What motivated the student(s) to engage in the behavior (seeking attention, trying to fit in, stress, etc.)?
- Who brought the behavioral issue to the instructors' attention and what is their connection to the student(s) involved?
- What did the student(s) hope to gain through the behavior?
- What negative consequences to those involved, as well as to all the students in the program, were caused or could have been caused?
- Is this situation "fixable"? If so, how can the student(s) mend the issue and compensate for their behavior?

Answers to these questions will help instructors start to determine an appropriate action plan.

Alcohol consumption on the part of IUHPFL students (including those who are already 18 years of age and might be "legal" in the host country) is considered an egregious and potentially dangerous behavior and cannot be tolerated. Students who consume alcohol during the program will receive an automatic Conduct Report or, in severe cases, a Conduct Report along with early return to the U.S. Instructors are to work with the Director and Onsite Student Services Coordinator to determine the best response and next steps in cases involving alcohol.

The IUHPFL Disciplinary Protocol

A tricky aspect of IUHPFL student disciplining is determining the severity of student conduct violations and the most appropriate response. IUHPFL is a challenging program with high expectations; at times, students may violate the

Honor Code unintentionally or because they feel overwhelmed, unengaged, or unable to express their emotions or needs in the target language. When responding to Honor Code and Code of Conduct violations, our top priorities are student safety and student success in the program. Thus, responses to such violations will depend on the infraction itself and the context in which it occurred as well as resulting consequences or potential concerns for the student in question and other students.

All violations of the IUHPFL Honor Code or Code of Conduct must be documented and reported to the IUHPFL Office via the **IUHPFL Incident Reporting Form** (typically by the Admin Instructor). If the violation was a minor, first-time infraction (e.g., a student slipped into English without thinking), the resulting action plan may simply involve having a conversation with the student to remind them of program rules and offer some tips for avoiding such slip-ups in the future.

When violations are repeated or for first-time violations that are more serious, the Admin Instructor is expected to not only complete an Incident Report (to document and report the incident) but also a **Student Conduct Report**. This report involves sitting down with the student to discuss the infraction, describing the incident and allowing the student to include their own version of the events, and agreeing upon an action plan, which may or may not involve disciplinary measures. A student signature is required on a Student Conduct Report, and the student should not sign until they have had the opportunity to add their perspective.

Action plans should be designed to address the problematic behavior and/or its consequences. The goal is to keep the student safe and get the student back on track and participating fully and in a committed and engaged way in the program. However, action plans must also communicate the seriousness of students' behaviors. Depending on the situation, such action plans may involve:

- Writing a letter of apology (e.g., to fellow program participants, to host family, to instructors, etc.)
- Forgoing free time and returning to Host Family directly after Afternoon Activities
- Writing an essay on a topic related to the infraction
- Staying with instructors during excursion (rather than going with a group of three during exploration time)
- 2-3 concrete things the student will do to avoid the behavior going forward

The Office is happy to work with Admin Instructors and Instructor Teams to figure out the most appropriate responses to student behavioral issues; instructors should never feel as if they must determine a response alone. Student Conduct Reports will typically be shared with students' parents/guardians by the IUHPFL Office to keep them informed of issues and responses onsite.

It is important to keep in mind that, even when a student's behavior is clearly intentional and severe, disciplinary measures must be reasonable, respectful, and appropriate. Disciplinary responses that are harsh, insulting, or extreme will not be condoned. It is also not appropriate for instructors to implement measures that will inconvenience the host families (e.g., grounding students). If such a measure is deemed necessary, the onsite coordinators must be involved with the decision and will lead the way in communicating with the host parents. *(Note: Planned excursions cannot be cancelled, and students cannot be excluded from these experiences, unless they are a danger to themselves or others.)*

Egregious, belligerent, and/or dangerous behaviors (e.g., drug or alcohol consumption, violence, verbal outbursts, or repeated violations of the Honor Code) often merit immediate disciplinary action and/or early return to the U.S. Instructors should discuss these matters with the Director as soon as possible. The Director will involve the student's parents/guardians as soon as is appropriate. In cases where egregious behavior continues; a student's intentional behavior or actions have placed him or herself or others at risk; and/or the student has demonstrated a serious lack of respect for the Honor Code, peers, and/or authority figures onsite, the appropriate action may be to send the student home to the U.S.

