IUHPFL
Instructor Handbook
Summer 2020
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IUHPFL Bloomington Staff Contacts

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

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

Established in 1962, the IU Honors Program in Foreign Languages has currently provided summer language immersion experiences to over 8,300 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 both academically and personally. During the program, students often 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 and changed in ways that no one, not even their parents, could have predicted. No longer children, 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 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 not only the policies and procedures of the program, but its values and spirit of teamwork too. Please read it carefully, take it with you on this trip abroad, and consult it often. We hope it will answer most of your questions, as you undertake the responsibilities of this program, and that it will help to provide direction when facing challenges or moments of indecision.

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

Loni Marie Dishong
Managing Director
IUHPFL Instructors

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

Selecting Instructors

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

Every IUHPFL Instructor is expected to do the following:

- Uphold a commitment to the IUHPFL 8 Core Values, Honor Code, and the policies and procedures in this handbook
- Understand and follow through with all program responsibilities in an exemplary and timely fashion
- Work side-by-side with the Onsite Coordinator/s in their respective host cities, honoring the connections and supervisory role that the Onsite Coordinators have with the host families
- Show the highest regard for the academic achievement and personal growth of student participants
- Implement an authoritative (firm yet caring) approach to working with students
- Maintain the equality of all Instructor Team members, ensuring a respectful, inclusive, and supportive dynamic
- Provide advice, guidance, and encouragement to fellow instructors and students
- Implement effective techniques for creating cohesive Instructor Teams and Program Site Teams as per the IUHPFL Teambuilding Guide and Instructor Training Sessions
- See challenges as opportunities and ensure that everyone has a positive IUHPFL experience.

**Returning Versus New Instructors**

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

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

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

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

**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 ultimately participate for any reason. Although alternates are not required to attend instructor training, they are asked to read this handbook.
If an alternate is hired by IUHPFL to replace another instructor, the remaining members of the Instructor Team and the Managing Director provide him/her with 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 7-9:1. There will always be a minimum of two and a maximum of four instructors on each instructor team. The capacity at each program site is 30 or 35. The Managing Director works closely with Onsite Coordinators, who live in the host cities year round, to determine how many students the site can accommodate, based on host family participation and other considerations.

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

The morale and cohesiveness of each Program Site Team (students and instructors) 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 to prevent the conflicts that can arise during new and challenging experiences, which can often make adolescents feel vulnerable and insecure.
The way in which instructors treat one another will set the tone for how students will treat instructors and each other. This means that instructors must regard each other as equals – when students are present and when they are not – always keeping in mind that RESPECT, APPRECIATION, ENCOURAGEMENT, and UNITY are core values of IUHPFL and are essential to a cohesive team.

Instructors should refrain from criticizing, interrupting, demeaning, or complaining about each other when students are present and when they are not present. Instead, when tensions arise, the program encourages each instructor to apply respectful and effective communication techniques. Direct, friendly and private discussions between instructors are the best way to resolve and prevent conflicts or misunderstandings. See the Techniques for Effective Communication offered in the IUHPFL Teambuilding Guide.

Equality in Addressing Students

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

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

Equality in Student Guidance and Discipline

Students should see all instructors in roles of authority. Likewise, all instructors should enforce the Honor Code in the same authoritative fashion. See Authoritative vs. Authoritarian Student Management Styles in the section of this handbook titled, “Program Academics”.

Ideally, decisions to help guide and correct the behavior of students should be made by instructors collectively - time and circumstances permitting. One instructor alone should never make a decision that
could negatively impact a students’ experience, his or her host family, or the program in general. Important decisions must be addressed by the entire Instructor Team and the Onsite Coordinator, in consultation with and approval from the Managing Director.

If a student’s attitude or behavior needs to be addressed, **two instructors** (or one instructor and another adult) should meet with the student privately and away from other students. One instructor should never meet with a student alone. Another adult should always be present or at least within eyesight and earshot.

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

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

**Equality When Interacting with Onsite Coordinator**

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

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

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

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

- Ensuring the safety and well-being of our students is our primary concern at all times.
- It is important to consider the implications any decision will have for students, instructors, the Onsite Coordinator, host families, and IUHPFL in general.
- All major decisions abroad must be made with the involvement of all instructors and in collaboration with the Onsite Coordinator and Managing Director.
- One instructor should never make plans for the group without consulting his or her colleagues nor override plans that have already been agreed upon, except during emergencies.

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

The general process by which decisions are made abroad:
- Instructors discuss the situation openly among themselves, consulting their resources (Instructor Handbook, IU Box documents), exploring together possible solutions and their implications.
- Instructors consider whether the Onsite Coordinator needs to be informed of the matter and/or might be of service, which is much
of the time. If the issue involves a host family or a student’s health or wellbeing, the instructors must involve and consult with the Onsite Coordinator.

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

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

IUHPFL Instructor Responsibilities

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

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:

Title IX Sex Discrimination and Harassment Laws

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

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

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 the key to a successful program site experience. Additionally, clear and consistent communication with the IUHPFL Office is essential to caring for our students and onsite staff, providing peace of mind to parents and guardians back home, and maintaining the overall credibility and success of IUHPFL.

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

- Complete all tasks on the Instructor Checklist, in the Instructor Appointment & Acceptance Agreement, and as outlined in this handbook.
- Help to screen applicant dossiers during Winter Break and make recommendations regarding a student’s participation in the program.
- Check for emails from the IUHPFL Office every day - 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.
• Be accessible for students, Onsite Coordinator/s, and the IUHPFL Office by cell phone at all times prior to and during the program.

• Attend all 3 spring Instructor Training Sessions in Bloomington.

• Read the IUHPFL Teambuilding Guide, this Instructor Handbook, and the Student-Guardian Handbook, as these become available.

• Know the IUHPFL Honor Code and enforce it equally with all students.

• Have a basic understanding of each instructor’s coordinator role within the program, as outlined in the next section of this handbook.

• Understand the role of the Onsite Coordinators, as well as their authority in recruiting and managing the host families, as outlined in this handbook, and respect these boundaries; instructors have no authority or supervisory capacity over host families.

• Put a lot of effort into teambuilding and creating close friendships with instructor team members and Onsite Coordinators.

• Create and compile course materials and design lesson plans (one for each class day); final copies are due to the IUHPFL Office via IU Box by the March deadline for printing.

• Help to prepare for and attend 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 March deadline. 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 must be certified and must carry a well-stocked first aid kit 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 ONLY in the target language at all times during the 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 to do likewise.

• Help encourage students to acclimate to their new surroundings and adjust to life with their host families. If it is necessary for a student to change host families during the program, all instructors make themselves available to help with the move.

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

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

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

• Help to transport and keep track of the IUHPFL carry-on suitcase for your site, as needed. Though this suitcase and its contents are primarily the responsibility of the Student Coordinator, all instructors are to help ensure that it arrives safely to and from the host city and that its contents are distributed as instructed to students and other parties onsite.

• Travel with the students to and/or from the host country. Whenever possible, a minimum of 2 instructors should travel with the students on the group flights. Instructors who will travel separately from the group either at the beginning or the end of the program are still expected to be at the international airport in the host country to either greet the group upon arrival or help with luggage and check-in prior to the return to the US. Each instructor team must discuss, agree, and inform the Office as to who will travel to the host city with the students and who will return with them.

• Coordinate efforts with one another to ensure that the Managing Director is informed when the group arrives at the program site, as well as when the group has arrived safely back in Indiana; one instructor traveling with the students each direction should take
on the responsibility of communicating this information with the Managing Director.

- Remain at the program site with the students for the duration of the program, except when taking an occasional personal day, as agreed upon by the instructor team. Such personal time must be taken when students are with host families and no program activities are planned, and all instructors must agree to this personal time and be given equivalent opportunities. Travel outside the host country or more than 2 or 3 hours away from the host city by car, train, or bus is not permitted. At least half of the instructor team must remain at the program site with students at all times – no exceptions.

- Be present with the student group during all program excursions and Optional Activities. Instructors serve as guides on all excursions and help the Culture Instructor to share historical and cultural knowledge with students to enrich the experience.

- Lead a small group session once or more per week called Support & Success Group; materials, topics, and questions are available in Box.

- Help facilitate and participate in Community Engagement Activities, which include any activity that connects the students (and instructors) with the local community (art projects, sporting events, community gardens, or visits to schools, animal shelters, retirement communities, etc.).

- Be familiar with the Knowledge Base for program site (available in Box) and provide the Logistics Coordinator with updated information specific to your coordinator role/s, so he or she can keep the Knowledge Base up-to-date.

- Meet with teammates once per day during the program for planning and problem-solving purposes. The team also meets with the Onsite Coordinator once per week to confirm plans and to discuss challenges and successes.

- Each instructor will receive a program cell phone and is expected to carry it at all times during the program, so that all team
members can easily be reached by students, fellow Instructors, Onsite Coordinators, host families, and the IUHPFL Office. Instructors should provide their cell phone numbers to all the parties mentioned above, as well as the Office.

- Help to compile content for the Program Site Magazine, which contains photos, poems, stories, recipes, artwork, and other memorabilia created by the students and instructors. Every student and host family is to receive a black-and-white printed copy during the Farewell Show.

- Although the Public Relations Coordinator is the primary organizer of the Farewell Show, all instructors are expected to assist with the planning, as requested by PR Coordinator, and to attend the event itself.

- Complete and email a Weekly Report Form relevant to your coordinator role/s to specified IUHPFL Office personnel. Weekly Reports are due once per week, beginning on the 7th day of the program for each instructor team. Emergency situations require immediate contact with the Managing Director and are then summarized in the Weekly Report. Non-emergency but important issues or requests from instructors should be highlighted in the report or stated in the body of the email so that the Office can be aware and respond quickly.

- Although the onsite language testing process is primarily the responsibility of the Logistics and Student Coordinators, all instructors are expected to help administer (as needed) and grade the onsite language test at the beginning and again at the end of the program. Both sets of scores for each student are reported on his or her Final Student Evaluation.

- Collaborate with teammates on the timely and thoughtful completion of the Final Student Evaluations by the August deadline.

- Help to ensure that all onsite evaluations are administered, collected, and returned to the IUHPFL Office.
Instructor Coordinator Roles

As mentioned previously, all IUHPFL Instructors are considered equal in authority and responsibility. Each instructor’s administrative role for the program site carries the title of ‘Coordinator,’ to reflect the cooperative nature of the Instructor Team. The execution of each instructor’s coordinator role is crucial to the success of the program. If an instructor is unable to fulfill his or her role on any given day (due to illness or warranted absence), the rest of the instructors onsite must step in to fulfill those duties. *Instructors are always encouraged to ask teammates for help when necessary – teamwork is an important part of the IUHPFL spirit!*

There are 4 Coordinator Roles that instructors must fulfill: Logistics Coordinator, Public Relations Coordinator, Student Coordinator, and Financial Coordinator. When there are fewer than 25 or 26 students, there are typically fewer than 4 instructors and the coordinator roles (and courses) will be adjusted and shared among the instructors, according to their preferences and areas of experience and expertise.

**Logistics Coordinator**

As one might guess, the Logistics Coordinator is the IUHPFL representative with respect to all logistics-related matters. Specific duties include:

**Community Engagement Activities**

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

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

- The Logistics Coordinator and Student Coordinator work together to ensure 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 and Student Coordinator work together to prepare, administer, and collect the IUHPFL Language Test, given at the beginning and the end of the program. *All instructors help to grade these tests onsite.*

- The Logistics Coordinator leads the preparation and ensures the quality completion of the Final Student Evaluations and is responsible for submitting an electronic copy to the IUHPFL office by the August date indicated on the IUHPFL Instructor Checklist (provided in the appendices of this handbook). *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 Coordinator and Managing Director. Long-term reservations for hostels, coaches, etc., will also be made by the Office or Onsite Coordinator prior to the program and are not the responsibility of the Logistics Coordinator.

- Logistics Coordinator *does* do the following where excursions are concerned:
  - Confirms excursion itineraries with the Onsite Coordinator and shares them with the other instructors prior to and during the program
  - Makes group reservations at museums or restaurants and other short-notice activities that can only be completed onsite
o Calls the hostels/hotels to confirm room arrangements, as well as arrival and departure times

o Works with Financial Coordinator to confirm meal arrangements (group meals, sack lunches, etc.) with hotels and hostels prior to excursions, as outlined in the Meal Calendar. These arrangements are often made by the Managing Director or Onsite Coordinator prior to the program and only need to be confirmed.

o Confirms transportation arrangements with bus companies, if necessary – consult Onsite Coordinator first

o Provides excursion itineraries and instructions to students and fellow instructors, helping to ensure that everyone knows what is expected prior to and during these outings

o Carries maps and other instructors during excursions, as well as directions from one attraction to the next (within the excursion). *However it is the responsibility of all instructors to serve as guides for excursions.*

o Discusses with the Financial Coordinator expenses for each excursion, as well as how those expenses will be paid, according to the program site budget. *It is the responsibility of the Financial Coordinator to work with the Onsite Coordinator and IUHPFL Office to ensure that expenses are actually paid, however.*

o Notes any changes or suggestions for next year’s excursions in the Knowledge Base and in his or her Weekly Report.

**Facilities**

- Although it is the responsibility of the Onsite Coordinator to reserve classroom space and arrange for student and instructor accommodations, the Logistics Coordinator works in collaboration with the Onsite Coordinator to confirm all arrangements with these facilities just prior to the program or shortly after arrival.
Logistics Coordinator introduces him or herself to the managers of the classroom facilities, as well as other facilities used by the program, such as the staff residences, cafeterias, sports facilities, etc. and works with these individuals and the Onsite Coordinator/s to resolve any issues that might arise.

Logistics Coordinator ensures that instructors and students are aware of facility rules and requests.

Group flights and ground transportation between host city and airports

Logistics Coordinator is responsible for reporting to the Office any changes in flight or travel itineraries due to weather or other factors; the Office will then share the information with Onsite Coordinators and students’ parents/guardians, as necessary.

Prior to the program, the Logistics Coordinator confirms ground transportation plans with the Onsite 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 Coordinator will provide contact information for the bus company, etc.

Knowledge Base

The Logistics Coordinator keeps and updates the Knowledge Base (KB) 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 manage the program with little or no difficulty.

Information that should be kept in the KB includes:

Names, addresses, and phone numbers of Onsite Coordinators, classroom facilities, instructor residences, all lodging details, bus companies, physicians and hospitals, therapists, local government offices, newspapers and other media sources onsite, etc.
• Names, addresses and phone numbers of prominent hospitals and clinics at or near excursion destinations
• Names of recreational facilities, dance and music studios, and other venues or activities in the host city that students might need or enjoy
• Agendas or programs for activities specific to each site (4th of July party, visit with the mayor, city tour, 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 of Optional Activities and Community Engagement Activities
• Inventory of materials left at program site and location of those materials
• All memos/invitations written to host families

Medical Facilities
The Logistics Coordinator communicates with the Onsite Coordinator upon arrival to obtain changes in information pertaining to hospitals, health clinics, mental health professionals, etc. and records this information right away in the Knowledge Base.

