



GLOBAL INSIGHTS

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Dear Host Family,

On behalf of our entire organization, we would like to take this opportunity to thank you for your generous commitment to host a student from Global Insights during the upcoming year. Our goal in offering the high school exchange program to host families, students, and schools, is to give them the opportunity to have truly meaningful people-to-people experiences, which will lead to increased learning and insights about themselves as well as the world. We are confident your family will find this cultural exchange experience both enriching and rewarding!

This will be a special experience for all members of your family and for your exchange student. As with any special occasion or event, preparation is very important. If you haven't already done so, please review the [Host Family Welcome Packet](#), available on our website at www.globalinsights.org. (on the right side of the main page, click the "[Current Host Family Login](#)" box and enter **globalhost** and **peace**). This site provides many resources including the Host Family Handbook, a copy of the US Department of State Regulations for exchange visitor programs, student insurance information, the Host Family Rules Workbook (to be completed with your student – copy also enclosed), and more. In addition, this site is where you will come to complete the Global Insights Host Family Surveys in November and May. Just before each survey is due, you will receive an email reminder from Global Insights. **(In order for us to send the reminders, please confirm the email address you wish us to use by emailing your first and last names and the name of the student you are hosting to info@globalinsights.org.** In the event that you do not have internet access, please contact our office to request a hardcopy of the Host Family Welcome Packet.

Throughout the exchange experience, your most important contact with Global Insights will be the local Area Representative. He/she is trained to help facilitate the program and address any questions you may have. In addition, your Area Representative is responsible for conducting a [Host Family Orientation](#) (prior to the arrival of your student), and a [Student Welcome Orientation](#) with both host families and students (after your student's arrival). These orientations are designed to help you better understand the program objectives, as well as discuss ways to make the exchange experience a positive one for all involved. You can expect to have regular contact from your Area Representative throughout the program. Feel free, however, to contact him/her from time-to-time, as well. Developing a good relationship with your Area Representative early in the program will make it easier to discuss questions or concerns that may arise later.

Once again, thank you for hosting with Global Insights. It is because of generous families like you that programs such as ours can exist. You are playing a small, but important role in bringing the world closer together – one student at a time!

Sincerely,

Sherry H. Buchla
President



United States Department of State
Bureau of Educational and Cultural Affairs
Washington, DC 20547

Dear American Host Family,

On behalf of the U.S. Department of State, thank you for volunteering to host a Secondary School Student Program exchange visitor. This is a unique opportunity for you to experience the richness and diversity of a culture different from your own. Through this program, you are among thousands of American families who volunteer to serve as citizen ambassadors of the United States.

High School programs have been a part of U.S. public diplomacy efforts since 1949. Approximately 25,000 high school students from around the world participate in this program each year. The good will of American host families in opening their homes to these young international visitors is vital to this program's success.

The health, safety, and well-being of the young people who participate in this program are our highest priority. A host family has many responsibilities, the most important of which is properly caring for an international student during the course of his/her program. The student is a guest in your home and in our country and you may be the first "real Americans" this young person meets. How you relate with this student will create a lasting image of our country and its people.

I hope this will be a rewarding experience for you and the exchange student. It is extremely important that you notify your program sponsor if you have any concerns or if the student's personal health, safety, or well-being is threatened in any way. If the sponsor is not responsive to your concerns, please contact the Department of State directly at the 24 hour toll free number (1-866-283-9090) that has been established for this purpose. In addition, the program sponsor provides each student with an identification card, which lists your address and telephone numbers, separate telephone numbers for immediate contact with the sponsor organization and the sponsor's local representative, and the Department of State's toll free phone number and email address (jvisas@state.gov). The student should keep this card with him/her at all times and contact us if s/he has any concerns about his/her health, safety, or well-being.

The Department of State is deeply appreciative of your kindness and generosity in making this educational and cultural experience possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Robin J. Lerner".