Instructors are asked to keep the following in mind, when the option of sending a student home is under consideration:

- This measure cannot be taken lightly and is considered an “emergency situation”, thereby requiring direct involvement and approval from the Director, who must consult with IU higher administration before granting permission.
- The Director will work with the parents/guardians, instructors, ASA delegates, and the travel coordinators through the entire process.
- All steps that have been taken by the instructors to work with the student prior to this point (conversations, Student Conduct Reports and action plans etc.) must be carefully documented, so the Director can clearly demonstrate to the parents/guardians how the situation progressed and what attempts were made to help the student.
- There are financial implications for the student’s parents/guardians and often for IUHPFL if the parents/guardians are unable or unwilling to cover airfare and other travel costs.
- One instructor or an onsite coordinator will need to accompany the student to the international airport. Costs for this travel will either be covered by ASA/the onsite coordinator upfront (and billed to IUHPFL later) or by the instructor out of their personal funds, if necessary. In this latter case, the instructor should keep the receipts to get reimbursed afterwards. The student should pay for their own ground transportation, meals, and hotel, if possible.
- If appropriate and desired, the student should have an opportunity to say farewell to their program peers. No specific or personal information pertaining to the student’s early return should be shared with the other students.
- What the other students should know, however, is that the Instructor Team (and all authority figures onsite) worked together in an organized, decisive, and compassionate manner to address the needs of the student in question, all students, and 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 one of competition, policing, and 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 confidential manner, confident that their divulgence will ultimately be in the best interest of the student and the program overall.

It is important for instructors to stress to students during orientations (in April and onsite) how they should react when witnessing violations of the Honor Code:

- If the behavior poses harm to anyone or could potentially lead to harm, such as physical abuse or alcohol consumption, it must be reported to an instructor *immediately*.
- If a student witnesses less dangerous infractions against the Honor 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, students might consider speaking with 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.

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 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.

Health, Safety, and Emergency Management

Ensuring 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 do so.

IUHPFL has contracted Academic Studies Abroad (ASA) to provide 24/7 emergency management support during the program. In the event of an emergency during the program, instructors’ first point of contact is the Onsite Student Services Coordinator. When necessary, this person will engage additional support from their organization (ASA) while

instructors contact the Director/IUHPFL Office right away. The Director can be reached either at the IUHPFL Office during normal business hours or by cell or WhatsApp during weeknights and weekends. The Director's personal cell phone will be silenced overnight. However, the program has a 24/7 emergency phone that can be called during emergencies. All contact information is provided in the front of this handbook.

Instructors will receive more in-depth health, safety, and emergency management training, including from ASA, during an instructor training session.