He or she ensures that fellow instructors have the names and contact info of these medical facilities and professionals and instructs them to carry this information with them at all times. He or she also updates the Knowledge Base with this information.

Onsite Materials
At the end of the program, the Logistics Coordinator gathers up all materials and items that are to remain onsite and makes sure that they are left with the Onsite Coordinator for safe-keeping until next year.
Meetings with Fellow Instructors and Onsite Coordinator/s

The Logistics Coordinator schedules the daily Instructor Team meetings, which give the team time to discuss the activities of the day, upcoming excursions, any announcements that need to be made to students, topics of the Support & Success Group sessions, student concerns, etc. Instructors must be flexible about when these meetings occur, as daily life onsite can be unpredictable and these meetings might need to be in the evening (perhaps even late).

The Logistics Coordinator also schedules weekly meetings between the instructors and Onsite Coordinator/s, which can take place during a meal or in a casual atmosphere. The objectives of these meetings are to communicate on important matters and to become better acquainted.

Optional Activities

With input and agreement from the entire Instructor Team, the Logistics Coordinator plans the Optional Activities, which are described later in this handbook.

Public Relations Coordinator

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

Birthday Celebrations

- With help from the Financial Coordinator, the PR Coordinator purchases birthday treats (a cake and refreshments) plus a card for each student (and instructor). The program site budget, which is managed by the Financial Coordinator, specifies how much can be spent on each student who will be celebrating his or her birthday during the program.
Whenever possible, the birthdays of students (and instructors) should be combined into one celebration; if there are birthdays more than one week apart, separate parties can take place.

**Farewell Show**

- The PR Coordinator is the *primary* organizer of the Farewell Show and begins to make preparations the second week of the program, asking teammates to help with certain tasks for the event, as needed.
- After consulting with teammates, the PR Coordinator drafts and distributes the Farewell Show invitation to the Onsite Coordinator, host families, and other community members the group wants to invite.
- The PR Coordinator acts as emcee for the Farewell Show, writes the emcee’s script for approval by the Instructor Team, and creates the event program for printing.

**Invitations, Memos, and Media**

- The PR Coordinator drafts and sends out invitations for program events, which are then sent to the Onsite Coordinator and Host Families, as well as local government officials and journalists, etc.,
- 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 (if applicable), the Farewell Show, and other events, such as the 4th of July Party, etc.
- The PR Coordinator sends out a weekly email to host families (copying the Onsite Coordinator), letting them know what the coming week’s events will be, what students need to pack, whether sack lunches are needed for an excursion, etc.; each message should be discussed with fellow instructors beforehand to be sure it is accurate and complete.
- All of these invitations and emails must be shared with the Logistics Coordinator, so they can be added to the Knowledge Base.
Any correspondence directed toward host families regarding student discipline or other sensitive topics must be approved by and sent through the Onsite Coordinator upon his or her direct involvement in all such decisions; instructors have no authority or supervisory capacity over host families.

Materials
The Public Relations Coordinator is responsible for sending back to the Office in the carry-on suitcase the following materials:

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

Program Site Blog and Closed Facebook Group
Prior to Student-Guardian Orientation in April, the PR Coordinator ensures that both the blog and the closed Facebook group are set-up and functioning. At Orientation, the PR Coordinator shows students and parents/guardians how to access these platforms, but stresses that the Facebook group is only for students and instructors; parents and guardians cannot have access to it.

Program Site Blog
The blog is for parents and other family members who wish to follow the team’s progress. It can also be used by the PR Coordinator prior to the departure to share announcements with parents/guardians regarding travel, etc., and during the program, it highlights students’ activities, excursions, and any other relevant news. It is essential to the peace of mind of students’ loved ones back home.

PR Coordinators are expected to:
- Update the blog 2 or 3 times per week during the program
- Include photos of individual students or small groups, ensuring that each student is photographed often
- Incorporate brief videos too, if possible

**Closed Facebook Group**
The Facebook group is only open to students, instructors and the IUHPFL Office – no parents or guardians can join. Each student must have a Facebook account and send a request to the group to join it. Its purpose is for pre-departure announcements to students and to allow students and instructors to stay in touch after the program.

**Visit to Mayor’s Office and/or Town Hall**
The PR Coordinator works with the Onsite Coordinator to organize the visit to the local mayor’s office (if applicable).

The PR Coordinator should:
- purchase a card for the Mayor or his representative and have all students and instructors sign it
- prepare and deliver a speech or discourse during the visit; a copy of the speech is given to the Logistics Coordinator to be included in the Knowledge Base.

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

*If there is more than one Student Coordinator, then these duties will be shared among them.*
**Attendance and Roll-Call**

The Student Coordinator takes attendance at the start of each class day, as well as roll-call during excursions and outings. If a student is absent, the SC immediately contacts the host family to determine the student’s condition and whereabouts.

**Carry-On Suitcase**

Whenever possible, the Student 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 returning it to the IUHPFL Office after the program. If the Student Coordinator is not able to travel to and/or from the host country with this suitcase, he or she must ask another instructor to do so and inform the Administrative Coordinator of this alternate plan.

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 Student Coordinator supervises the inventory and packing of all these materials for return to the Office.

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

**Language Testing and Onsite Evaluations**

- The Student Coordinator and Logistics Coordinator work together to prepare, administer, and collect the IUHPFL Language Test, given at the beginning and the end of the program. *ALL instructors help to grade these tests onsite.*

- The Student Coordinator ensures that the test scores are reported correctly on the Final Student Evaluations.
- The Student Coordinator and Logistics Coordinator work together to ensure that onsite evaluations are scheduled, administered, collected, and returned to the Office in the carry-on suitcase at the end of the program.

**Events Organized by Student Coordinator**

The Student Coordinator is the *primary organizer* of the following onsite events, but *all instructors* are expected to help plan and lead these events to ensure that they are successful.

Please note that daily meetings between instructors and weekly meetings with the Onsite Coordinator/s are organized by the Logistics Coordinator, while the Visit to the Mayor’s Office and the Farewell Show are organized primarily by the Public Relations Coordinator.

- Student Onsite Orientation (within the first few days of the program)
- Student-Host Family Orientation (within the first few days of the program)
- Host Family Meeting (during the 2\textsuperscript{nd} full week of the program)
- 4th of July Party or Picnic (on or around July 4\textsuperscript{th})
- Birthday parties for students (instructors’ birthdays can be included in these celebrations)

If a Welcome Reception is on the calendar for the day that students and instructors arrive, it has been planned by the Onsite Coordinator and he or she will lead it. If a Welcome Reception is combined with the Student-Host Family Orientation, the Onsite Coordinator will lead the reception portion and the instructors will lead the orientation, with input and involvement from the Onsite Coordinator.

**Program Site Folder**

At all times, the Student Coordinator carries the Program Site Folder or assigns the folder to another instructor during times of his or her absence from the group. This folder is to contain the following:
- Provided by the Office
  - The U.S. Family Contact List
  - The Onsite Coordinator and Host Family Contact List
  - The Abbreviated Medical Card (AMC) of each student, which lists his or her medications and emergency contacts
  - Copies of students’ passports
  - Blank insurance claim forms

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

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

Often, the Student Coordinator is also the instructor who reports emergencies to the Managing Director, although all instructors and the Onsite Coordinator help to facilitate communication with the Managing Director and the Office during times of crisis.

**Student-Host Family Interactions**
During the program, the Student Coordinator works closely with the Onsite Coordinator, immediately relaying to him or her, as well as the Managing Director, any serious issues between a student and his or her host family or pertaining to the health and
well-being of the student. Likewise, the Onsite Coordinator will relay such information to the Student Coordinator. Host families often communicate their concerns to any of the instructors, so it’s important for all instructors to make sure that the Student Coordinator is well informed and leading the way when a student is ill, having a conflict with his or her host family, or experiencing other kinds of difficulties.

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

- It is *not* the responsibility of the Student Coordinator to communicate with host families or parents/guardians about challenges, conflicts, or host family changes. The Onsite Coordinator will work with the host families involved, and the Managing Director will communicate with the student’s parents/guardians.

- If a change in host family occurs, at least two instructors, including the Student Coordinator, help the student to move to the new host family’s house. *The Onsite Coordinator must also be present during the move to help smooth over interactions between the first host family and the student.*

**Students’ Medical and Dietary Needs**

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

- The Student Coordinator will:
  - Discuss students’ health and medical needs with the Onsite Coordinator to make sure that host families are confidentially and individually informed and know how to help the students, if necessary
Helps the students to learn the vocabulary they need to convey their dietary needs to restaurant personnel, if necessary

- Past conditions or those that are minor and do not require medication will not be shared with instructors or the Onsite Coordinator, unless necessary.

- It is the student’s responsibility to take his or her own medication as prescribed; any difficulty in this regard should be reported to the Managing Director right away by the Student Coordinator.

**Student Travel Plans**

Although all students are required to travel *to the host country* together, accompanied by at least half of the instructor team, some students might choose to remain in the host country *after the program* in order to travel with or visit family and will therefore not be on the group flight home.

The Office will gather information related to students’ post-program travel plans (also referred to as travel deviation plans) and will share it with the Student Coordinator, in addition to the email addresses and cell phone numbers of those parents/guardians. About 2 weeks prior to the group’s return to the US, the Student Coordinator will email those parents/guardians and arrange a time and place for them to meet up with their students in the host country. This meet up must take place on the final day of the program (the day of the return flight), or in the case of a morning flight to the US, late the night before, after all group activities have ended. Parents and guardians are not permitted to meet or pick up their students any earlier than these 2 options.

**Financial Coordinator**

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

**Birthday Celebrations**

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

**Budgetary and Financial Matters**

During the second Instructor Training Session in February, a special orientation will take place for Financial Coordinators. Specific Financial Coordinator Instructions will be distributed and explained during this orientation and will be kept in IU Box for easy reference during the program. Financial Coordinators are expected to consult these instructions frequently and to contact the Administrative Coordinator and Managing Director with any questions they might have.

Specifically, the Financial Coordinator:

- Helps other instructors to understand IUHPFL financial policies and procedures
- Oversees the program site budget; makes all onsite purchases using the program debit card, credit card, or cash (as specified in the budget itself); and maintains a complete record of all financial transactions via the following reports, which are available on IU Box 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
- Maintains and tracks all program invoices and receipts and submits them to the IUHPFL Office.

- Ensures adherence to the program site budget; adjustments to the budget can be made, as long as an increase in line item of the budget is offset by a decrease in another or as long as the overall budget is not exceeded. Unbudgeted onsite purchases greater than an equivalent of $100 USD must have approval from the Managing Director.

- Upon arrival in the host country, withdraws cash from an ATM at the airport with the program debit card in order to give an appropriate tip to the bus driver (if the group will be taking a bus to the host city) and for other immediate purchases as necessary. A printed receipt from the driver or a “homemade receipt” created by the Financial Coordinator and signed by the driver must be kept.

- Obtains required paperwork from vendors abroad in order to facilitate international wire transfers from IU Bloomington, as needed.

- Distributes payments to host families and collects each host parent’s signature upon receipt of payment (European sites only; host family payments in Asia and Latin America are managed by our partner providers, CET Academic Programs and IFSA, respectively.)

- Returns program debit and credit cards and cash currency to the Office promptly at the end of the program. Coins must be converted into bills (if possible) prior to leaving host country, and then those bills must be converted to USD upon return to the US international airport. A receipt showing the conversion rate must accompany the US currency upon returning it to the Office at the end of the program.

**Excursions**

In addition to helping to supervise and guide students during excursions, paying for expenses, and tipping bus drivers, the Financial
Coordinator is responsible for checking the bus at the end of an excursion for any personal items left behind.

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

**Materials**
The Financial Coordinator is responsible for returning to the IUHPFL Office the following materials in person or via another instructor (not in the carry-on suitcase):

- The IU travel/meeting credit card in his or her name
- The debit card in his or her name that is tied to the program site bank account
- All original receipts (including the credit card and debit card receipts)
- All original ATM withdrawal slips pertaining to the program site debit card
- Any leftover cash on hand; coins must be converted to bills (if possible) before leaving the host country and bills must be converted to USD upon arrival at the US international airport. A receipt from the airport must also be submitted, showing the conversion rate.
- If applicable, receipts and/or mileage form from Onsite Coordinator/s for the purpose of their reimbursement
- The list of host family signatures indicating that host families received their payments (European sites only)

**Meal Calendars and Travel Advances**
A Meal Calendar for each site, created by the IUHPFL Office and confirmed by the Onsite Coordinator prior to departure, clearly outlines how meals will be provided to instructors and students each
day of the program. Instructor meals that are not already paid for by IUHPFL will be covered through a travel advance, which instructors will receive prior to the program.

The Financial Coordinator:

- Ensures that the meal calendar is followed and reports any deviations or necessary changes to the Managing Director
- Works with the Logistics Coordinator to confirm meal arrangements (group meals, sack lunches, etc.) with hotels and hostels prior to excursions, as outlined in Meal Calendar. These arrangements are often made by the Managing Director or Onsite Coordinator prior to the program and only need to be confirmed.

**Program Cell Phones**

The Financial Coordinator is the primary person responsible for the purchase, replacement, and operation of the program cell phones. In collaboration with the Onsite Coordinator, who needs to charge the phones prior to the group’s arrival, the Financial Coordinator ascertains how many phones are working and whether upgrades or replacements will be necessary. During the first day or two of the program, the Financial Coordinator purchases necessary phones, as well as the minutes needed for each one. Every student and instructor is to have a program cell phone, unless an instructor wishes for students to have his or her personal cell number (instructors will also carry their own smart phones at all times during the program).

The Financial Coordinator:

- Ensures that students’ *personal smart devices* are collected after arriving in the host country and before students meet their host families
- Stores students’ personal smart devices (and their passports) under lock and key during the entire stay in the host city
- Labels each student program cell phone with student’s initials and phone number
Labels each instructor program cell phone with the instructor’s name and coordinator role

Creates a list of all program cell numbers belonging to students and instructors and ensures that students, instructors, and Onsite Coordinator/s have a copy of the list

Instructs students to share their program cell numbers with their host parents and to enter their host parents into their phone contacts

Ensures that all instructors have the cell number of the Onsite Coordinator programmed into their phones

Erases all texts, photos, etc. from each program cell phone at the end of the program

Discusses with Onsite Coordinator how to keep the program cell phones and numbers active throughout the year in order to save time and cost in re-activating them every summer and lets Managing Director know what arrangements along these lines have been made

Collects program cell phones and returns them to the Onsite Coordinator, either in person or via mail

Returns students’ personal smart devices and passports to them the night before the group flight to the U.S. and reminds students to charge their devices in preparation for the flight home
Financial 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, there are important rules and policies pertaining to financial matters that apply to ALL IUHPFL Instructors.

Alcohol, Celebrations, and Hospitality

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

Budget, Purchases Onsite, and Program Receipts

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

For example:

- Any purchase beyond what is indicated in the budget and costing more than $100 USD must be approved by the Managing Director in advance.
- If an unbudgeted purchase **must** be made by the Onsite Coordinator or 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.