Robin J. Lerner
Deputy Assistant Secretary
for Private Sector Exchange



Global Insights
Host Family Handbook

Contact
Information

Your Student

Your Area
Representative

Important Information

CONTACT INFORMATION

Global Insights
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Sherry H. Buchla, President

Regular office hours are Monday through Friday from 9am to 5pm EST. Emergency assistance is available 24/7 by contacting 1-888-246-7863. If calling after office hours, listen to the message for specific directions on how to reach the on-call Global Insights staff member. (Please use this service for true EMERGENCY situations only.)

YOUR STUDENT

Name _____ ID # _____

Parent's Names _____

Home Telephone Number _____

YOUR AREA REPRESENTATIVE

Name _____

Home Telephone _____

Work Telephone _____

Cell Phone _____

Email Address _____



Dear Host Family,

Welcome to the world of cross-cultural exchange! Soon you will be welcoming a teenager from another country to your family and will begin a fascinating journey. With your decision to host, you are giving a young person from abroad the most enriching experience he/she can have – the chance to gain a realistic picture of the American culture by living with a typical American family. You are also providing your own family with the chance to learn about another culture and about the world around them. You have many happy moments and new experiences to look forward to in the upcoming months. We would like to begin by offering you a heartfelt “thanks” for agreeing to receive a Global Insights student into your home. We are honored to welcome you to the Global Insights family!

The next few months will be exciting and new as your family and your exchange student get to know one another. Many questions will arise and you and your student will face some challenges along the way. Cultures have similarities and differences - we encourage an honest exchange of viewpoints and much cultural sharing between your family and your student. Encountering these differences broadens our horizons and enriches our lives. By sharing our diverse cultures, we are making lifelong friendships and ultimately contribute to a more prosperous and peaceful world.

Global Insights wants to support you - to help you prepare now and to assist you and your student throughout the exchange experience. Whether you are an experienced host or new to intercultural exchange, this handbook will provide you with information about your role and responsibilities as a Global Insights host family and should be useful as you prepare for and participate in the program. Although every hosting experience is unique, there are factors common to most situations; this handbook summarizes some common areas and presents them in a practical format. While it cannot possibly address all the intricacies of cross-cultural adaptation, the handbook should provide you with a solid foundation. By reading this handbook, following your common sense, and utilizing the knowledge and experience of your local Area Representative and Global Insights, you will gain valuable knowledge and confidence as a host family. We also suggest that you read the Global Insights Student Handbook together with your student after his/her arrival and feel free to share with us regularly your thoughts and feelings regarding the exchange experience.

Families from across the country will be joining you in the hosting experience. Why are American families so generous? There are many answers to that question. We have found Americans seem to understand clearly that by giving of themselves they receive a great deal in return. They recognize that exposure to and sharing with others – especially others from different cultures, customs, experiences, and language backgrounds – enhances their own lives. There is much to gain from these young people American families receive in their homes. By hosting, Americans contribute to the development of international understanding and harmony.

We are grateful to you and your family for opening up your home to a Global Insights student. We are certain that hosting an exchange student will provide you and your family with the chance to achieve further international understanding.

Sincerely,

Sherry Buchla
President
Global Insights

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Mission Statement/ Programs

Global Insights was established in 1996 as a public, non-profit educational foundation and is designated as an official Exchange Visitor Program by the United States Department of State (DOS). This designation empowers Global Insights to issue the DS-2019 form, which allows our students to secure a J-1 exchange visitor visa from the US Embassy or Consulate in his/her home country. Global Insights is further accepted for listing by the Council on Standards for International Education Travel and is included in the 2007-2008 Advisory List published by CSIET.

Global Insights is dedicated to the promotion of cultural understanding, academic development, and world peace. We offer a semester (5 month) and Academic Year (10 month) inbound program and also arrange outbound programs for American students who wish to study abroad. These programs are not intended to be travel/vacation experiences; they are intended to create environments that promote cross cultural exchange and understanding through a positive homestay experience. Our philosophy is to learn to live together by actually living together. The homestay is the cornerstone of the program, offering the exchange students a chance to use English in an everyday setting, expand their understanding of the American way of life, and make friends in the United States; they also have an opportunity to share their own culture with their American host family. The American host family has the unique opportunity to know intimately someone from another culture and to learn about a new culture from a native. The exchange students return to their own country with a deeper appreciation of their own cultural heritage, and American host families broaden and enrich their own cultural experience. This is a rare opportunity for an entire family to share a cultural experience together.