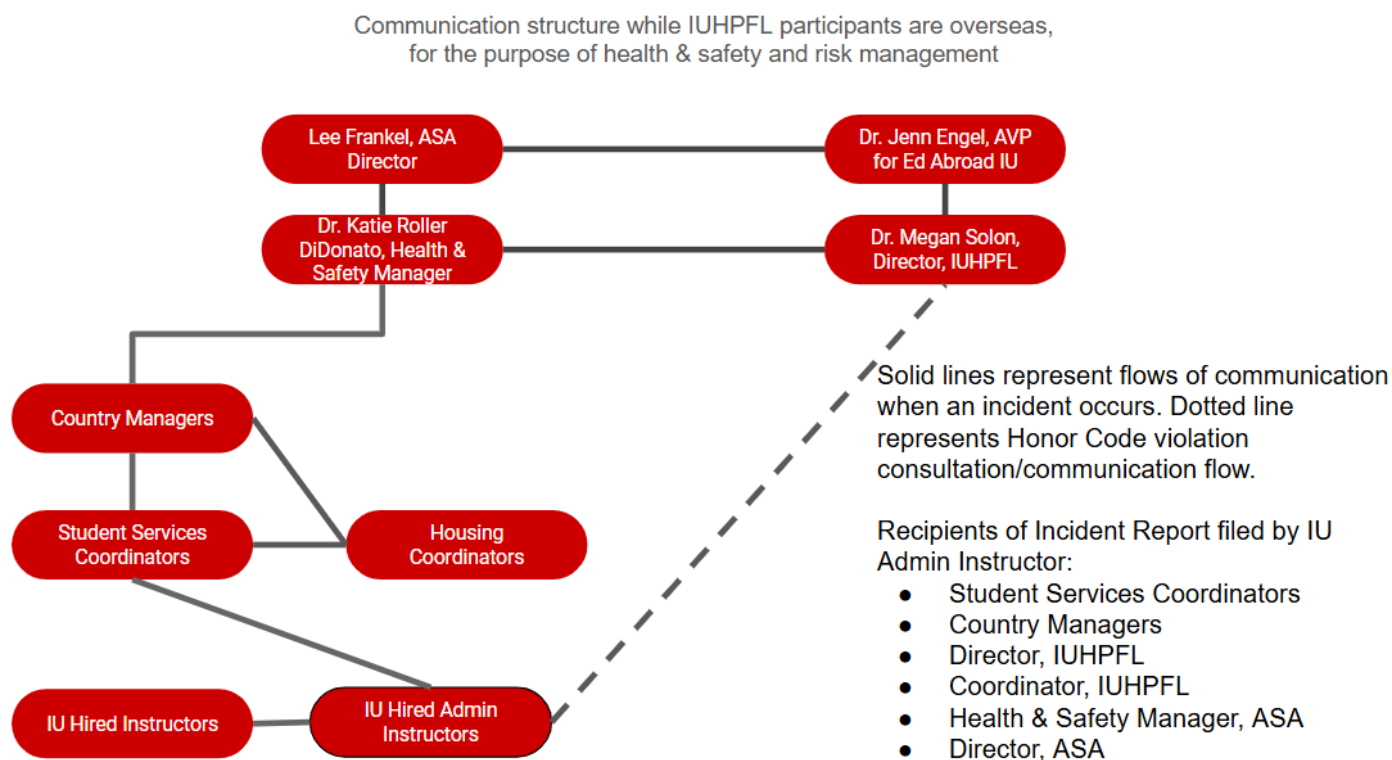
Crisis Prevention & Preparedness

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 in their ability to properly care for students and each other.

- Before a crisis hits, instructors should know what resources are available to them and how to reach/access them. These include:
 - Fellow instructors
 - Onsite Student Services Coordinator
 - ASA Country Manager and Health and Safety Manager
 - IUHPFL Director and Office
 - Area hospitals and clinics
 - U.S. Consulate or Embassy
 - Host Family Contact List
 - Forms containing student information, medical history, etc.
- Each instructor should carry with them *at all times*:
 - Their program cell phone and personal smart phone and chargers
 - A copy of their passport
 - GeoBlue insurance card
 - Emergency Contact Card (with local emergency numbers)
 - Contact info for fellow instructors, Onsite Coordinators, students, and host families.
- Students should be instructed to carry with them *at all times*:
 - Program cell phone and charger
 - A copy of their passport
 - GeoBlue insurance card
 - Emergency Contact Card
 - Abbreviated Medical Card (AMC)
 - Contact info for fellow instructors, Onsite Coordinators, students, and host families
 - Some cash for unexpected expenses.
- The Admin Instructor (and/or 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.
- The Admin Instructor must report any and all incidents (including minor incidents and 'near miss' incidents) via the Incident Reporting Form. In addition to important documentation and record-keeping, this allows the IUHPFL Office and ASA staff to monitor ongoing issues and behaviors that could escalate.

Communication Structure for the Purpose of Health and Safety

Prompt, direct, and clear communication of student and other issues as they arise is essential for working together to manage and resolve issues and for engaging necessary resources, supports, and authorities. The diagram below represents the communication structure while participants are overseas for all matters related to health/safety and risk management.



- IUHPFL and ASA consider an “incident” any onsite occurrence or issue that affects student health or safety, that involves a host family concern, or that involves a violation (even minor) of the Honor Code/Code of Conduct.
- Incidents may be:
 - Level 1 (e.g., routine issues such as doctor visit for sore throat, use of English [first offense], homesickness, near miss incidents)
 - Level 2 (e.g., chronic/ongoing issues such as gastrointestinal issues that do not resolve, continued or more serious Honor Code violation, unresolved host family issues)
 - Level 3 (e.g., emergency room visit, major mental health situation such as hallucinations or suicidal ideations, host family issue with safety concern or potential for harm)
- In general, decision-making and action related to incidents, issues, and emergencies should proceed as follows:
 - Level 1 incidents should be managed onsite by the Admin Instructor, with support from the Onsite Student Services Coordinator and other instructors as needed. These incidents will then be reported to the IUHPFL Office and others via the Incident Reporting Form.
 - Level 2 incidents and issues should be managed by the Admin Instructor and Onsite Student Services Coordinators, with onsite support from other instructors and/or the Housing Coordinator as needed. The IUHPFL Director/Office as well as ASA Country Managers should be consulted as needed, and incidents should be documented via the Incident Reporting Form.

- Level 3 incidents will typically result in “all hands on deck”, with immediate and ongoing communication needed (e.g., between the Admin Instructor and the Student Services Coordinator, the Student Services Coordinator and the Country Manager, the Admin Instructor and the IUHPFL Director). Once the emergency has been contained and all involved are safe, the incident will be documented via the Incident Reporting Form.
- The IUHPFL Office will manage communication with U.S. parents/guardians and, if applicable, emergency officials in the U.S.