- If a program receipt is lost, the instructor who made the purchase is responsible for obtaining a replacement receipt from the vendor.
- **Non-Allowable Expenses** are those that must be purchased with instructors’ personal funds (i.e. travel advance), *not* IUHPFL funds:
  - Personal supplies (i.e. clothing, hygiene, etc.)
  - Individual instructor meals beyond what is paid for by IUHPFL
  - Gifts/treats beyond what is provided by the program or allotted in the budget
  - Alcohol (cannot be purchased with program funds under any circumstance, not even as a gift)

**Emergency Expenses**

In the event of a crisis requiring emergency travel or accommodation expenses for an instructor (i.e. an overnight stay at a hospital with an ill student), the instructor should consult the Financial Coordinator, who has instructions on handling emergency expenses, and request payment of the expenses from the program site account (using cash or the program debit card). If an instructor must pay the emergency expenses him or herself due to lack of time or access to the Financial Coordinator, for example, and wishes to be reimbursed, he or she must submit all receipts to the Financial Coordinator as soon as possible for reimbursement onsite or to the IUHPFL Administrative Coordinator within 30 days after the end of his or her IUHPFL program.

**Instructor Travel Advance**

Each instructors should be aware of the following with regards to the Travel Advance:
- Its purpose is to cover meals that are not already provided through another source (cafeteria, group meal, etc.) and therefore the amount can vary greatly by program site.

- Instructors receive 100% of their travel advance 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 instructors budget wisely to avoid running out of funds by the end of the program.

- The Meal Calendar and Travel Advance Chart for each program site will show how the travel advance is calculated and they will be available in IU Box. They will also be explained during Instructor Training in the spring.

**Personal Travel Receipts**

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

**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 brief local calls and text messages in the host country, but never for international calls. In cases of emergency or matters of importance requiring lengthy conversation, Skype or WhatsApp will be a better form of communication between instructors and the Office.

**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 good 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 for students by the program. If a student should become low on cash or if their cash or cards should be lost or stolen, instructors are to contact the appropriate IUHPFL Office personnel as soon as possible. That person will 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. If students keep a little bit of cash in their rooms and learn to separate the cash they carry between their pockets, backpacks, etc., they should not find themselves without funds while waiting for their parents to send reinforcements.

Additionally, IUHPFL cannot be financially responsible for an individual student’s onsite expenses, beyond what is provided already for every student. 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 travel 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. Whenever possible the travel insurance provider should pay the medical facility directly, but regardless, the student and his or her parents/guardians are ultimately solely responsible for these expenses.
Onsite Coordinators

At each program site, one or two local residents act as Onsite Coordinators for IUHPFL. Some of these individuals have worked with the program for many years, even decades. Without their knowledge, dedication, organizational skills, and connections within the host cities, IUHPFL could not function. Our Onsite Coordinators are tremendous collaborators and resources for our instructors, students, and Office personnel. Instructors often form close working ties with the Onsite Coordinators and work in partnership with them to ensure that the summer is a success for every student.

Onsite Coordinators do not supervise IUHPFL instructors, as that is the role of the Managing Director. However, it is important to keep in mind that the Onsite Coordinator is the authority where the host families and community organizations and agencies are concerned. At all times, IUHPFL office staff and instructors must respect that Onsite Coordinators are permanent members of the host communities and that their professional relationships within those communities are theirs alone to manage. If a conflict or misunderstanding should arise between IUHPFL and an individual, a host family, or an organization in the host country, the Onsite Coordinator will be the liaison in resolving the issue. Furthermore, students and instructors are asked to always conduct themselves in a way that will reflect positively on the Onsite Coordinator and IUHPFL within the host community.

Working closely with the Managing Director prior to and during the program, Onsite Coordinators are responsible for the following responsibilities and tasks, which are described in detail in their service contracts with IUHPFL:

Classrooms and Facilities, Lunches, and Storage

- Coordinate and reserve program site classrooms, lunch arrangements, access to facilities for Afternoon Activities, and venues for Farewell Show and other events
- Provide a lockable cabinet, closet, or other suitable space, where instructors can store students’ passports and smart devices
Excursions and Tours

- Plan and coordinate program site calendar and excursions in collaboration with the Managing Director and with input from instructors
- Arrange for transportation and lodging for excursions and ensure that the Office has invoices for any deposits required
- Work with the Logistics Coordinator to confirm transportation and lodging reservations for excursions shortly after the group arrives onsite
- Work with the Financial Coordinator to ensure that all invoices are collected from onsite vendors
- Schedule a tour of the host city to occur shortly after the group’s arrival in the host city

Health and Safety

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

Instructor Accommodations

- Find suitable accommodations for the instructors in one more apartments, in a youth residence facility, or with one or more host families
- Work with Office to secure these accommodations and to ensure that all necessary paperwork is completed and deposits are paid
Payments to Onsite Vendors and Host Families

- In collaboration with Office personnel and Financial Coordinator, secure invoices and other documents from onsite vendors
- Facilitate communication between vendors and Office and/or Financial Coordinator regarding invoices and payments, prior to, during, and after the program
- Help to resolve any issues with payments to host families (European sites only; payments to host families in Asia and Latin America are managed by the respective provider organizations and do not involve IUHPFL instructors.)

Program Cell Phones

- Charge program cell phones prior to group’s arrival and inform Financial Coordinator how many phones are working, how many need to be replaced, etc.
- Work with the Financial Coordinator to ensure that program cell phones are purchased and ready for use prior to or shortly after group’s arrival
- Ensure that program cell phones are stored safely between programs

Instructor Team Support

- Conduct initial sit-down meeting with Instructors shortly after group’s arrival to discuss calendar, tours, excursions, outstanding payments to vendors, reservations, etc.
- Meet with instructor team on a weekly basis to become better acquainted and to discuss all facets of the program together
- Give daily support to the instructor team as needed and assist with problem solving and crisis management
- Support and attend all onsite events, such as the Student-Host Family Orientation, 4th of July celebration, and Farewell Show
- Help the instructors to foster a positive, fun, and respectful atmosphere between all parties onsite
Recruiting and Supervising Host Families

One of the primary responsibilities of the Onsite Coordinators is to recruit, vet, train, and supervise the host families in their communities, and this is an aspect of their work for IUHPFL that is very close to their hearts. Host families come into the program through existing families, through word-of-mouth, so the professional relationships and the trust that Onsite Coordinators strive to build with these families, often over many years, form the foundations of these communities, which in turn 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 to match students with appropriate host families, in collaboration with the Managing 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 and Managing Director to determine the weekday curfew for students and ensure that it is enforced; 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 manages communication with host families during conflicts involving students
- Help the Student Coordinator and other instructors to mediate issues between students and their host families
• Work with Managing Director and instructors to follow the protocol laid out in this handbook in resolving challenges between students and their hosts families

• Collaborate with Managing Director and instructors to determine if a host family change is necessary for a student; no such change can be made without the direct involvement and approval of the Onsite Coordinator and Managing Director.

• Help to ensure that a student’s move from one host family to another is constructive and efficient by being present and acting as liaison between all parties

Fostering Great Partnerships with Onsite Coordinators

One of the keys to a successful IUHPFL program is excellent communication between the Instructor Team and Onsite Coordinator. 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, in person or via phone or text

• Holding a weekly meeting with them, in a relaxed setting, that involves conversation and ongoing collaboration and support

• Treating them to a dinner during the program (cost is covered by the program)

• Inviting them to all Optional Activities, which are described in this handbook

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

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

A great deal of preparation and planning goes into each IUHPFL summer, and it’s valuable for Instructors to have an understanding, not only of what’s expected of them, but some of the inner workings of the program, as well. This section will provide important information pertaining to the pre-departure process, much of which requires participation and input from Instructors.

Student Application and Acceptance Materials

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

Student Application Materials

Student Application Materials are submitted by early December and include the following pieces, which comprise the application dossier. Instructors work together to screen these dossiers during Winter Break, thereby helping the Managing Director and Program Coordinator to better determine which applicants are academically and personally ready for an intensive language immersion experience.

Student Application Materials include:

- **Student’s High School Transcript**

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

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

- **Teacher and Mentor Appraisals**: Three appraisals are required as part of the application dossier – one from their foreign language teacher, the second from another current teacher, and the third from an outside (non-relative) adult, like a coach or an employer.
Parental Assessment: As part of the student’s application dossier, parents and guardians complete this questionnaire to help determine a student’s readiness for IUHPFL.

Student Acceptance Materials

After students are accepted and placed in their program sites, typically during the third week of January, they and their parents/guardians begin to submit the Student Acceptance Materials.

Instructors are not given direct access to all of these documents, but relevant information from these forms is condensed and provided to instructors prior to departure. 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:** This is the 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:** On this form, 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:** In the past, this form was signed at Orientation, but will now be completed online. It 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 is completed by the students and 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 his or her host family, along with the Student Letter to the Host Family.

Student Letter to Host Family: Each student writes a letter to his or her 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 he or she needs. 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 also under the care of a mental health professional, that individual must also complete a page on the form and provide his or her signature. The information on this form is shared with Instructors, Onsite Coordinators, and host families, on a need-to-know basis, meaning 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.

Permission for Foreign Travel with Minor (China & Mexico only): This form gives permission from parents/guardians for their students to travel to these countries with IUHPFL Instructors.
Instructors for these sites must carry the forms with them to the international airports and show them to airline personnel at check-in.

- **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.

- **Student Travel Deviation Form:** Parents/guardians of students who plan to remain in the host country or region after the program must complete this form and outline in detail the student’s post-program travel plans. This deviation information is then shared with the student’s instructors.

- **Color copy of student’s passport**

- **Student-Guardian Orientation RSVP Form:** Parents/guardians must state who will attend Orientation with the student and give the student’s t-shirt size.

- **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 EFC (Estimated Family Contribution) Code to the IUHPFL Office. The form also allows them to provide additional information pertaining to their financial circumstances.

**Course and Course Materials Preparation**

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

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

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

It is up to the Instructor Team to decide which instructors will teach which subjects and how these subjects might be combined (i.e. Grammar & Communication, Culture & Literature, and so forth). One team might teach Phonetics by itself, while another offers Phonetics combined with Grammar, and so forth. How courses are combined depends on the number of instructors for the site, as well as their areas of expertise.

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

- At the beginning of each course booklet, instructors must include a lesson plan for each class or at minimum a list of the topic/s that will be covered during each class day.
- It is important to include only content that will actually be covered during the program; supplemental materials can be created onsite if necessary.
- Each course booklet will be limited to **80 pages maximum** in consideration of weight and printing costs. This means that instructors need to plan thoroughly before submitting their
materials to the Office and think through their lessons for Emerging, Intermediate, and Advanced learners.

- Do not spend course booklet pages (or class time) revisiting Level I grammar topics! Assume these points are solid for students and answer questions as they arise.
- Any additional booklets pertaining to Afternoon Activities (songbooks, etc.) are to be combined into one booklet.
- 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 IU Box) by the March deadline given 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 the Managing Director and Returning IUHPFL Instructors to ensure that the content is appropriate and not too difficult.

**Program Site Travel Plan**

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

**The Travel Plan includes:**

- Dates of the departing and return flights
- Name of the airline (Delta, American Airlines, etc.) and flight number – do not provide the flight times, as these can change
- Time that students and their parents/guardians should arrive at the airport (3 hours prior to take-off) on Departure Day and where to meet inside the airport (typically near the check-in counter); be sure to indicate CST for Chicago O’Hare flights and EST for Indianapolis flights.
- Which instructors will travel to and from the host country with the students
- A note to parents/guardians that they must accompany their students into the airport and remain nearby through the check-in process in case luggage fees need to be paid
- A reminder to the students to bring their passports (plus 2 color copies) and to wear their IUHPFL t-shirts to the airport
- Luggage weight requirements and fees specific to the airline and a reminder to students and parents/guardians to check the airline’s website for more details

When preparing the Travel Plan, consider the following:
- Instructors and students will receive emails prior to departure that include group flight information and indicate which students will deviate from the group flight at the end of the program.
- Instructors, students, and parents/guardians will have a list of each other’s cell phone numbers for easy communication on the day of travel. Instructors are to have this contact list with them at all times during travel.
- Due to the hectic nature of Departure Day, it is imperative that all instructors traveling with the students to the international destination arrive where they need to be in plenty of time.
- It will be necessary for at least one instructor to meet the students at the check-in counter prior to the international flight to ensure that all students are present and are checked in correctly.
- Instructors will need the names and addresses of host families, as well as the instructors’ residence/s, as this information will be needed during the flight to the host country when filling out the Customs and Immigration cards.

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

**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 carry-on suitcase. One instructor, preferably the Student Coordinator, who oversees the inventory and distribution of these materials, travels with the carry-on suitcase to and from the host country. If he or she is not able to pick-up or return the suitcase in a timely fashion, he or she may ask another instructor to do so. Fees for checking in this suitcase might apply and will be reimbursed to the instructor who pays them after the program, as long as the receipt is presented within 30 days after his or her IUHPFL program.

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

- Gifts for the Onsite Coordinator and their staff, if applicable (typically IUHPFL t-shirts and IU memorabilia)
- Onsite Language Test materials
- Onsite Evaluation materials
- Students’ Abbreviated Medical Cards (AMC’s)
- Color copies of students’ passports
- Posters of the IUHPFL 8 Core Values
- Insurance Cards for students and instructors
- Insurance Claim Forms
- Signed Activity Waivers for students
- Emergency Contact Cards
Student-Guardian Orientation

There are four kinds of IUHPFL orientations that take place prior to or at the very beginning of the programs:

- A pre-program orientation for host families organized and led by the Onsite Coordinator
- The Student-Guardian Orientation for students and their parents or guardians in April
- An Onsite Student Orientation shortly after the group arrives onsite led by the instructors (and sometimes the Onsite Coordinator)
- A Student-Host Family Orientation shortly after the group arrives for host families and students that is led by the instructors and Onsite Coordinator

In this section, we will talk specifically about the Student-Guardian Orientation, which is held in April at the Indiana Memorial Union (IMU) on the IU Bloomington campus. The other three orientations are addressed in the section of this handbook called “Settling into the Program.”

Due to the number of IUHPFL participants each year, it is necessary to hold two Student-Guardian Orientations. These events are divided by the IUHPFL languages offered that year and take place all day on a Sunday in April. Therefore, each student, guardian, and instructor will attend only one orientation event. Student-Guardian Orientation is mandatory for instructors, students, and one or two parents or guardians 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, which covers every aspect of the program. 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 teambuilding activities to students. Student-Guardian Orientation is considered the “first day” of the IUHPFL summer experience, and students’ attendance is a mandatory part of their IUHPFL experience. Students will receive their course materials (designed by their program site instructors and printed by the IUHPFL Office) and an IUHPFL Student-Guardian Handbook at Orientation, all of which should be taken with them abroad.