Global Insights Organization and Staff

The Global Insights National Office is located in Marietta, Georgia, a suburb of Atlanta. The president and staff in the national office establish program policies, provide final screening of all student applicants, recruit Area Representatives, administer the program in the United States, and communicate with international agents regarding progress of the exchange students. Global Insights also maintains Regional Offices. There, Regional Directors maintain regular contact with Area Representatives and provide counseling support to program participants. The Global Insights staff has considerable educational and international experience, and all are dedicated to cross culture exchange and international understanding through people to people programs.

Global Insights coordinates the High School Exchange Program with organizations located in countries abroad. These international agents promote the High School Exchange Program and recruit prospective students who apply for the program. Students fill out an application, submit transcripts of their academic work, and provide a reference from a teacher or counselor. The students are then personally interviewed by a staff member of the international organization and are also interviewed in English by a fluent speaker of English to determine English proficiency. If it is felt that the student is qualified to participate in the program, the student's application is forwarded to Global Insights National Office, where the final screening takes place. Before the students depart for the United States, the staff of the international organization provides the students with an orientation covering all of the rules and regulations of the program. In addition, they discuss expectations and important aspects of life in the United States and American culture. Global Insights and the staff of the international organizations work very closely together to ensure that the goals of the program are met.

The Host Family

The Student

The Area Representative

Program Participants

There are three major participants in the Global Insights High School Exchange Program: the host family, the student, and the Area Representative.

The Host Family

The hosting experience is unique for all families and students because no two families or students are alike. We all have distinct and familiar ways of relating to family, friends, neighbors, guests and colleagues. What we don't have are familiar ways of relating to an international teenager arriving in our home for an extended stay. Unless you have hosted an exchange student before, your family may have little or no similar experiences with which to compare. Bringing an international visitor into your family means adding an entirely new element into your daily life and you will need to establish rules and ways of relating to one another. You will find your comfort zone, but it may take some time. The realization that there is no prescribed set of rules for hosting can be disconcerting. If exchange students could be brought home and plugged in like a new toaster, they would instantaneously become an integral part of a host family. But relationships do not happen that easily. Bonds are created over time through participation in family activities and shared experiences. It is reasonable to expect low periods as well as high periods during the year. Members of your family, as well as your student, are likely to feel negative emotions (anger, disappointment, frustration, sadness) as well as positive ones (pride, satisfaction, happiness, love). Rest assured that these are normal human emotions. The best way to deal with them is honestly and openly.

Many new host families start out with very high expectations about the hosting experience and become overly disappointed at the first negative emotion. As a new host family, take stock of your expectations. Although there may be perfect host families and perfect exchange students somewhere, we at Global Insights assume that host families and exchange students will be typical human beings in that they will experience ups and downs in life but remain flexible while maintaining a sense of humor and curiosity about this very human experience. It may be helpful to think about your family's expectations. What do you think your student will be like? How might your family routine be disrupted? What are your hopes for the experience? What are your fears? Each family member should consider his or her own hopes and fears of the hosting experience. Discuss these expectations as a family. Are the expectations realistic? Understanding your family's expectations will help you with the adjustment process.

Discuss those expectations that seem inappropriate or unrealistic. For example, is one of your goals to have your own son or daughter learn a foreign language? You might realize, upon discussion that this is an unrealistic goal. Your Global Insights student will come, in part, to improve his or her English and is not expected to provide language instruction. Perhaps a better way to



reach that goal is to enroll in a language class. Setting realistic goals and understanding your hopes and fears are important exercises. Your family will have a better chance of ending up satisfied and feeling successful. Disappointment and awkward moments may occur along with the excitement of finally meeting each other. This is normal. Flexibility and patience will pay off as initial expectations give way to reality and as your entire family settles into a new routine. Then it will be time to relax and have some fun!