After a Non-Evacuation Emergency

- Efforts should be made by instructors and host parents to connect students with their parents/guardians via phone call, so that students can reassure their loved ones that they are safe.
- The Admin Instructor should document as much information as possible in the incident reporting form; the Director will then share the information with IU higher administration and other emergency officials as needed.
- Instructors should provide opportunities for students to discuss the incident in their Support & Success Groups and one-to-one with instructors and should connect them with mental health professionals in the host city, if necessary.

Lost or Stolen Passports

Shortly after arriving in the host country, the Admin Instructor collects students’ passports and keep them protected until the end of the program, thereby greatly minimizing the chances that a passport will be lost or stolen. Still, despite these efforts, passports can be lost, while the group is in transit to the host city or after passports have been returned to students just prior to the flight back to the U.S. For this reason, it’s essential that a color copy of every student’s passport be carried by the Admin Instructor during travel and excursions and that every student also carry a color copy of their own passport at all times.

If a passport has been lost or stolen:

- **Before Departure from U.S.:** The airline will *not* allow a student to travel out of the U.S. without a passport. If the passport cannot be found, the student will have to remain in the U.S., and the instructors will contact the Director, while the student contacts their parents.
- **Before Return to the U.S.:** The airline might allow a *minor student* to return to the U.S. by showing a color copy of the passport. This isn’t a guarantee, but it’s worth pursuing. At this point, another ID, such as a driver’s license or student ID, might be helpful at the airport, too. Otherwise, the student will need to stay in the host country and get a new passport. Instructors should inquire about the options as soon as the passport is reported missing.

If the passport must be replaced:

- The student, accompanied by an instructor, must report the passport lost or stolen to local authorities, and go to the nearest U.S. Embassy.
- If the student and instructor must miss the return flight to the U.S. and stay in the host country through the passport reissue process, the IUHPFL Office will work with the travel coordinator and the student’s parents/guardians to change the return flights and to cover all of the necessary hotel and travel costs.

Swimming and Boating Safety

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

- Swim in designated public areas supervised by lifeguards when possible or with other people present.
- Determine which students do not know how to swim and instruct them to remain in more shallow areas.
- Require that students always swim with a buddy; do not allow anyone to swim alone.

- Instructors and/or other responsible adults must be present at all times.
- If a student goes missing, check the water first; seconds make the difference between life and death or disability.
- When boating, students must wear life jackets without exception.
- Any adults who are responsible for our students should never consume alcohol while students are in or near water.

Health and Medical Care, Expenses, and Insurance

IUHPFL provides travel insurance for its students included in their program fees. Students at our European program sites are covered under GeoBlue Insurance. All IUHPFL instructors are also covered under these providers at the cost of the program and as part of their service contract.

Payment of Medical Expenses

- Only the student and their 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 nor sign any promissory notes for payment at a later time.
- In most cases, medical costs will have to be paid upfront by the student or the parents/guardians and get reimbursed by the insurance provider later.
- Invoices and *itemized receipts* for treatments and medications should be obtained and organized by the Admin Instructor and emailed to the IUHPFL Office, who will then forward them to the parents/guardians. Without them, medical expenses cannot be properly reimbursed by GeoBlue.
- The Admin Instructor also completes the insurance claim form with the student and sends it to the Office, along with the invoices and receipts.
- Parents/guardians are responsible for sending claim forms, invoices, and receipts to the insurance company for reimbursement. The IUHPFL Office does not participate in the claims process, it simply relays information and documents to the parents/guardians.

Insurance Claim Forms

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

- The Admin Instructor will carry blank claim forms in the Program Site Folder.
- 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 medications prescribed and pharmacy expenses if applicable
 - Be accompanied by invoices and itemized receipts of the services and medications that the student received.

Role of Instructors during Medical Appointments and Hospitalizations

- The Admin Instructor will be the instructor who is primarily involved in the student's care, in collaboration with the host parents and Onsite Student Services Coordinator, but all instructors will help as needed.
- The Admin Instructor will typically accompany the student to the medical facility or join them as soon as possible, with support from the Onsite Student Services Coordinator, host family, or other instructors.
- The Admin Instructor helps the student complete the necessary paperwork, makes sure the facility has the student's GeoBlue insurance card, and facilitates communication between the student and medical personnel.

- The Admin Instructor contacts the IUHPFL Director directly when a student is seriously injured or hospitalized.
- Instructors explain cost information to the student and the IUHPFL Office, so the Office can convey to the parents/guardians how much and when they need to pay.
- Instructors help the student keep track of invoices and payment receipts, so they can be sent to the IUHPFL Office and then to the parents/guardians for claims processing.