**Role of Instructors in Student-Guardian Orientation**
The Student-Guardian Orientation provides an opportunity for instructors to do the following:

- Help the Managing Director and Office Staff to welcome students and their parents.
- Interact with students and guardians on a more personal level before departure
- Share and/or expand their Program Site Team’s unique identity and vision with students
- Implement effective teambuilding techniques and activities, drawing from resources including the IUHPFL Teambuilding Guide
- Explain site-specific calendars, daily schedules, excursions, cultural norms, and expectations to students and their parents/guardians via a PowerPoint presentation and the site-specific section of the Student-Guardian Handbook that each instructor team has created
- 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 which instructors have included in the site-specific section of the Student-Guardian Handbook
Begin to assess each student’s proficiency in the target language and determine what specific instruction and support will most benefit him or her.

Take note of interactions between students, looking for students who are likely to adjust easily, as well as those who might struggle.

**Student-Guardian Orientation Overview**

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

**Check-In**

Instructors arrive at least 30 minutes prior to students and their guardians and pick up their program t-shirts and any materials specific to their team at the check-in tables outside Whittenberger Auditorium. They then go to their break-out rooms in the IMU to test the AV equipment (which can include one of their personal laptops in some cases) and make sure tables and chairs are set up to their liking.

Students and guardians also check-in when they arrive, picking up course materials, the program event and other paperwork, and student t-shirts.

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 Managing Director will lead an overview of IUHPFL, lasting between 60 and 90 minutes and covering the General Information Section of the Student-Guardian Handbook – the 8 Core Values, Honor Code, Pledge of Excellence, communication guidelines, host families, disciplinary protocol, health and safety, the IUHPFL Diploma, etc. – and sometimes allowing for a brief question-and-answer session at the end.
**Program Site Breakout Sessions**

The instructor teams will lead breakout sessions pertaining to their individual program sites for their groups of students and guardians, using smaller rooms within the IMU. Program alums are invited to attend and share their stories with incoming students and their parents/guardians.

**These sessions include:**
- Introductions of the instructor team and program alums present
- A PowerPoint presentation about the site-specific information of the Student-Guardian Handbook, including the Program Calendar, Daily Schedule, weekday curfew time, excursions, Community Engagement Activities, and homestays, as well as details on currency, climate, electrical adapters, etc.
- Specific list of what to pack and what not to pack, also included in the site-specific section of the Student-Guardian Handbook
- Presentation and explanation of the team’s unique identity, vision, and mascot, which incorporate characteristics of the host city or geographical region
- Departure Day procedures and the Program Site Travel Plan (please see section in this handbook titled “Program Site Travel Plan”)
- Anecdotes and personal experiences from program alums

**Lunch**

Students and instructors bring a sack lunch that day and enjoy their lunches 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 town.

**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
- Careful 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

NOTE: At any point during the Orientation session, should an instructor notice that a student is seriously struggling with some aspect of the program or if it is disclosed that the student has a physical or psychological condition that has not yet been discussed with the Office, the instructor should inform the Managing Director, so steps can be taken to address the student’s needs prior to departure.

Parents/Guardians-Only Session with Managing Director

After lunch, parents and guardians return to Whittenberger Auditorium for a 90-minutes session with the Managing Direction, 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, psychological, and emotional health information of students
- Health and Medical Insurance provided to students during the program
- Safety while abroad

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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 Managing Director in Whittenberger Auditorium for any remaining questions and for the following wrap-up activities:

- Students recite the IUHPFL Pledge of Excellence in unison
- Students and parents/guardians sign the IUHPFL Honor Code Affirmation and any additional paperwork required by the Office

**U.S. Departure & Arrival in Host Country**
Although many IUHPFL Instructors are experienced travelers, it might be helpful to keep in 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/](http://www.state.gov/travel/))
- Find out whether it is necessary for you to have a visa to visit your host country (China requires one for non-native instructors) and visit a website like [www.Travisa.com](http://www.Travisa.com) to apply for your visa.
- Make sure you have a current passport and have met any applicable visa requirements at least 4 weeks prior to departure.
- Check out the website for the Center for Disease Control ([http://wwwnc.cdc.gov/travel/](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 summer weather is generally like in the host country and pack accordingly.

Airport Check-In Procedures
All instructors should be familie with airport check-in procedures for groups, as each one with travel either to or from the host country with students. On Departure Day in June, it is imperative that instructors traveling with students arrive at the international airport prior to students and their parents/guardians and be at the location where everyone has been instructed to meet.

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 arriving; it is common for one counter to be assigned to the group.
- Check in the IUHPFL carry-on suitcase. A fee might be required, and instructor is to keep the receipt for reimbursement after the program.
- 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 for easy access.
- Proceed through security together, if possible, or communicate a meeting point and time to re-group prior to boarding.
At the gate:
- Take roll call once all students and instructors have arrived at the gate
- Try to get a nice group photo at the airport for the Program Site Blog!
- Recommend that students practice with each other in the target language
- Remind students that the Language Commitment officially goes into effect as soon as they land in the host country

Once on board:
- Make an effort to interact with students during the flight in the target language
- Provide students with the addresses of their host families, so they can include this information on their landing cards for Customs & Immigration

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
- The Financial Coordinator (if traveling with the group) withdraws cash from an ATM at the airport, using the program debit card, in order to give a tip to the bus driver and to have some cash on-hand for necessities that arise during the first few days of the program
• **Mérida only:** At Passport Control, students will be given a portion of their landing cards to keep for the return flight to the U.S. These receipts should be given to instructors, along with students’ passports, for safekeeping during the program. The receipts will have to be stamped again in order for students to exit Mexico, so it’s important that they not be lost.

• Typically, one instructor has arrived in the host country early and will accompany the bus to the airport to pick up the group or one of the instructors traveling with the students is in communication with the Onsite Coordinator and knows 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. For other program sites with shorter bus rides, a stop might be made at a roadside cafeteria for snacks and beverages. These meals and snacks will be included in the program site budget, which is managed by the team’s Financial Coordinator.

• Once, students, instructors, and luggage are all on the bus, instructors assign each student with a number, in the same order as the alphabetized list:
  
  o Students should remember these numbers, which will be used thereafter for taking roll call quickly.
  
  o When students hear their numbers, they shout their first names back to the instructor taking roll call.
  
  o After instructors have taken roll call and verified that all students, luggage, and passports are accounted for, the team departs for the program site.
  
  o The bus ride to the program site is a good opportunity for the instructors to remind students of the schedule for the first few days of the program and suggest ways to combat jetlag. It is also an opportune moment to give students a pep talk and prepare them to meet their host families.
• One instructor (the PR Coordinator if possible) calls the Onsite Coordinator to let him/her know that the team has departed for the program site and gives a rough estimate of time of arrival in the host city.

• One instructor (the PR Coordinator if possible) contacts the Managing Director, confirming the group’s safe arrival in the host country, and (for long bus rides between the international airport and the host city) again when the group arrives in the host city.

• One instructor (the Financial Coordinator if possible) tips the bus driver at the end of the journey to the host city. It’s important to consult with the Onsite Coordinator prior to departure to find out what amount would be appropriate. A printed receipt from the driver or a “homemade receipt” created by the Financial Coordinator and signed by the driver must be kept and submitted by the Financial Coordinator to the Office.

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

The general purpose of a Welcome Reception is for:

• Students to meet their host families

• Everyone to know when and where the group will meet next

• Students to have a snack and rest before going home with their host families
Settling Into the Program

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

Initial Meeting between Instructors and Onsite Coordinator/s

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

- Which deposits have been made to vendors by the Office and what expenses will need to be made onsite by the Financial Coordinator (these will also be outlined in the Program Site Budget)

**Onsite Orientations**

Three IUHPFL orientations occur onsite, the first of which is the pre-program orientation for host families that is organized and directed by the Onsite Coordinator in either April or May. At that meeting, the Onsite Coordinator discusses in detail the Program Site Calendar, Honor Code, and Host Family Agreement and presents host families with their students’ Host Family Placement Forms and their letters to their host families, which include photos of the students. At another time prior to the program, the Onsite Coordinator will also share with each set of host parents in a discreet, confidential manner, information pertaining to their students’ individual medical needs, food allergies, dietary restrictions, and other health considerations.

The other two onsite orientation sessions must take place within the first few days of the program and are organized and facilitated by the instructors – the Student Orientation and the Student-Host Family Orientation. The Onsite Coordinator attends all events where host families are present, including the Student-Host Family Orientation, and might attend the Student Orientation, as well, depending on the program site.

**Student Orientation**

The **Student Orientation** is held on the first or second day after arrival, prior to the Student-Host Family Orientation. It is organized by the Student Coordinator but facilitated equally by all instructors. Students, instructors and sometimes Onsite Coordinators attend this event.
The following matters are typically addressed during the Student Orientation:

- If present, the Onsite Coordinator introduces him or herself and becomes acquainted with students and new instructors.
- He or she might also cover health and safety information if necessary.
- In Asia and Latin America, the Onsite Coordinator might provide some of these details in English to ensure students’ full understanding and cooperation. Instructors need to stress to students that this brief orientation in English is the only exception to the Language Commitment during the program.

- Students turn in their personal smart devices in exchange for a program cell phone
  - Instructors tell students how to make local calls and texts from their program cell phones and let them know how many minutes have already been placed on these phones by the program.
  - Students also receive a list of all the program cell phone numbers for their peers and their instructors, as well as contact information for the Onsite Coordinator.
  - Students are instructed to add their host family’s cell phone numbers to their phone’s contact list at that time.
  - Osaka only: Students in Japan keep their personal cell phones but need to change the language to Japanese and change the settings as directed by instructors in order to limit connectivity to the Internet and to block access to international calling and texting.

- Students give instructors their passports, to be stored with the personal smart devices under lock and key during their stay in the host city.
  - Mérida only: Students also give instructors the receipts from their landing cards, which were stamped at Passport
Control at the airport and which are necessary to exit the country.

- Students should have a color copy of their passport on them at all times. If a student does not have a copy of his or her passport, instructors are to make a copy as soon as possible.

- The Office also provides a copy of each student’s passport in the carry-on suitcase, and these are carried in the Program Site Folder by the Student Coordinator.

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

- Instructors review the tenets of the Honor Code with students, including the Rule of 3 (when they are out and about town together, they should always be in groups of three or more) for safety reasons.
Traditionally, some sites make a poster about the Honor Code, which is then signed by students and their host families during the Student-Host Family Orientation.

The team revisits its unique identity, vision, and mascot which incorporate unique characteristics of the host city or geographical region. A mantra or song might be something the team also creates to strengthen and motivate team unity.

Students are divided into their Support & Success Groups, if this didn’t happen during Student-Guardian Orientation in April. There is a section of this handbook devoted to Support & Success Groups, and suggested materials for these sessions are available on IU Box prior to departure.

**Student-Host Family Orientation**

This event must take place within the first two or three days of the program and might be combined with a Welcome Reception (planned by the Onsite Coordinator) if feasible. Organized primarily by the Student Coordinator and facilitated by the entire Instructor Team and the Onsite Coordinator, the Student-Host Family Orientation is a very important event. Its purpose is to bring students, instructors, host families and Onsite Coordinators together to get acquainted, reaffirm program expectations, and address any questions that families or students might have.

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.

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

- Light snacks and refreshments are provided, especially if this event is also a Welcome Reception.
Instructors introduce themselves with more detail, explaining which classes they are teaching and what their Coordinator Roles are.

Everyone reviews the basic tenets of the IUHPFL Honor Code, as well as the 8 Core Values. Copies of the Honor Code in the target language will be available for distribution.

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

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

Host families are given the program cell phone numbers for students, and instructors stress to them that:

- Students can make local calls and text messages liberally from their program cell phones
- Students are not to use the host family’s phones for international calls
- Emergency calls to the U.S. will be managed by the instructors and IUHPFL Office via Skype or another means

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

Instructors and Onsite Coordinator make sure that students and host families are aware of the curfew for students during weeknights – this varies from site to site, depending on cultural norms, etc. Curfew is the hour when students need to be with their host families, either at home or out and about town.

Additionally, it is stressed that students are expected to spend a majority of their weeknight and weekend hours with their host families, not their program peers.
• Onsite Coordinators ensure that everyone is aware of quality hospitals and clinics at the program site where students should go in cases of illness or emergency.
  
  o Students and host families should also be reminded that any medical expenses must be paid by the student and his or her U.S. family exclusively. Neither the program nor Host families are permitted to pay or promise to pay student’s health or medical care.
  
  o If students go to local hospitals or clinics that are already in partnership with the designated insurance provider, then students might be able to avoid out-of-pocket costs for any health or medical treatment; otherwise, students and their guardians will pay all costs upfront and submit a claim form to the insurance provider for reimbursement.

Other Activities to Orient Students

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

• 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
• Take an historical tour of the city (often organized by the Onsite Coordinator)
• 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) and some snacks (during excursions) to students and instructors, with some exceptions. Students will be responsible for purchasing typically 4 to 6 of their own meals throughout the program, typically at airports and during excursions. They 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 IU Box 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 can be very different from site to site. At some program sites, students have lunch together at their classroom facilities. At other sites, students might go home and have lunch with their host families. Other teams might have lunch at a restaurant or public cafeteria during the week. Sometimes host families provide a sack lunch for their students every day of the week.

Regardless of the arrangement, instructors need to supervise students during lunches and make sure students are aware of the expectations and rules of the facility where lunches will take place. In order to help create a respectful dynamic between students and those who prepare and serve the lunches, introduce cafeteria or restaurant staff to the students and encourage students to find ways of expressing their appreciation for the service and food.

Lunchtime and/or snack time can provide students with further opportunities to get to know those who are not in their morning classes. Instructors may want to invent strategies to help 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. **It is especially important for instructors to ensure that students are speaking to each other in the target language, and not in English, during lunchtime.**

**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 Student Coordinator will ensure that cafeteria personnel or restaurant staff who prepare students’ lunches are informed. Students should also be taught the vocabulary necessary to convey this information to 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 IU Box.

Birthday parties typically go as follows:

- The birthdays of one or more students are combined into one party, resulting in one or two parties during the program. The birthdays of instructors can also be celebrated during these parties.
- Instructors purchase and sign a card for each student who has a birthday and present the card to the student on or just prior to his or her actual birthday in front of the other students, allowing everyone to sing *Happy Birthday* in the target language to the birthday boy or girl.
- The Onsite Coordinator and host families can be invited to the birthday party/ies, and cake, ice cream, and punch are typically served. These refreshments are paid for by the program, according to the amount allotted in the program site budget.

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

**Birthdays and Parents/Guardians**

U.S. parents and guardians sometimes request that their students receive some form of special gift or celebration for their birthday, 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 of course is not an acceptable practice.
Program Academics

This section covers the following topics:

- Onsite Student Language Testing
- Daily Class Schedule
- Language Proficiency Groups
- Authoritative vs. Authoritarian Management Styles
- Homework
- Student Journals
- Academic Assessment
- IUHPFL Diploma and Award of Excellence
- Afternoon Activities
- Program Site Magazines
- Community Engagement

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 providing pre-program and post-program test scores that serve as one measure of students’ progress with the target language. Instructors work together to determine when testing will be conducted and indicate the dates on the Program Site Calendar. The Instructor Team should meet well beforehand, under the direction of the Logistics Coordinator and Student Coordinator, to prepare the test components and decide which instructor will administer which component, etc.