This will be a special year for all members of your family and for your exchange student. As with any special occasion or event, preparation is important. Host Families are expected:

- **To learn as much as possible about both the chosen student's culture and the hosting experience in general.**

The more you know about your student's country and culture, the better prepared you will be. Start by reading the Culture gram included in your Host Family Welcome Packet and noting differences and similarities between your student's country and the United States. The local library will have numerous books and current information that will help you understand the culture that has formed your student.

- **To treat the student like a member of the family and not a guest**

Your student will expect you to treat him or her as a member of your family, with all of the benefits and obligations attached to that privilege. Your student will expect you to instruct him/her in the "rules and regulations" of your family. Your exchange student will need a bed (a private room is not required), a place to store clothing and personal items, and a place for quiet time and study. In addition, it is the obligation of the family to provide meals for the student in the habits of the family. The host family also provides love, guidance, and understanding for the student as the host parents become "surrogate parents" for the student during the stay in the U.S.

Most importantly, Global Insights host families are urged to treat their exchange student as a member of the family and not as a guest. This means that your exchange student should be subject to the same house rules, the same types of chores, the same disciplines, the same praise, the same affection as are other family members. In short, your student should experience all of the responsibilities and privileges that come with being a member of an American family.

- **To teach the student about the family rules and values**

Your student is expected to live as a participating family member. To do this, however, your student must be given pertinent information about the use of the home and the values of the family. In a very real sense, you must "initiate" your student into your household by deliberately teaching him/her about your family rules and values. You cannot assume that your exchange student will automatically understand what is expected from him/her. To assist with this task, Global Insights will provide you and your student with the *Host Family Rules Workbook* as part of your welcome packet. This booklet is designed to provide host families with a format to establish in writing the expectations they have of their student.

- **To establish reasonable household rules and chores for the student**

The host family should communicate family and household information as soon as possible; however, do not overwhelm your student with too much information at one time. Three or four short discussion periods with your student will be more productive than trying to give the

information all at once. In addition, some students may need more than one explanation for certain complicated rules or appliance operation. Take time to review “Host Family Rules Form” located in the Host Family Welcome Packet – this form should be completed by your student and family shortly after the student’s arrival. It is designed to help ensure that all pertinent rules and family routines are discussed with your student. No host family can anticipate everything that the student will need to know to fit in as a family member. If your student is doing something inappropriate or wrong, the behavior probably is due to lack of thorough understanding about what is expected and not due to insensitivity or rudeness. Try communicating with your student in a non-critical way by saying, for example, “I’m impressed with how quickly you are learning about our family. One thing you may not have noticed yet is how we always _____. This may be very different from the way you are used to. How does _____ work when you are with your family? (This is an opportunity for learning something about your student’s family.) Let me explain how it works with our family so that you can feel more comfortable while you’re with us.”

- **To provide their student with a supportive helping hand and guiding and supporting them throughout the exchange experience**

While the responsibility of adjusting falls heavily on the student, there are many ways in which the host family can help the student. Providing a helping hand means acting as both your student’s cultural advisor and surrogate family. A cultural advisor is someone who is familiar with the “new” culture and is willing to explain the behavior and customs of its members and answer the many questions that will arise. Acting as your student’s surrogate family means offering the emotional support and encouragement, warmth and affection that your student will be missing so far away from his or her natural family.

While the exchange student must realize the sacrifices a host family makes to invite him/her into their life, the host family must also realize that the exchange student, a teenager, has done something incredibly difficult and challenging by choosing to participate in the High School Exchange Program. Leaving behind friends, family, and all of the comforts of home to spend a year with a new family in a strange land is not easy. As teenagers, they yearn to be adults and to be treated as adults, but at times stumble under the weight of the responsibility and need to be understood as children. Your exchange student, like all teenagers, needs support as well as limits set for them. Some exchange students handle the challenges of a year abroad better than others, but it is crucial for host families to understand that the process of adjustment to a completely new situation can be stressful and exhausting for their students.