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. It is important that the Instructor Team plans ahead and works together to accomplish all tasks and to encourage students to likewise consider their end-of-the-program responsibilities and gestures to their host families.

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. This show should be fun and engaging for students and instructors, show appreciation to the host families and Onsite Coordinators, highlight the group's unity, and showcase the students' talents.

The Comm and PR Coordinator is the primary organizer and emcee for this event but is supported by fellow instructors, students, and the Onsite Student Services Coordinator.

Tasks include:

- Confirm the reservation with the event venue
- Make a list of people to invite to the Farewell Show and include the list in 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
- Create and print the show's program
- Ensure that audio, musical instruments, and any other amenities for the show are arranged
- Oversee the typing and editing of the show's scripts
- Make sure that pictures (or even videos) of the event are taken
- Select someone to distribute the Program Site Magazine to host families and students at the event, so that everyone can write messages and best wishes to each other if they like.

Typical Farewell Show Agenda:

- The entire show should typically last no more than 2 hours, with a 15-minute intermission, if necessary.
- The Comm and PR Coordinator makes a short speech of welcome before the show begins, recognizing the participation of the school and its administration, the onsite coordinators, host families, and any other individuals/groups who have helped the program.
- Students may want to include skits about life in the foreign country or music that they have prepared independently.
- At the end of the show, a student or group of students should acknowledge the hard work, talent, and dedication of all the students and thank the instructors, host families, and other collaborators and audience members.
- **The Onsite Coordinators should be invited on stage and thanked for their hard work and dedication.**
- Flowers are commonly presented to host families.

- Light refreshments are sometimes enjoyed.
- Program Magazines are distributed and signed.
- Students and instructors clean up before everyone goes home.

Preparing Classrooms for Departure

All instructors (with help from the students) should make sure that the classrooms and premises used by the team are left in good order and that nothing has been left behind.

Inventory & Packing of Program Materials

Instructors, under the supervision of the Finance and Logistics Coordinator, should take careful inventory of all program materials and pack up materials that must be returned to the Office in the carry-on suitcase, which include testing and evaluation materials.

Helping Students Pack

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.

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 with their parents/guardians.

Be aware of 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.

Confirming Final Excursion Plans

Approximately 1.5 weeks before the end of the program, the Finance and Logistics Coordinator should reconfirm all travel plans, including buses, trains, hotels/hostels, and the return flight to the U.S. Be sure to confirm arrival times with hotels/hostels and ensure that transportation to the airport is finalized.

Confirming Student Travel Deviation Plans

Some students may remain in the host country after the program (e.g., meeting parents/guardians in the final excursion city), thereby deviating from the group flight. Instructors will be aware of these arrangements prior to the program. About 1.5 weeks prior to the team's return to the U.S., the Finance and Logistics Coordinator will send emails to those parents/guardians, arranging a specific time and location when they can meet up with their students.

Students can meet up with their parents/guardians either the morning of the return flight back to the U.S. or the night before, after all group activities have ended. Earlier pick-up times will not be permitted, except in cases of emergency.

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.

Language Commitment upon the Return Home

Once students have boarded the plane for the U.S., the Language Commitment is no longer in effect and students can speak English!

Upon Arrival in the U.S.

Students are the responsibility of the instructors until students have been reunited with their parents/guardians. If a parent/guardian arrives late to pick up their student, an instructor must stay with the student until someone arrives to take the student home. The instructor and student should be able to reach the responsible adult by cell phone, but if

they cannot be reached and the wait has been long, the student should try calling other family members. If the instructor needs guidance, they are to call or text the Director's cell phone.

Post-Program

After the program, instructors will still have a few responsibilities and opportunities in July/August and beyond. These tasks and their due dates are outlined in the Instructor Checklist and on Canvas.

In July/August, specific materials must be returned to the Office, as indicated in this handbook under Administrative Roles. Each instructor also needs to submit personal travel receipts, as described in the Instructor Travel Policy, to the Office within 30 days after the end of their IUHPFL program in order for allowable travel expenses to be reimbursed.

In August and September, the Director will meet with each instructor to debrief.

Congratulations! This is the end of the IUHPFL Instructor Handbook! Please be sure to see the appendices that follow for further important information.