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

- Remind students to get lots of rest prior to language testing
Stress 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. The Japanese test has a fourth section over characters and vocabulary words.

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, their parents/guardians, and the foreign language teachers who recommended them for the program.

**Daily Class Schedule**

It is important for instructors to set a positive and productive tone starting the very first day of the program. Once students are gathered for the first time in their classrooms, each instructor should give a brief synopsis of his or her class and clearly establish course objectives. *At all times, instructors are to be ideal role models for students, and this includes starting every class day on time!*

**Attendance**

If a program site has four instructors, then ideally the Student Coordinator has the first period free, which allows him or her to see that all students are present. If a student is absent, the Student Coordinator should immediately call the host family to find out the reason for the student’s absence. This procedure should be followed every day of the program.
Daily Announcements
Announcements should be made each day, generally during a mid-morning break, and always in one of the classrooms that has a whiteboard or chalkboard. These announcements may pertain to excursions, special activities, changes in the schedule, birthdays, etc., and should be given to all students at the same time to ensure that everyone receives the same information. Instructors often take turns relaying Daily Announcements to the students.

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

Although we are quite transparent with students, parents/guardians, and high school teachers that the program accepts students with a wide range of proficiency levels and that students will be divided into their courses according to their “Emerging”, “Intermediate”, or “Advanced” levels, instructors do not use these terms with students onsite. Rather, they choose other names for these levels/groups that reflect the local culture or history or they use colors, such as those that appear on the host country’s flag (i.e. Red Group or White Group).

Additionally, we strive to help all participants feel comfortable with their initial proficiency group label, emphasizing that each of them, regardless of their current abilities a) have wonderful strengths and qualities b) will have challenges to overcome during the program, and c) will make a great deal of progress if they abide by the Honor Code and put forth effort every day of the program. The emphasis is on
personal and academic growth, goal-setting and follow-up, and teambuilding. 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 in each of the three Proficiency Levels – Emerging, Intermediate, and Advanced - will have developed varied levels of skill with the target language, the rate at which instructors cover material and even the content of a course might vary from group to group. Students benefit from materials and activities that are appropriate to their learning needs, meaning that content should be within their grasp and challenge them at the same time.

If you are a first-time instructor for the program, varying your courses across Proficiency Groups might prove to be a challenge initially, but it will come more naturally as the summer progresses. It’s wise to consult with Returning Instructors, while developing course materials and booklets, to ensure that they are appropriate for high school learners both in content and level of difficulty.

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

*(Table 1)*

<table>
<thead>
<tr>
<th>Authoritative Style ☺</th>
<th>Authoritarian Style ☹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult has high yet realistic expectations of the child</td>
<td>Expectations are often unreasonable and unrealistic</td>
</tr>
<tr>
<td>Relationship emphasizes clear and respectful communication</td>
<td>Communication toward child can be demeaning and destructive</td>
</tr>
<tr>
<td>Child has input in rule creation and consequences</td>
<td>No input from child sought; “My way or the highway”</td>
</tr>
<tr>
<td>Adult appreciates ideas from child and gives child choices</td>
<td>Adult doesn’t request or provide collaboration with the child</td>
</tr>
<tr>
<td>Adult is consistently nurturing and encouraging</td>
<td>Care and encouragement are lacking or inconsistent</td>
</tr>
<tr>
<td>Adult encourages child to set and meet goals for themselves</td>
<td>Goals of the child not stressed</td>
</tr>
<tr>
<td>Adult is present and engaged in a positive way</td>
<td>Adult might or might not be present and is not engaged in a positive way</td>
</tr>
<tr>
<td>Consequences for misbehavior are known, fair, and appropriate</td>
<td>Consequences can be random, harsh, and extreme</td>
</tr>
<tr>
<td>Discipline has reliable follow-through and gives opportunities for redemption</td>
<td>Discipline focuses on punishment, not redemption, and follow-through can be unpredictable</td>
</tr>
<tr>
<td>Quality of the relationship and connection are emphasized</td>
<td>Stresses dominance of the adult over the child</td>
</tr>
<tr>
<td>Demonstrates and teaches empathy and mutual respect</td>
<td>Lacks empathy and genuine mutual respect</td>
</tr>
<tr>
<td>Empowers the child to grow</td>
<td>Disempowers the child and diminishes his/her self-confidence</td>
</tr>
</tbody>
</table>
Homework

Instructors should work as a team to establish a system of assigning homework, so as to not 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 have no more than one hour of homework per night (Sunday through Thursday) for all of their classes combined.
- For weekends, only light homework should be given, and only if necessary, as weekends are when family outings and excursions take place.
- 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 allows them to have more than one hour per week online and is detrimental to their ability to abide by the Language Commitment.

Student Journals

All students should be strongly encouraged to keep a journal in the target language as part of their personal growth experience. Instructors might 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.
Academic Assessment

During an experience as intensive and challenging as IUHPFL, it’s important and valuable 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 Evaluation.

- Instructors are to grade students with fair and thoughtful consideration.
- Instructors should employ various assessment methods: quizzes, student presentations, essays, observation of group work, etc.
- Each instructor will assign a letter grade to his or her students based upon the students’ individual performance in the courses: A+, A, A-, B+, etc.
- Students receive a qualitative assessment for 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.
- 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
- Clearer vision of their future studies and careers
- Positive relationships with peers, host families, and instructors
- Seeing themselves as global citizens

**IUHPFL Diplomas, Awards and Certificates**

Each IUHPFL participant will receive one of three recognitions:

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

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

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

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

- Receive a COMBINED AVERAGE of B+ or higher in their classes
- Participate to the best of their ability and demonstrate a good attitude in Afternoon Activities; and
- Do not receive an Incident Report.

It’s important to keep in mind that the Award of Excellence is essentially a motivator to encourage students to do their best academically, participate in activities, grow personally, and follow the Honor Code. In other words, it incentivizes them to get the most out of their IUHPFL experience.
Our objective is to give every student the encouragement and tools necessary to earn the Award of Excellence. It must be EARNED and DESERVED. If all students were to earn the award, it would be a very successful summer indeed!

After the student completes the post-program Student Exit Survey, the IUHPFL Diploma, Award of Excellence, or Certificate of Participation is mailed to him or her. 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. However, he or she will still receive a Final Student Evaluation, if at least half of the program was completed.

Afternoon Activities

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

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

General Guidelines for Afternoon Activities:
- Afternoon Activities include sports, theater, music/choir, dance, and sometimes arts and crafts.
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.

Afternoon Activities should last approximately 1 hour 30 minutes per day (Monday through Thursday, as Fridays are often excursion days).

Choir, dance, and theater performances become the major acts of the Farewell Show for host families at the end of the program. Lengthy 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**

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

**Choir/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 class, but also helping to lead their peers in one. Whenever possible, instructors should strive to include students’ musical talents into choir and music classes.

Choir is an especially popular Afternoon Activity among IUHPFL participants. Songs should be carefully selected and assembled into a booklet or packet by instructors, and there should be a good mix of traditional and modern songs. Whenever possible, musical notation should be available to the students.
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 is almost always 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. Instructors should speak with the Managing Director early in the planning phase, if they’d like to explore this option.

**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.

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

**Program Site Magazines**

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

- Although the Public Relations Coordinator is the primary organizer of the Program Magazine, ALL instructors on the team work together to compile, format, print, and distribute the magazines – be sure everyone knows their tasks on this project!

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

- All writing should be done in good taste so as not to offend host families. Inside jokes and curse words should be avoided.

- A student can be chosen to design the cover, and all students might want to illustrate a page of their own as well.

- Once the final draft is completed, the PR Coordinator takes the original hard copy of the magazine to a local shop for printing.

**The magazine is then distributed as follows:**

- *Black-and-white* printed copies to students and host families at the Farewell Show; students will want their peers, instructors, and host families to sign their magazines.

- A digital copy is emailed to the Onsite Coordinator by the PR Coordinator (unless he or she requests a printed copy)

- A digital copy is also provided to the Office via IU Box.
A hard copy should also be printed for the Office and returned in the carry-on suitcase.

Community Engagement Activities

When the Viña del Mar, Chile program was established in 2014, service-learning activities were included in the program site calendar from the start by the Onsite Coordinator, Mark Sinclair. Students in that program continue to learn about the Mapuche indigenous community, as well as other local organizations that focus on the environment, youth issues, and more. In 2015, the Mérida, Mexico program began to offer Community Engagement experiences, too, and now all IUHPFL program sites provide some kind of Community Engagement Activity. Returning instructors and Onsite Coordinators often suggest ideas and specific organizations for these activities to the Managing Director.

Many larger high schools throughout Indiana offer the International Baccalaureate Diploma to their students, which is recognized by universities around the globe. The criteria for the IB include volunteerism, and for this reason students often choose Spring Break and summer programs that focus on community service. IUHPFL prefers the term, “Community Engagement,” because it emphasizes the mutual respect and benefit that are inherent in these activities between our students and the locals with whom they interact. Furthermore, not all of these activities include volunteerism.

Examples of Community Engagement can include:

- Community gardening
- Visiting senior citizen residences
- Working with young children
- Cleaning up neighborhoods and beaches
- Caring for animals or dog walking at a local animal shelter
- Doing art projects with local teens or elementary students
- Folk dancing with local residents
Soccer games with local youth

**Things to keep in mind about organizing Community Engagement activities:**

- Activities need to be meaningful to students and helpful to the local residents.
- The Managing Director works with the Onsite Coordinator/s to determine how many sessions should take place during the program; 2 to 4 sessions is ideal.
- Each session should last no longer than 4 hours.
- In cases where students are able to bond with local residents, opportunities to engage with those groups more than once are very valuable and meaningful for all involved.
- If a session is scheduled during a weekend, the Onsite Coordinator might invite host family members to participate, as well.
- Local residents who students meet during Community Engagement activities can be invited to the Farewell Show, if students and instructors wish.
- Any cost to the program for students to participate in these activities should be minimal and discussed with the Managing Director in the spring so that they may be included in the program site budget.

**Excursions and Optional Activities**

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

Scheduling excursions and Optional Activities for Fridays and weekends is encouraged, as having outings earlier in the week can interrupt the flow of classes and make it difficult for students to get back on track.
Planned Excursions

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

Points to keep in mind regarding Planned Excursions:

- Students, their high school language teachers, and their guardians are typically aware of sites and attractions that students will visit during the program and have high expectations for Planned Excursions. For this reason, it is very important that the itinerary be followed according to plan.

- Students and host families need to understand that Planned Excursions are an integral part of the program (and 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 Coordinators can participate in Planned Excursions, although they must cover their own expenses.

- Instructors, particularly the Culture Instructor, cover the history and the importance of the excursion sites prior to departure, so students understand their significance.

Before the Planned Excursion:

- Upon arrival in the host country, the Logistics Coordinator communicates with the Onsite Coordinator to find out which details have been finalized and which ones still need to be planned and/or confirmed.

- The Culture Instructor should present the excursion itinerary in culture class and discuss the significance of the sites and attractions the students will visit. Other instructors are encouraged to contribute their knowledge of the excursion sites,
as well. All instructors can help students set specific personal and team goals for the experience.

- One week prior to the excursion, the 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 Student-Host Family 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 Logistics Coordinator and the Financial Coordinator will talk through the expenses of the excursion and discuss how they will be paid, making sure to follow the program site budget and keeping to the guidelines that were provided during Financial Coordinator training in the spring.

- The Student Coordinator will be sure to prepare and 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 an instructor who is CPR and First Aid certified.

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

Excursion Instructions and Information for Students:

- 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
o Pack appropriate items: towel, swimsuit, bug spray, sunscreen, hat, rain jacket, etc.

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

o Arrive on time at the specific meeting points and never separate themselves from their group or never wander off alone (The Rule of Three always applies)

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

o Make sure their host parents know departure and return times (when applicable) and where to meet up with the group.

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

- Provide each student with a list of program cell numbers, including those of instructors, peers, lodgings, etc., in case a student should somehow get lost during the trip.

- Show students on a map the sites that will be toured and their location in relation to the train/bus stations, hotel, etc.

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

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

- Instructors must check in on students in their hotel/hostel rooms during nighttime to make sure that no lodging rules are broken and to confirm adherence to the Honor Code.

- 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 him or her.

- Instructors do not get any personal time during excursions and must be ready to supervise at all times.

**Optional Activities**

Optional Activities are decided by the instructor team and are organized by the Logistics Coordinator. Typically, 3 or 4 activities are offered to students during the program. These outings are *not* included in the student Program Fees and should therefore be local and very affordable (no more than an equivalent of $20 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, 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. If a student is consistently turning down Optional Activities due to lack of funds, instructors should contact the Managing Director to discuss this, as students’ feelings of inclusion are extremely important to their IUHPFL experience. If necessary, the Managing Director will have a discreet discussion with the student’s parents/guardians to find an appropriate solution.

Host families and Onsite Coordinators are welcome to participate in Optional Activities and should always be invited by the instructors. IUHPFL will pay for instructors and Onsite Coordinators to participate
in these activities, but host families (as well as students), must cover their own costs. The Financial Coordinator keeps and submits all receipts from instructors and Onsite Coordinators.

Additionally, 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. This is another reason why these activities must take place within the host city.

**Mayor’s Reception and Official Visits**

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

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

At the event, the Mayor, or the person who represents him/her, gives a welcoming address, followed by a speech by the Public Relations Coordinator, who makes sure to thank the following for their support of our students:

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

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

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 PR Coordinator should call and invite newspapers to all 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 read during the program.

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 on IU Box.

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.

- **Instructor Evaluation of Students** provides instructors with an opportunity to praise students for their progress in goal setting and achievement, as well as to give constructive and helpful feedback on how to improve in specific areas. It should take into account a student’s participation, attitude, and development up to that point, placing primary focus on where the student has achieved success.

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

- **Students Self-Evaluations** offer students 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. It is distributed in two parts – one during the second or third week and the other before the students leave the host city. Part II is primarily an opportunity for host families to write something positive or constructive about the student that can be directly entered into the student’s final evaluation (FSE).

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

- **Host Family Survey of IUHPFL** is distributed to families shortly after the team arrives at the program site and allows host families to comment on their overall impressions of the program, its staff, policies and procedures. It is collected by instructors before the team departs from the program site and left with the Onsite Coordinator for review and discussion with the Managing Director.

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

- **Final Student Evaluation (FSE)** summarizes the students’ overall performance in the program. Instructors submit the FSE’s, which include course grades; language test scores; evaluations of adherence to the Honor Code; performance in Afternoon Activities and Community Engagement; and comments from the host families to the IUHPFL Office by the specified date in August. The FSE is then emailed to students, their parents/guardians, and the foreign language teachers who recommended the students to IUHPFL.

**More about Final Student Evaluations**
For many students, the Final Student Evaluation is a keepsake from the program; many students hold on to theirs for years afterwards.
Therefore, instructors are reminded to give careful attention to the completion of the FSE’s, as it is a reflection on their teaching and the quality of the IUPFL overall.