Appendix A: Resources and Websites

Center for Disease Control & Prevention: <http://www.cdc.gov/>

U.S. State Department: (202) 647-6575 <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. 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) 31339 2017

Consular Section

Parkring 12a
1010 Vienna
Visa Info Hotline: (+43) (0) 72011 6000
Email: support-austria@ustraveldocs.com

<https://at.usembassy.gov/> **France:**

U.S. Embassy in Paris
2 Avenue Gabriel
75008 Paris
Tel: 01 43 12 22 22

<https://fr.usembassy.gov/>

Spain:

U.S. Embassy in Madrid
Calle de Serrano, 75, Salamanca,
28006 Madrid
Tel: (+34) 91 587 2200
Fax: (+34) 91 587 2303
<http://madrid.usembassy.gov/>

Emergency Telephone Numbers

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

- **Austria:** for medical dial 144; for fire dial 122.
- **France:** for police, medical emergency, and fire, dial 112.
- **Spain:** for police, medical emergency, and fire, dial 112.

Appendix B: 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 C: 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 understand and abide by this Honor Code. In order for a student to participate in the program, they must agree to and abide by the following terms. The strength of the program as a whole is determined by its individual students. Pledging to uphold the Honor Code of IUHPFL is as much a pledge to one’s team as to oneself.

I. Throughout the program, students are expected to demonstrate the 8 Core Values of IUHPFL:

- **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

II. Students must respect the Four Pillars of IUHPFL, which make it such a unique and prestigious program for high school students:

- **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 their success.
 - ❖ **Communication with U.S. family and friends** is limited to one hour per week using written (typed) media; no phone or video calls (or spoken communication) is permitted during this hour, except in cases of emergency and only with instructor permission.
 - ❖ **All personal cell phones and 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 them.
 - ❖ **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 them for local calls and text messages to fellow students, instructors, and host family members in the target language. The program will pay an ample amount toward minutes for each phone, and if a student should exceed that amount, they are welcome to pay for additional minutes. Misuse or loss of the program cell phone will result in additional costs for the student.
 - ❖ **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.
- **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.

- **Host Family Experience:** 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 that students have an optimal relationship with their host families.
 - **Cultural and Community Engagement:** This fourth pillar of IUHPFL requires that students be excellent representatives of IUHPFL and the U.S. in their host communities. Each program site will offer several Cultural and Community Engagement Activities that allow students to engage with their host communities in various ways. Students come to understand and experience yet another layer of the culture. They have the opportunity to use their language skills in new and different ways and to see themselves as members of their host communities.
- III. **No Romantic Relationships:** IUHPFL students may not engage in romantic relationships with anyone in the host country during the program, including other program participants at their site. This rule is in place both for safety reasons and because focusing on one person can be counterproductive to the unity of the student team, the student's interaction with their host family, and their overall learning experience.
- IV. **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. Night clubs and other establishments whose primary business is serving alcoholic beverages are prohibited to IUHPFL students. It is also strictly forbidden to bring alcohol, tobacco, or other substances back to the US. Students may only purchase, possess, and use over-the-counter medications or 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.
- V. **Risky Activities:** Students are not permitted to engage in risky, high adrenaline activities or get tattoos and/or piercings during the program. Additionally, 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.
- VI. **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. Any weekend travel away from the program site with the host family must have approval from the Instructor Team and must not interfere with classes or other program activities. Under no circumstances are students allowed to travel during the program dates without being accompanied by their host parents or program instructors.
- VII. **Rule of Three:** Depending on the program site and with permission from their host families, students may spend two or three 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.
- VIII. **Students are not to host or meet up with U.S. or international friends or family** while the program is in session. The official end date for each program is the day when students are scheduled to depart from the host country to the U.S.
- IX. **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 on the Indiana University–Bloomington campus with their guardians before departure. Final acceptance into the program is contingent upon successful completion of orientation.

- X. Terms and Conditions:** Adherence to this Honor Code is of critical importance. Any infraction against it can and will result in repercussions, including communication with U.S. guardians, disqualification from program honors, onsite consequences, and possible expulsion from the program.

Appendix D: 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.

	Critical	Restricted	Program Internal
Student General Info	SSN Driver's license Passport Credit card or banking info	Grades Transcripts DOB Academic Records Advising Notes	Address Phone Email Flight Info Program Site
Health Information	Health and Medical Records Program forms with personal info	Immunization Records	General Health Updates

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 Secure Share. 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 the secure Google Drive folders provided by the Office.
- **Students' Health Information** must be stored in the secure Google Drive folders provided by the Office 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 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 in Google Drive.

Incidents of damage or loss to personal property caused by IUHPFL students in host family homes are extremely rare. 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 and to address rare cases of damage or loss to property in a host family home, the following IUHPFL policy has been established.

Storing Items Away: IUHPFL recommends that all high-value, non-essential items (e.g., collectibles) and items of high sentimental worth in the host family home be stored away by host families prior to the program in order to avoid incidents of damage.

Homeowners Liability Coverage: IUHPFL *recommends* that US Families include appropriate “general liability” coverage on their homeowners or renters policies.

Reporting Incidents to Appropriate Parties:

- **Contacting Onsite Coordinator:** 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, who will report it to the IUHPFL Office and ASA via the incident reporting mechanism. The IUHPFL Office will then inform the US parents/guardians of the matter once details are confirmed.
- **Visit by Program Instructor and Onsite Coordinator:** Within 2 days of an incident, at least one program instructor (typically the Admin Instructor) together with the Onsite Coordinator must visit the host family’s home 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 positive for everyone in the household. **When an incident involves bodily injury, a visit is to be conducted as soon as possible and 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 US parents/guardians within 3 days of the incident:
 - A statement from the host family describing the incident and stating how they wish to resolve the situation
 - A statement from the program instructor who visited the host family’s home 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

US Parent/Guardian Response:

After receiving copies of all statements and photos of the incident, the US parents/guardians 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:

- Agree to pay the Host Family the suggested compensation amount directly
- Negotiate a different amount
- Submit a claim to their insurance provider
- Refute or deny the host family’s 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 home unless instructed to do so by his or her parents/guardians.

IUHPFL Office Facilitation: In the event of a dispute between a host family and a student or a student’s family in the US, Indiana University and IUHPFL will encourage both parties to reach an amicable resolution on their own accord.

Under no circumstances are Indiana University, IUHPFL, ASA, or their agents responsible for claims or for dispute resolution between the parties.

Excessive or Suspicious Damage and/or Claims: Students who engage in multiple and excessive damage will be removed from host family home and may face dismissal from IUHPFL and sent back to the United States at his/her parent's expense. Host families who make excessive and/or suspicious claims of property damage or loss within their households, allegedly incurred by IUHPFL students, 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 homes caused by IUHPFL students or other individuals.

U.S. families with questions regarding this protocol should email iuhpfl@iu.edu. Onsite host families with questions should email martaasabarcelona@gmail.com

Appendix F: Host Family Agreement

We are thrilled that you are considering hosting one or two IUHPFL students—thank you for your generous hospitality! Your involvement plays a vital role in the success and well-being of our participants, and we deeply appreciate your willingness to open your home to them. To ensure the best possible experience for both host families and students, we ask that you review the following hosting terms. These guidelines are designed to set clear expectations and help create a positive, enriching environment for everyone involved. Once you've reviewed the information, please sign and date the agreement at the bottom.

Honor Code

1. You agree to fully support students in abiding by the IUHPFL Honor Code and fully support instructors and onsite coordinators in their reasonable enforcement of the Honor Code.
2. 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 obtain alcoholic beverages.
3. If you suspect that a student is consuming alcohol or illegal substances, you agree to discuss the matter with the onsite coordinators immediately (or instructors if onsite coordinators are not readily available).
4. You agree to make diligent efforts to ensure that every member of your household, as well as visitors to your home, speak only the target language with program participants.
5. You understand that, in accordance with the Honor Code, the student is not permitted to have a personal smart phone, tablet, watch or other device with internet capability during the program and you agree to notify the onsite coordinators or instructors, if you find that the student has such a device in their possession.
6. You agree to limit the student's access to the Internet in your home in accordance with the IUHPFL Language Commitment. Students will receive Internet time at their school during the week where they can write home.
7. You also understand that students are not allowed to speak with friends and family in the US via phone or online video or calling platforms, except in cases of emergency *and* with prior permission from their instructors.

Housing

8. You agree to provide the IUHPFL student with his/her own bedroom or a shared room with another IUHPFL student of the same gender or with a child of your family of the same gender and close to the same age. The student must have his/her own bed.
9. 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.
10. You agree not to host any other high school or university students while hosting current IUHPFL participants. Given IUHPFL's unique Honor Code, 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.
11. 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.
12. 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.

Daily Needs

13. 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.
14. 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.
15. You agree to provide plentiful and healthy meals and snacks to the student on a daily basis and in accordance with instructions from the Onsite Coordinator. Host families will also provide lunch on the days of excursions.
16. 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.

17. You agree that you are not responsible for managing or administering any medications that the student might have. Although you can be aware of the student's medications or any changes in his or her medications during the program, it is the responsibility of the student to administer his or her own medications. If changes to the student's medications are necessary, the parents must provide a note from the doctor to the IUHPFL Office, who will then share the note with the Onsite Coordinator and instructors.
18. You agree not to lend the student money under any circumstances, and you understand that instructors are also not permitted to lend students money from program funds or their own. If a student has lost money, debit or credit cards, or other personal belongings, the IUHPFL Office will contact the students' parents to arrange a solution.
19. You agree to show patience, kindness, and flexibility towards the IUHPFL students, many of whom are leaving the United States for the first time.