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

Host Families

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 Coordinator in April or May, during which the families learn about program policies and procedures and receive information pertaining to the students they will be hosting.

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

- During the second full week of the program, instructors will conduct a Host Family Meeting that does not involve the students. More details are provided below.
Host Family Meeting

This meeting takes place on a weeknight during the second full week of the program, after hosts have had a chance to get to know their students. It’s an important event, because it presents a unique opportunity for instructors to speak with host families and address their concerns apart from the students. Students are not permitted to attend, no exceptions.

Invitations to host families should be created and sent by the PR Coordinator a week or so before the meeting is to take place, and the Onsite Coordinator should insist that at least one parent from each family attend this meeting. Instructors should ask host parents to sign in when they arrive.

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

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

Instructors strive to make this meeting welcoming and enjoyable. Though some host parents might have concerns or challenges they wish to discuss, the meet should be as lighthearted as possible.

*It is also imperative to instruct host parents NOT to discuss students’ personal information in front of the others, for example students’ health and medical conditions, emotional challenges, issues with their family back home, etc. Only concerns and observations of a general nature are to be mentioned in this public setting. More serious and/or confidential matters can be addressed in a private meeting with Instructors and the Onsite Coordinator.*

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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 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. These communications can be in hard copy or digital form, depending on what is most convenient.

The PR Coordinator shares a preliminary draft of each weekly correspondence with fellow instructors for suggestions and edits. The Onsite Coordinator can also be consulted, if necessary, but in any event, he or she receives a copy of every correspondence. The Logistics Coordinator makes sure that a copy is also included in the site’s Knowledge Base.

Instructors are asked to remember that when a crisis between a student and a host family arises, it is the Onsite Coordinator who leads the way in communicating with the host family. This topic will be addressed further in the section titled “Resolving Host Family Challenges”.

Curfew

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

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

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

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 love and kindness by their families, students are typically very happy with their placements.

Specifically, students are entitled to these MINIMUM EXPECTATIONS 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 or couch 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 (i.e. Support & Success Groups, Student Assessment of the Host Family, one-to-one conversations, etc.). If it becomes clear that a student is having issues with his or her host family, the Student Coordinator will tactfully assess the situation and give the appropriate guidance to the student, with support from fellow Instructors and the Onsite Coordinator.

NOTE: While host parents should be aware of their student’s health conditions and medications, they are not responsible for administering these 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 Onsite Coordinator and instructors 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

Most IUHPFL alums talk about how wonderful their host families were. Homestays are a major highlight of the program for certain, 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 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 communicating program expectations and policies to host families and students
- Organizing fun events that bring everyone together (4th of July celebration, Optional Activities, etc.)
- Demonstrating to students how to embrace the host culture and overcome challenges; and
- Developing strong ties with host families and Onsite Coordinators themselves.

Visiting Host Families after the Program

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

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

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

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

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

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

- The IUHPFL Office will inform the Instructor Teams of any potential visits to the program sites by IUHPFL alums, as it is made aware, and asks that Instructors do likewise.
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 his or her 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 his or her host family might arise, in which case both the student and family members are asked to make an honest effort in:

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

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 his or her host family, he or she must follow the protocol outlined below:**

- First, the student is encouraged to discuss minor issues with the host family on his or her own before having instructors and the Onsite Coordinator 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 by him or herself, the Onsite Coordinator and Student Coordinator should facilitate communication and possibly speak with the host family on the student’s behalf.
\begin{itemize}
\item If the first step doesn’t produce change, the student can work with the Student Coordinator to complete the **Host Family Inventory Form**. It is designed to a) provide the student and instructors with clarity on the issues with the host family, b) outline what measures have already been taken to improve the situation, and c) determine what course of action should be taken next.
\item During this information-gathering phase, it might be necessary for the Onsite Coordinator and one or two instructors to visit the host family home in order to properly assess and address the situation.
\item 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.
\item 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.
\end{itemize}

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 Coordinator and Managing Director, whether it would be better for a student to work through those challenges or to change families.

*Note: 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 Managing Director must be involved immediately in these cases.*
Host Family Changes

When incompatibilities and miscommunications between students and their host families persist, in spite of 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 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 directly involve consultation and leadership from the Onsite Coordinator, and no decision to move a student from one host family to another can be made unless the Onsite Coordinator and Managing Director approve. However, Instructors can rest assured that cases where the student is experiencing emotional distress, is at-risk or being neglected, or where the host family has requested to no longer host the student will merit an immediate change of host families. The program will not allow the student to be in an environment that is dangerous or emotionally abusive. Students should always feel wholehearted welcomed and cared for by their host families.
Onsite Coordinator and Instructor Responsibilities during a Host Family Change:

- After Instructors, Onsite Coordinator, and Managing Director have agreed that a change in families is necessary, the Onsite Coordinator locates a new host family and informs the first host family that the student will be moved.

- The Student Coordinator completes the Host Family Change Form, which requires contact information for the new host family, and emails it to the Managing Director.

- The Managing 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 two instructors, including the Student Coordinator, and the Onsite Coordinator help the student to move his or her belongings to the new host family’s house. All 3 of 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 his or her comfort level.

- The Onsite Coordinator ensures that the new host family completes the Host Family Information Form, if necessary, and he or she submits it to the Office as soon as possible.

- The Student Coordinator 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 Student Coordinator 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 team will divide their students more or less equally by the number of instructors and will meet with his or her small group repeatedly throughout the program. Instructors determine how often Support & Success Groups will meet, but they must happen at least once per week. Some instructor teams prefer a longer session one time each week, while other teams meet for a shorter amount of time every class day.

When dividing students into their Support & Success Groups, instructors consider the following guidelines:

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

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 small-group conversation, which is a valuable linguistic exercise.

During Support & Success Groups, Instructors strive to:

- Get to know the students in their groups really well
- Help the students adjust to their new environment
- Encourage students to bond with each other and to 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 his or her 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 IU Box prior to the corresponding Instructor Training session in the spring, so that it can be viewed by instructors at that time.

**Getting your Support & Success Group Started:**
During the first Support & Success Group session, Instructors are encouraged to:

- Normalize behaviors that all students might be experiencing (homesickness, anxiety, etc.)
- Discuss the importance of being self-aware and creating a safe environment within the group, where everyone can communicate their thoughts and feelings
- Ask students how they think they can best support each other during the program and within this group
- Establish objectives and ground rules
  - Everything discussed in the group is confidential and is not to be shared with anyone outside the group – ever
  - Everyone listens to one another respectfully and without judgement
  - Each student should have time to speak and no one person should dominate the conversation
  - Everyone should try to focus on the positive and finding solutions to challenges – the IUHPFL experience flies by quickly!
- Have students identify 3 or 4 personal goals that they want to reach by the end of the program and set out a plan to help them track their progress.
Consider using the S.M.A.R.T. Goals model (Strategic, Measurable, Action-Oriented, Realistic, and Time-Bound).

The instructor writes down or collects these goals on paper from the students and then checks progress in the coming weeks.

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

Helping Students Adapt to a New Home

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

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

Homesickness and Culture Shock

“Culture shock” is the term used to describe the disorientation that every student experiences to some degree when spending an extended period in a new culture. The common symptoms include homesickness, boredom, withdrawing from others, excessive sleeping, compulsive eating, irritability, stereotyping or hostility toward host country nationals, weepiness or even some psychosomatic illnesses. Although most students will inevitably experience some degree of culture shock, they certainly won’t have all these symptoms. One of the greatest ways to combat culture shock
is to stay busy and active, which is why the program has established a consistent routine of classes, Afternoon Activities and excursions.

Instructors need to remind students often in Support & Success Groups that homesickness and culture shock are typical and expected reactions to being abroad. Additionally, these reactions can often be managed by students, when they learn to communicate their feelings and needs with those around them, find aspects of the culture that are interesting, and build friendships with peers and host family members.

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

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

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

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

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

For example, pertaining to the rule against students consuming alcohol in the host country, students might be encouraged to recognize that the trickiest part of not partaking along with others is that one can feel awkward and left out. A fun way to combat this feeling would be to enjoy their favorite non-alcoholic beverages in a wine glass or beer mug during social gatherings, thereby helping them to feel more included.

Re-entry (Reverse Culture Shock)

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

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

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

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

Individual Student Concerns and Support

Oftentimes, there are topics that students will not discuss in a group setting, such as Support & Success Groups. For this reason, it’s important for instructors to arrange a time to meet with students individually, perhaps to discuss their academic progress, for example. During these conversations, opportunities for the student to discuss more personal matters and concerns can arise naturally.

It’s common for instructors to meet with each student once mid-way through the program and again toward the end, in order to discuss
their academic development and their progress on their goals. During these meetings, if a student requests an additional individual meeting with an instructor, to discuss a sensitive topic, the instructor should not hesitate to schedule one.

**However, when interacting with students individually, it’s necessary to consider the following mandates and guidelines, in accordance with Title IX policies:**

- Instructors should never meet with a student alone, especially in a secluded space. Either two adults must be present OR the instructor and student must hold their discussion within eyesight of other adults.

- If a situation arises in which one instructor must immediately respond to a student concern without the assistance or input of fellow instructors, he or she is to use best judgment in deciding how to care for the student and then immediately report the situation to the Instructor Team.

- If a student asks an instructor to keep his/her concern confidential, it must be explained 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, the appropriate IUHPFL Office personnel by law) in order to best care for the student.

- Instructors cannot spend time with just one student or give him or her excessive amounts of attention or opportunities to communicate via phone, text, or social media, during or after the program. Each instructor’s time and attention is to be devoted to all the students as equally as possible, unless there is a student in crisis.

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

It is not unusual for a student to confide in an instructor when they have a problem, concern, or are experiencing a level of stress or anxiety. In fact, the program encourages students to consider instructors as primary sources of support and guidance during the program.

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. Students want to feel understood and validated. It is appropriate to briefly share your own similar experiences with students, as long as the focus of the conversation remains on them, in order to let them know their situation and feelings are understandable and not unusual.

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

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

Signs of Student Distress

It is well documented that stress, anxiety and depression can be exacerbated in unfamiliar settings. There will be instances for students when the guidance and care of an instructor or host parent will simply not be enough to calm emotions or behaviors.

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. The suggestions below are intended to help instructors identify signs of distress in their students. They have been provided by Indiana University’s Office of Counseling and Psychological Services (CAPS):

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

- Appearance: red swollen eyes, changes in hygiene, fatigued
- Mood: depressed, anxious, irritable, angry or hostile, hyperactive, frequent “mood swings,” unusual or extreme emotional reactions
- Sleep: too much or too little
- Appetite/Weight: significant increase or decrease, appear to be significantly under-weight
- Cognition: poor concentration, memory problems
- Physical Symptoms: frequent headaches, nausea, vomiting, stomach/bowel upset, shortness of breath, dizziness
- Exercise: excessive amounts, even if injured or ill, feeling guilty if exercise is missed
- Alcohol or drug use: frequent, in large quantities, denies using, engages in dangerous behavior when under the influence, or repeated trouble with friends, family or the law due to their substance abuse
- Speech: very rapid, difficult to follow what they’re saying, or barely audible, mumbling
- Social behaviors: Isolates self from others, loses interest in friends or fun activities, excessive neediness, childlike behaviors and dependency on others
- Bulimic behaviors: vomits after meals or to lose weight, uses laxatives, herbal supplements or drugs to control weight or appetite
- School/Academics: changes in academic or work performance, misses classes, work or other commitments
- Mental disturbances: hallucinations (see or hear things that aren’t really there), delusions (believe they are being persecuted, are a famous person, or have extraordinary powers or abilities), or paranoia (believe someone wants to hurt them and/or they are being followed or watched)

- Suicidal or homicidal threats: directly or indirectly talking about, hinting, joking or writing about suicidal or homicidal thoughts, methods or intentions. Statements alluding to harming self or doing violence toward others including statements made on social media.

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 Instructor Team, Onsite Coordinator, and the host parents to discuss the situation.

- The Managing Director must be informed immediately of emergencies (serious injury, hospitalization, severe psychological distress, threats of suicide, etc.).

- The Student Coordinator will make sure that details are also provided in his or her Weekly Report.

- Once all of the details of the situation have been gathered and discussed, the Managing 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. The doctor or therapist will determine whether the student is in the Ideation Phase (thinking about the idea of suicide) or the Intent Phase (laying out a plan for suicide). Students experiencing the Intent Phase will be returned to their parents/guardians in the U.S. as soon as possible, while those in the Ideation Phase might or might not remain onsite, depending on a variety of factors, including input from all parties involved.
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. Instructors take pride in the fact that they have helped students to return home with wonderful memories and stories to share, increased language proficiency, a greater sense of self-confidence, broader horizons for their future, and new friendships that can last a lifetime.

It is also the responsibility of the Instructor Team to implement disciplinary measures, and this is not a duty that any instructor enjoys. This section seeks to provide guidance to the Instructor Team, while responding to infractions to the Honor Code and 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.

In the past, some IUHPFL alums have commented that, once onsite, the Honor Code doesn’t actually apply or at least it’s not as strictly enforced as they were told before departure. IUHPFL Instructors are entrusted by the Managing Director, the Office of the Vice President for International Affairs, and the IU Overseas Study Council to fully uphold the IUHPFL Honor Code.

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

- Students are introduced to the Honor Code by their teachers when deciding to apply to the program.
Students and parents/guardians must indicate in the registration and application materials that they have read and understand the IUHPFL Honor Code.

Students who are interviewed must discuss with the interviewers what they know about the Honor Code.

During Student-Guardian Orientation in April, the Honor Code is specifically addressed, and students and parents/guardians sign a form, agreeing to adhere to the Honor Code.

Instructors will review the Honor Code in the target language during the onsite Student-Host Family Orientation.

Students are permitted to have their Student-Guardian Handbook with them in the host country for easy reference to the Honor Code (in English).

Despite the number of times students see the Honor Code prior to departure, it is still imperative for instructors to cover it again at least once in the target language while onsite. By doing so, instructors stress to students that they support the Honor Code, take it seriously, and expect students to follow it without exception.

**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:

- Who brought the behavioral issue to the instructors’ attention and what is their connection to the “guilty” students?
- 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.)?
• 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?

Note: 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 tolerated. Depending on the specific situation, students who consume alcohol during the program will receive an automatic Incident Report or, in severe cases, an Incident Report along with early return to the U.S.

Unintentional vs. Intentional Behaviors
One of the trickiest aspects of student discipline for instructors is discerning whether student misbehavior was intentional or unintentional. For example, did the student slip into English without thinking, or is this a pattern that has been playing out with that student and possibly others? Such instances highlight the importance and benefit of instructors working as a team to sleuth out a situation and to put all of the pieces of the puzzle together.

In contrast with behaviors that are intentional (repeated, egregious, blatantly disrespectful, and/or harmful), unintentional violations and behaviors are often the result of students not being aware of expectations, not understanding the language or cultural norms, or not feeling engaged with their surroundings. If Instructors determine that the behavior is unintentional or the result of the student feeling disconnected or uninterested in the program, then implementing an Engagement Plan should be a first step before considering disciplinary measures.