Weeknight and Weekend Activities

20. 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.
21. 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.
22. If you propose a trip or outing to the student/s you are hosting, then it is expected that you will cover the costs of those activities. If the student asks you to take him or her on an outing or excursion and you agree, then the student will be responsible for his or her own expenses. Host families are not obligated to provide costly experiences to the students they host; however, they should frequently seek out activities and experiences that are affordable and that the students will enjoy.
23. 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.

Property & Liability Protocol

24. 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.
25. 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).
26. 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.
27. 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.

General Provisions

28. 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, IUHPFL, or their agents responsible for claims or for dispute resolution between the families.
29. If you should have any concerns about a student of a personal or sensitive nature or about 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.
30. Indiana University prohibits discrimination based on characteristics including ethnicity, race, color, national origin, disability, sex, gender identity, sexual orientation, and religion. Although you may request to host a male or female

student, you agree that you will not otherwise refuse to host a student and that you will not treat any student adversely on the basis of one or more of these characteristics. Should you have questions or concerns about this requirement, please talk to your Onsite Coordinator before signing this agreement.

31. You will be paid a pre-determined amount of money for serving as an IUHPFL host family. You agree that you are not participating in this program as a means to profit financially. The money paid to you for serving as a host family is meant to help reimburse the food and utility costs that you incurred while hosting one or more IUHPFL students.
32. 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 31.

Appendix G: IUHPFL Instructor Travel Policy

It is important that IUHPFL instructors understand and follow the travel-related policies of Indiana University. The safety and well-being of our IUHPFL participants is in the hands of our instructors throughout the program and, importantly, during group flights to and from the host countries. Please read the following information carefully and direct any questions to the Director.

Each IUHPFL instructor is expected to travel with the students to the program site at the beginning of the program and return to the U.S. with them at the end; any exceptions must be approved by the Director.

Group Flights

- IUHPFL will book and pay the cost for an **economy class** round-trip group flight ticket for each instructor.
- Instructors are expected to accompany and be responsible for students on the group flights to and from the host country. Any exceptions must be pre-approved by the IUHPFL Office.
- During airport travel, students should always stay together in pairs or groups of three as “travel buddies”.

Additional travel expenses

IUHPFL will reimburse each instructor **up to \$300** for allowable (approved) travel expenses that are incurred during the program; up to \$100 of these travel costs can include international phone plans for personal cell phones. These will be reimbursed AFTER the program and upon submission of receipts. In order to facilitate timely reimbursement, instructors are to submit their receipts within 30 days after their program’s end date.

Allowable (Approved) Expenses that CAN be Reimbursed up to \$300:

- Transportation*:
 - PRIOR TO THE PROGRAM
 - Transportation from Bloomington or permanent residence** in the U.S. to the international airport in Indianapolis.
 - AFTER THE PROGRAM
 - Transportation from Indianapolis airport to Bloomington or Indiana residence

**Due to their extremely high cost, rental cars should only be used if shared by multiple instructors and if approved by Director when travel plans are submitted.*

***“Permanent residence” for the purposes of IUHPFL is defined as the instructor’s long-term or fixed address. For IUB associates, it is where an instructor lives when not teaching or attending classes on the Indiana University Bloomington campus.*

- Baggage fees (within reasonable limits)
- Lodging in Indianapolis prior to an early departing group flight (with approval from Director)
- Up to \$100 for international phone plan for personal cell phone

Non-Reimbursable Expenses:

- 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:
 - Prior to the program: travel to any destination other than international airport in Indianapolis
 - After the program: travel back to Bloomington or Indiana residence from any location other than international airport in Indianapolis
- Upgrades in airfares, early check-ins, or exit row seating
- Excessive (avoidable) baggage fees
- Long-term parking fees for personal vehicles at airport or other locations
- Rental car expenses unless given prior approval by Director
- Rental car insurance
- Taxi fare. Other forms of transportation should be used over taxis whenever possible. Emergency situations can be considered on a case-by-case basis.

- For Bloomington residents landing in Indianapolis after the program: Lodging in Indianapolis after a late-night return flight is not reimbursable, except in cases of unforeseen circumstances. The airport shuttle to Bloomington is available until 12:25 am.

Withdrawal from Program

Instructors who withdraw from their IUHPFL instructor appointment after flights are ticketed will be responsible for reimbursing the program for any costs associated with the cancellation of the flight.