An Engagement Plan is designed to help a student who is struggling to fit into the group or to acclimate to the host culture. It helps
students to identify interests and activities around them and to commit to becoming more engaged with their surroundings. Oftentimes, it can help the student to become more involved and to gain a sense of belonging. This plan can be accompanied by the Check-In Worksheet, which is designed to help the instructor team monitor the student’s progress. (Both of these forms can be found on IU Box and are completed by the Student Coordinator in most cases.)

**Note**: It is essential that the student understand that an Engagement Plan is not a disciplinary measure, but rather a tool to help the student enjoy their time abroad. The Engagement Plan must be shared with the Managing Director, but it is typically not shared with the student’s parents/guardians.

The IUHPFL Disciplinary Protocol

If Instructors determine that the behavior is intentional, repeated, egregious, blatantly disrespectful, and/or harmful to anyone on site, the Instructor Team needs to move forward with the disciplinary protocol below.

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. Please remember the differences between Authoritative and Authoritarian Management Styles, which can be found in the section titled “Program Academics” and the Appendix of this handbook. Responses that are harsh, insulting, or extreme will not be condoned or permitted.

It is also not appropriate for instructors to implement measures that will inconveniences the host families (i.e. grounding students). If such a measure is deemed necessary, the Onsite Coordinator must be involved with the decision and will lead the way in communicating with the host parents.

**Step 1: Implementing a Behavior Plan**

The Behavior Plan is appropriate in cases where the student has committed a minor infraction against the Honor Code (speaking English, demonstrating a poor attitude, refusing to participate in
classes and activities, and so forth). The behavior is intentional but
doesn’t pose any real threat to safety or group morale.

The Behavior Plan (provided on IU Box) prompts instructors and the
student to provide the following details:

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

Once the Plan has been completed, the Student Coordinator
sends the Behavior Plan to the Managing Director, who then
emails it to the student’s parents/guardians.

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

Step 2: Issuing an Incident Report
The Incident Report is to be used a) once a Behavior Plan has been
tried and failed; b) when a student’s actions constitute a blatant,
repeated, and/or dangerous violation of the Honor Code; OR c) the
student has placed others in harm’s way. (It is not appropriate in
instances of extreme emotional distress or threats of suicide, as it is a disciplinary measure.)

Issuing an Incident Report is a serious matter, and once a student receives an Incident Report, he or she is no longer eligible for the IUHPFL Award of Excellence. Whenever possible, instructors try other measures first, such as a conversation with the student, an Engagement Plan, or a Behavior Plan. However, in cases where these approaches have been tried and have failed or where the student’s actions were intentional, dangerous, and/or a blatant violation of the Honor Code, an immediate Incident Report is often appropriate.

Incident Report Procedure:

- **Whenever possible, instructors must discuss their intention to issue an Incident Report with the Managing Director before it is issued.**

- The Student Coordinator supervises the completion of the report, with input from other instructors to ensure its accuracy. It should be completed in English, so that Office personnel and parents/guardians can understand it.

- Students must be able to write what happened on the report in their own words and should not sign it until their perspective has been included. The student should receive a copy of the report.

- Once completed and signed, the Incident Report is emailed to the Managing Director by the Student Coordinator.

- The Managing Director will forward the Incident Report on to the student’s parents/guardians and will call them to discuss it.

- The original copy should be kept confidential by the Student Coordinator and included in the carry-on suitcase at the end of the program.

- The Student Coordinator will include a brief summary of the incident in his or her Weekly Report.

*Note: For privacy reasons, the Onsite Coordinator and host family of the student should not receive a copy of the Incident Report, unless they were somehow involved in or witnessed the incident.*
Step 3 (possible but hopefully avoided): Student is sent home

In cases where a) egregious behavior continues after an Incident Report has been issued; b) a student’s intentional behavior or actions have placed him or herself or others at risk; and/or c) the student has demonstrated a serious lack of respect for the Honor Code, peers, and/or authority figures onsite, the appropriate action is to send the student home to the U.S.

Instructors are asked to keep the following in mind, when 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 Managing Director, who must consult with IU higher administration before granting permission.
- The Managing Director will work with the parents/guardians, instructors, Onsite Coordinator, and the travel agency through the entire process.
- All steps that have been taken by the instructors to work with the student prior to this point (conversations, Behavior Plan, Incident Report, etc.) must be carefully documented, so the Managing 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 sometimes for IUHPFL, if the parents/guardians are unable to cover airfare and other travel costs. All expenses related to the student’s early dismissal from the program are ultimately the responsibility of the parents/guardians, as stated in the Payment Schedule and Terms Agreement signed by them prior to departure, but they might not ultimately be able to cover these costs.
- One instructor will need to accompany the student to the international airport, and an overnight stay at a hotel might be involved. If so, the instructor should be of the same gender as the
student, as he or she will likely and ideally share a hotel room with two beds. (In cases of threat of suicide or self-harm, such an arrangement is a must, as the student should not be left unsupervised.)

- The Financial Coordinator should be able to give cash to the instructor (from Emergency Funds in the budget) for ground transportation, meals, and hotel costs OR the instructor can keep the receipts and get reimbursed afterwards. The student should pay for his or her own ground transportation, meals, and hotel.

- If appropriate and desired, the student should have an opportunity to say farewell to his or her program peers. No information pertaining to the student’s early return should be shared with the other students, unless the student tells them or requests that instructors relay a message to them. In any event, it is preferable that few details be shared, for the sake of the student’s privacy.

- 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 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 competition or tattling. Students should not be pressured to report on their peers nor should they receive any reward or recognition for doing so. They must also be made to feel safe to talk to instructors about any concerns they might have for a fellow student in a 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, then the witness needs to report the matter to an instructor, not in the spirit of trying to get them “in trouble,” but rather with the intention of helping them and preserving the integrity of the program.

Note: If instructors learn that one or more students witnessed or knew of other students’ violations of the Honor Code and did not report them, it is not appropriate to punish those students. When students do not come forward to report a situation, it is generally because they fear what consequences they might face 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, and it is better to encourage students to share what they know willingly or to suspend a group activity until the matter is settled, etc.

Crisis Management (Group Safety)

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.

In the event of an emergency during the program, Instructors must contact the Managing Director immediately. The Managing Director can be reached either at the IUHPFL Office during normal business hours or by cell, Skype, or WhatsApp during weeknights and weekends. All contact information is provided in the front of this handbook.
Crisis Prevention & Preparedness

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

- Before a crisis hits, instructors should know what their resources are and how to reach them. These include:
  - Fellow instructors
  - Onsite Coordinator
  - IUHPFL Office and Managing Director
  - U.S. Consulate or Embassy
  - Area hospitals and clinics
  - IU Box documents regarding crises
  - Host Family Contact List
  - Forms containing student information, medical history, etc.

- Instructors should create a group chats between instructors, Onsite Coordinators, and host families that permit fast communication.

- Each instructor should carry with him or her at all times:
  - A cell phone and charger
  - A copy of his or her passport
  - CISI or GeoBlue insurance card
  - Emergency Contact Card (with local emergency numbers)
  - Contact info for fellow instructors, Onsite Coordinator, 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
- CISI or GeoBlue insurance card
- The Emergency Contact Card
- Abbreviated Medical Card (AMC)
- Contact info for fellow instructors, Onsite Coordinator, students, and host families
- An equivalent of approximately $50-100 in cash

- The instructor who has been certified in CPR/First Aid should ensure that a well-stocked first aid kit is with the team and easily accessible at all times.

**During a Group Crisis or Emergency**

- Instructors must try to remain calm and determine the nature and extent of the emergency. How instructors react to emergencies will determine how students react.
- If possible/applicable, one instructor should be in charge of talking with the students and helping to keep them calm.
- As soon as the situation has been assessed, one instructor must inform the Managing Director via phone call or video chat, if possible, or otherwise via text message, so that communication can be efficient.
- If possible, instructors should encourage students not to contact their parents/guardians until the matter is resolved or a plan is in place.
- The IUHPFL Office will manage communication with parents/guardians and, if applicable, emergency officials.

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

- CAPS at IU Bloomington: 812-855-5711
• U.S. State Department Travel Alerts: <travel.state.gov/travel/>

• U.S. State Department Citizen's Emergency Center (202-501-4444)

• Susan Carty, Director of Administration & Program Management at OVST at IUB contributed to information in the Crisis Management section (812) 855-9305

**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.

• Instructors should document as much information as possible and send a report to the Managing Director, who will then share the report with IU higher administration and other emergency officials.

• 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, Instructors collect 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, in spite of these efforts, passports can still come up missing, while the group is at an airport in-transit to the host city. For this reason, it’s essential that a color copy of every student’s passport be carried by the Student Coordinator during travel and excursions and that every student also carry a color copy of his or her own passport at all times.
If a passport has been lost or stolen:

- The airline will not allow a student to travel to another country 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 Managing Director, while the student contacts his or her parents.

- 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 with an instructor and get a new passport. Instructors should inquire about the options as soon as the passport comes up 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.

- The students will need three passport photos when applying for the reissued passport; these can be taken at the Embassy/Consulate.

- 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 agency 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](http://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 whenever possible
- Adults who are responsible for our students should never consume alcohol while students are in the water.

Health and Medical Care, Expenses, and Insurance

IUHPFL provides travel insurance to its students included in their program fees. For Mexico and Chile, the insurance provider is Cultural Insurance Services International (CISI). Students at all other program sites are covered under Geo Blue Insurance. All IUHPFL Instructors are also covered under these providers at the cost of the program and as part of their service contract.

Payment of Medical Expenses

- Only the student and his parents/guardians are permitted to pay the student’s medical expenses. Neither the program nor host families should ever incur the medical expenses of the student under any circumstances nor sign any 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. The claims processes for both companies are very efficient.
- Invoices and itemized receipts for treatments and medications should be obtained and organized by the Student Coordinator and
emailed to the IUHPFL Office, who will then forward them on to the parents/guardians. Without them, medical expenses will not be reimbursed by CISI or GeoBlue.

- The Student Coordinator also completes the insurance claim form for 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 Student Coordinator 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 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 Student Coordinator will be the instructor who is primarily involved in the student’s care, in collaboration with the host parents and Onsite Coordinator, but all instructors will help as needed.
• At least one instructor must either accompany the student to the medical facility or join him or her as soon as possible.

• Instructors help the student to complete the necessary paperwork, make sure the facility has the student’s CISI or GeoBlue insurance card, and facilitate communication between the student and medical personnel.

• The Student Coordinator contacts the Managing Director immediately, 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 know 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.

**First Aid Kit**

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

**End of the Program**

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

• Farewell Show
• Preparing classrooms for departure
• Inventory and packing of program materials
• Settling invoices
- Helping students to pack
- Confirming student travel deviation plans
- Confirming final excursion plans (if applicable)
- And so forth, as outlined in this handbook and each site’s Knowledge Base

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

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

Tasks include:
- Confirm the event reservation with the venue
- Make a list of persons to invite to the Farewell Show and include the list on the site’s Knowledge Base. Guests will generally include host families, Onsite Coordinators, Community Engagement organizations, classroom facility staff, local dignitaries and journalists, and other friends.
- Oversee the creation and distribution of invitations
- Create and print the show’s program
• Ensure that audio, musical instruments, and any other amenities for the show are arranged
• Oversee the editing and typing of the show’s scripts
• Determine who will act as the emcee
• Make sure that the event is video recorded
• Select someone to distribute the Program Site Magazine to host families and students prior to or after the event

Typical Farewell Show Agenda:
• The entire show should last no more than 2 hours, with a 15-minute intermission, if necessary.
• An instructor (typically the PR Coordinator) makes a short speech of welcome before the show begins, recognizing the participation of the school and its administration, the Onsite Coordinator, host families, and any other individuals/groups that have helped the program.
• Students may want to include skits about life in the foreign country or music that they have prepared independently. Skits or plays should be brief — no more than 15 or 20 minutes. Instructors must assure that any independently produced skits are in good taste and not perceived as offensive.
• At the end of the show, 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 Coordinator should be invited on stage in front of the host families to be thanked for his/her efforts and dedication by the instructors and students.
• If desired, instructors may invite a host family or two to speak about their experience with the program; in such cases, instructors should carefully select the host families who are to speak.
• Flowers are also commonly presented to host mothers.
Light refreshments are sometimes enjoyed, as provided in the program site budget.

Program Magazines are enjoyed and signed.

Students and instructors clean up before everyone goes home.

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

Inventory & Packing of Program Materials
Instructors, under the supervision of the Logistics Coordinator, should take careful inventory of all program materials left onsite and find a safe place to store these items, often at the home of the Onsite Coordinator.

It is important to take inventory and pack up materials in a timely fashion, not waiting until the last minute, to ensure accuracy. The inventory list should indicate not only materials left onsite, but also those that will need to be purchased for the following summer. Inventory lists are added to the Knowledge Base by the Logistics Coordinator.

The Student Coordinator is responsible for packing up materials that must be returned to the Office in the carry-on suitcase, which include testing and evaluation materials.

Settling Invoices
The Financial Coordinator will work with the Onsite Coordinator to ensure that final invoices have been requested or sent to the IUHPFL Office and that all onsite payments have been made. Payment receipts must be kept and submitted to the Office upon return to the U.S. and final payments must be reported in the Financial Coordinator’s last Weekly Report.
Helping Students to 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.

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

Sharp items such as swords, knives, and letter openers (from Toledo, Spain, for example) cannot be brought back in hand luggage; they have to be checked at the airport or, in the case of larger items, shipped to the U.S. It is the student’s responsibility to know shipping costs and make such arrangements with their parents/guardians.

Remember the weight limits for luggage and the costs associated with overweight items. Students might want to ship items home or buy additional luggage for their return.

Confirming Student Travel Deviation Plans

Some students will remain in the host country after the program, thereby deviating from the group flight. Instructors will be aware of these arrangements prior to the program. About two weeks prior to the team’s return to the U.S., the Student Coordinator will send an email to those parents/guardians, arranging 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.

Confirming Final Excursion Plans (if applicable)

Approximately two weeks before the end of the program, the Logistics Coordinator should reconfirm all travel plans, including buses, trains, and the flight to the U.S. Be sure to confirm arrival times with hotels/hostels and ensure that transportation to the airport is finalized.
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! However, it’s common for students to continue speaking the target language even days after returning home. Instructors are encouraged to continue communicating with their students in the language until they meet their parents/guardians once again.

Upon Arrival in the U.S.
Instructors should know every student’s travel itinerary. Once within the borders of the U.S., students are allowed to travel in different directions from the team, if those plans were communicated to the IUHPFL Office and instructors well in advance.

Students who continue to travel with instructors and their peers to either Chicago or Indianapolis are the responsibility of the instructors until 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.

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

In August, specific materials must be returned to the Office, as indicated in this handbook under Coordinator Roles. Each instructor also needs to submit personal travel receipts, as described in the Instructor Travel Policy, to the Office within 30 days after the end of
his or her IUHPFL program in order for (eligible) travel expenses to be reimbursed.

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

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

Instructors should email or speak with the Managing Director by mid-September to express interest in returning as an IUHPFL Instructor the following summer. If the Managing Director has concerns about a particular instructor, after reading the Student Exit Surveys, a meeting with the instructor will be requested. In most cases, instructors are encouraged and welcome to participate again, as long as they still meet eligibility requirements.

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

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: 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. Those students and Instructors who are not U.S. Passport holders are asked to register themselves at their country’s embassy in their respective host countries.

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

**Austria:**

**U.S. Embassy in Vienna**
Boltzmanngasse 16
1090 Vienna
Tel.: (+43-1) 31339-0
Fax: (+43-1) 310 06 82

**Consular Section**
Parkring 12a
1010 Vienna
Fax: (+43-1) 512 58 35
http://austria.usembassy.gov/

**Chile:**

U.S. Embassy
Avenida Andrés Bello 2800
Las Condes, Santiago, Chile
Phone: [56] (2) 2330-3000
**China:**
U.S. Embassy, Beijing  
No. 55 An Jia Lou Road,  
Chaoyang, Beijing 100600  
(In Chinese: 北京市朝阳区安家楼路 55 号)  
Phone: 010-8531 4000  
Fax: 010-8531 3300  


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


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

[https://fr.usembassy.gov/](https://fr.usembassy.gov/)

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

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

Mexico:
U.S. Embassy in Mexico
Paseo de la Reforma 305, Colonia Cuauhtemoc
06500 Mexico, D.F.
Phone: (55) 5080-2000
Fax: (55) 5525-5040
https://mx.usembassy.gov/embassy-consulates/embassy/

U.S. Consulate in Mérida
Calle 60 No. 338-K x 29 y 31
Col. Alcalá Martín
97050 Mérida, Yucatan, Mexico
Phone: 942-5700
Fax: (01) (999) 942-5759
meridacons@state.gov
http://merida.usconsulate.gov/

Spain:
U.S. Embassy in Madrid
Calle Serrano 75
28006 Madrid
Tel 91 587 2240 Fax: 91 587 2243
http://madrid.usembassy.gov/
Emergency Telephone Numbers

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

The emergency numbers in each country:

- **Austria**: for medical dial 144, for fire dial 122
- **Chile**: medical dial 131
- **China**: for police dial 110; for fire dial 119
- **France**: for police, medical emergency, fire, dial 112
- **Japan**: for fire and ambulance call 119, for police call 110
- **Mexico**: for police, medical emergency, fire, dial 066
- **Spain**: for police, medical emergency, fire, dial 112
Appendix 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, he or she must agree to and abide by the following terms:

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

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

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

III. Students must understand the 3 Pillars of IUHPFL, which make it such a unique and prestigious program for high school students:

A. Language Commitment: The student’s commitment to speak only the target language during the program, except in cases of emergency, is the first pillar and is key to his or her success.
B. **Communication with U.S. family and friends** is limited to one hour per week via the Internet, taken in one 60-minute or two 30-minute sessions, according to the student’s preference, and using written English only; no video calls or speaking English during this hour is permitted. No other contact with U.S. family or friends is allowed, except in cases of emergency and only with instructor permission.

1. **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 him or her.

2. **A pay-as-you-go program cell phone** will be provided to each student upon arrival at the program site to be used solely by him or her for 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, he or she is welcome to pay for additional minutes. Misuse or loss of the program cell phone could result in additional costs for the student.

3. **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.
C. **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.

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

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

V. **Alcohol, Tobacco, and Prescription Medications**: Even though the laws of other countries may differ from those of the US with regard to the consumption of alcohol, tobacco and other substances, IUHPFL students are to conduct themselves abroad as minors from the state of Indiana. This means that students are not allowed to purchase or consume alcohol, tobacco or other substances at any time. Discos and other establishments whose primary business is serving alcoholic beverages are prohibited to IUHPFL students. It is also strictly forbidden to bring alcohol, tobacco and other substances back to the US. Students may only purchase, possess and use prescription medications that have
been prescribed specifically to them for current medical conditions, and these medications and conditions must be disclosed to the IUHPFL office before departure.

VI. **Risky Activities:** Operating a car or other motorized vehicle is forbidden during the program, as is riding passenger on a motorcycle. Students are only permitted to ride as a passenger in a vehicle with an adult driver who is a member of the host family or has been authorized by the host family or the onsite instructor and coordinator team. Students are also not permitted to engage in risky, high adrenaline activities or get tattoos and/or piercings during the program.

VII. **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 and 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.

VIII. **Rule of Three:** Depending on the program site and with permission from their host families, students may spend one or two hours in the town center after daily classes and activities. Whenever students are outside the classroom facility or the host family home and are not under the direct supervision of their instructors or host parents, they are required to stay in groups of at least three program participants at all times. The only exception to this rule is when students are commuting to and from classes.
IX. **Students are not to host or meet up with US or international friends or family** while the program is in session. However, students sometimes travel with their families after the program ends. The official end date for each program is the day when students are scheduled to depart from the host country to the US; students may meet up with family members on that day.

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

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

XII. **Terms and Conditions:**

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

B. Infractions against the Honor Code that result in an Incident Report for the student will disqualify that student from receiving the Award of Excellence at the end of the program.

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

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

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

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

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

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

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

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

- Program Internal Data can be shared via regular email, only if students’ full names are not provided.
• **Student General Information** that is considered important for instructors to know must be stored in **IU Box**.

• **Students’ Health Information** must be stored in **IU Box Health** and can only be shared on a need-to-know basis.

  o Students and instructors will receive an Abbreviated Medical Card (AMC) for each student with important health information, allergies, medications, etc.

  o Onsite Coordinators and instructors will be provided with health and medical information for each student that is absolutely necessary to know.

  o 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:

  o Critical or Restricted Data cannot be included in those messages

  o 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 G: IUHPFL Property and Liability Protocol

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

The following protocol has been developed by the IUHPFL Office in collaboration with Indiana University Legal Counsel. Its purpose is to a) protect IUHPFL students and their U.S. families from fraudulent or excessive claims of property damage or loss by host families b) to protect host families in cases where their claims of such damage or loss are legitimate c) to prevent fraudulent and excessive claims on the part of host families from occurring in first place and d) providing a way for legitimate claims to be reported and managed quickly and effectively.

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

Indiana high school students who are selected to participate in the Indiana University Honors Program in Foreign Languages (IUHPFL) are typically high achieving youth and excellent students. They participate in a variety of school and community activities, often volunteering their time to help others, and are considered excellent role models to their peers by educators and adult mentors. In order to qualify for the program, they must complete an extensive application, receive outstanding recommendations from three adult appraisers, and then be accepted into the program by two screeners, who are program instructors and administrative staff. Some students are further interviewed to ensure their likelihood for success in the program.
Incidents of damage or loss to personal property caused by IUHPFL students in host family homes are extremely rare. In the program’s history since 1962, only a few minor cases have occurred to the present date. Our students take great care to respect their host families and to contribute to their host family households in positive ways. In order to prevent incidents or to address rare cases of damage or loss to property in a host family home, the following IUHPFL policy has been established.

**Homeowners Liability Coverage:**
IUHPFL recommends that Host Families and US Families include appropriate “general liability” coverage on their homeowners or renters policies. It is advised that Host Families and US Families check with their insurance provider to ensure they have the proper type and amount of liability coverage in place before the IUHPFL programs begin.

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

**Reporting Incidents to Appropriate Parties**
The Host Family must contact the Onsite Coordinator within 24 hours of discovering an incident of damage or loss. The Onsite Coordinator will immediately inform the Program Instructors and the
IUHPFL Office, who will then inform the US Family of the incident as soon as possible.

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

**Statements and Photos of the Incident**
If the Host Family wishes to seek compensation for any damage or loss of their property incurred by the IUHPFL Student, the following must be provided to the Onsite Coordinator, the IUHPFL Office, and the US Family within 3 days of the incident:

- A statement from the Host Family describing the incident and stating how they wish to resolve the situation
- Statements from the Program Instructors who visited the Host Family Household describing their impressions of the incident and making recommendations as to how to best resolve the situation
- A statement of explanation of the incident from the IUHPFL Student
- Photos and/or any other evidence pertaining to the incident from the Host Family, Program Instructors and/or IUHPFL Student

**US Family Response**
After receiving copies of all statements and photos of the incident, the US Family will be encouraged by the IUHPFL Office to respond to
the Host Family via the IUHPFL Office within 2 days in one of the following ways:

a) agree to pay the Host Family the suggested compensation amount directly

b) negotiate a different amount
c) submit a claim to their insurance provider
d) refute or deny the Host Family claim.

**Permission for IUHPFL Student to Pay Directly**
The IUHPFL Student is not to compensate the Host Family directly for any incident of damage, loss or injury in the Host Family Household unless instructed to do so by his or her legal guardian/s.

**IUHPFL Office Facilitation**
In the event of a dispute between a Host Family and a Student or a Student’s family in the US, Indiana University and IUHPFL will encourage both parties to reach an amicable resolution on their own accord. Under no circumstances are Indiana University or IUHPFL responsible for claims or for dispute resolution between the parties.

**Excessive or Suspicious Claims**
Host Families who make excessive and/or suspicious claims of property damage or loss within their households incurred by IUHPFL Students, as determined by the IUHPFL Office, will not be invited to host IUHPFL Students in future IUHPFL programs.

**Indemnity of IU and IUHPFL**
Neither Indiana University nor the IU Honors Program in Foreign Languages is responsible for accidental or intentional incidents of bodily injury or damage or loss of items or property in Host Family households caused by IUHPFL Students or other individuals.
Appendix H: Host Family Agreement

We are delighted that you plan to host one or two IUHPFL students – thank you! Your kind hospitality is essential to the success and well-being of our participants. To ensure that host families and students have the best possible experience, certain conditions need to be met. Please review the following terms about hosting IUHPFL students, so that you fully understand the expectations involved in being a host family, and then sign and date at the bottom of this agreement.

Honor Code
1. You agree to fully support students in abiding by the IUHPFL Honor Code and fully support instructors in their reasonable enforcement of the Honor Code.
   - 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.
   - If you suspect that a student is consuming alcohol or illegal substances, you agree to discuss the matter with the Onsite Coordinator and instructors immediately.
   - 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.

Housing
2. You agree to provide the IUHPFL student with his/her own bedroom or a shared room with another IUHPFL student or with a child of your family of the same gender and close to the same age, except as otherwise agreed in writing by IUHPFL and the Onsite Coordinator. The student must have his/her own bed.
3. 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.

4. 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.

5. 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.

6. 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**

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

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

9. You agree to provide 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.
10. 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.

11. 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.

12. You agree not to lend the student money under any circumstances. If a student has lost money, debit or credit cards, or other personal belongings, the IUHPFL Office will contact his or her parents immediately and arrange to have items replaced.

13. 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

14. 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.

15. 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.

16. 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.

17. 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**

18. 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.

19. 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).

20. 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.

21. 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

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

23. 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.

24. 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.

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

26. 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 25.
Host Family

____________________________________
Signature

____________________________________
Name

____________________________________
Date

The Trustees of Indiana University on behalf of IUHPFL

____________________________________
Signature

____________________________________
Name

____________________________________
Title

____________________________________
Date
Appendix I: IUHPFL Instructor Travel Policy

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

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

By Monday March 2, 2020, each instructor must communicate to the IUHPFL Office his or her travel plans and any known reimbursable expenses (see below), using the online Instructor Travel Form (link sent via email in February). Deviations to the scheduled group flights for personal reasons must be arranged through the Travel Leaders travel agency. Both Travel Leaders and the IUHPFL Office must be made aware of all pre-program and post-program travel plans.

GROUP FLIGHTS

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

- Any instructor who will fly with the students to and from the host country, choosing not to deviate from the group flight, simply needs to communicate their travel plans to the IUHPFL Office via the online travel form (and not involve Travel Leaders) by the above March date.
At least half of the instructor team, typically two instructors, is required to accompany the students on the group flights to and from their host countries. (One instructor should not travel alone with more than 15 students, unless the flight is direct between Indianapolis or Chicago and the host country, and students should always help each other in pairs as “travel buddies”.) Manageable student-to-instructor ratios during group flights must always be our priority, and instructors are expected to discuss any concerns or questions with the Managing Director or Administrative Coordinator.

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

**DEVIANCTIONS FROM GROUP FLIGHTS**

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

- If the deviating flight of an instructor costs more than the group flight for his or her program, the instructor is responsible for paying the difference to IUHPFL via check by April 1st, 2020.

- Instructors who choose to deviate from the group flight must communicate their travel plans to IUHPFL via the online Travel Form by the above March date AND confirm their plans with Travel Leaders, disom@travlead.com between March 3rd and March 6th, 2020.

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

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

**ADDITIONAL TRAVEL EXPENSES**

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

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

Transportation: airport shuttle, train, personal car, or rental car (must have prior approval for reimbursement)

- **PRIOR TO THE PROGRAM**
  - If traveling with students to host country, transportation FROM Bloomington or permanent residence* in the U.S. TO the international airport in Indianapolis or Chicago
  - If traveling early to the host country or region:
    - Transportation FROM permanent residence* in the host country (or region) TO the host city

- **AFTER THE PROGRAM**
  - Upon Returning to the US, transportation FROM Indianapolis or Chicago airport TO Bloomington or work address.

- Baggage fees (within reasonable limits)
- Lodging in Indianapolis or Chicago prior to an early departing group flight with director approval
• Lodging in Chicago after the returning group flight for late arrivals (including flight delays) with director approval

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

• Costs incurred from a deviation to the group flight

• Any travel that is considered “personal travel” is not reimbursable according to IU policies, such as:
  
  o Any travel TO your permanent residence*, vacation destination, or other non-program-related location before the program dates.

  o Travel within the host country or region (even from the international airport to the host city) prior to or after the program; the only exception is for residents of the host country or region who must travel from their permanent residences* to the host city or international airport to welcome the group at arrival.

  o Any form of travel FROM a location in the U.S. (your permanent residence*, vacation destination, etc.) other than the international airports in Indianapolis or Chicago to Bloomington or work address after the program

• Upgrades in airfares, early check-ins or exit row seating

• Excessive (avoidable) baggage fees

• Long-term parking fees for personal vehicles at airports or other locations

• Rental car expenses unless given prior approval by Managing Director

• Rental car insurance

• Lodging in Indianapolis after the return group flight. (If a shuttle is not available after a late arrival, the program will provide limo service back to Bloomington or work address.)
• Taxi fare for travel to and from the international airport in Indianapolis or Chicago. (If a taxi is necessary because a shuttle or train was missed, only the cost of those more affordable options will be reimbursed.)

*A permanent residence is defined as the long-term or fixed address where the instructor and/or immediate family lives (provided on tax documentation, bills, etc.) when they are not teaching for or attending classes at Indiana University.

NOTE: Instructors who withdraw from their teaching appointment for any reason after March 2nd, 2020 will be responsible for reimbursing Indiana University for the cost of all non-refundable air travel purchased on their behalf. Non-voluntary withdrawals, due to an unexpected medical or family emergency, will be handled on a case-by-case basis.