- **To openly share your lifestyle with a young person from a foreign culture while remaining flexible and positive throughout the experience**

Sharing your lives and welcoming a visitor into your home will require you to be completely open. You and your family need to share your views and expectations with the new family member. This may be difficult at first, since so many of us are not used to opening up and revealing who we are. By being open your exchange student will begin to feel comfortable and at home, and will then open him/herself up to you. Sharing your lifestyle means revealing what you and your family are all about. What do you love to do? What political persuasion, social causes, and religious ideas do you identify with? What are your values as a family? As Americans? Are you doers, talkers, or thinkers? How do you each feel about such things as affection, respect, responsibility, success, failure?

- **To inform their Area Representative of any behavioral issues or concerns, no matter how trivial they may seem**

As a Global Insights host family, you are responsible for notifying your Global Insights Area Representative about any events, accomplishments, problems, or concerns involving your student, no matter how trivial they may seem. It is crucial that Global Insights be kept informed of a student's progress throughout the year and that host families not withhold information in order to shield the student from consequences or to avoid "bothering" the Area Representative. Imagine if your own son/daughter was on an exchange program – would n't you want to be informed if his/her behavior was deficient, before the "little things" grew into a big problem and the host family began to question the ir decision to host?

Following is a list of topics that you should address with your student as soon as possible. You may have different issues, depending on the needs of your family. (See the *Host Family Rules Workbook* for further topics of discussion.)

HOW THE HOST FAMILY MEETS ITS PHYSICAL NEEDS

- food, drinks, meals, snacks
- use of toilet and how to dispose of paper products
- sleeping
- storing belongings
- use of electricity
- use of gas, oil, wood
- washing clothes
- bathing/showing

HOW THE FAMILY EXPECTS ITS MEMBERS TO BEHAVE

- use of television/stereo/radio/computer
- appropriate recreation
- showing courtesy, respect, appreciation
- use of the telephone and taking messages
- use of kitchen and appliances
- public and private spaces
- family religious practices
- family routine and activities
- entering and leaving the house
- scheduling and punctuality
- use of outdoor areas
- appropriate dress
- household chores
- family communication
- curfew
- rules governing smoking and/or alcohol

SPECIAL SITUATIONS OF SOME FAMILIES

- treatment of pets and animals
- precautions against crime
- handicaps and/or chronic illnesses
- restrictions on water use



The Student

Global Insights students come from diverse countries around the globe. While they may have different hobbies and interests, students share many of the traits necessary to be a successful exchange student: flexibility, maturity, friendliness, and a curiosity about the world around them. Students must be between the ages of 15-18 and can enroll either for one semester (August-January or January-June) or for the full academic year program (August-June).

Prior to acceptance onto the program, students are carefully screened through an in-depth application and interview process. Students must be recommended by a teacher in their home country and have a good command of the English language. In addition, they must demonstrate that they are motivated to learn about the American way of life and to participate in family, school, and civic activities. Global Insights students have complete medical coverage throughout their stay in the United States, as well as ample spending money for personal expenses.



A Global Insights exchange student is, quite simply, a teenager from another country. While Global Insights students are representatives of their native country, they are not budding ambassadors brimming with cultural anecdotes or diplomatic finesse. Nor do they personify everything that is typical about their country. These students are individuals – with a unique combination of quirks and qualities who, like you, have many hopes and fears about the coming year. Add to this the fact that Global Insights students are separated from their support network of natural family and close friends, and you can begin to understand how challenging it is to take on the role of exchange student. Global Insights participants are courageous!

While some Global Insights students are well-traveled, many have never been outside their native countries. What they know about the United States they have learned from books, magazines, television, and movies. Programs like the “Orange County” and the MTV network, are popular overseas. It’s possible that your student has seen such shows and was initially expecting to live in a wealthy community teeming with beautiful people, or in a town on the beach where life resembles a music video! Because such shows do not accurately represent the typical American experience, our international agents work hard to help students gain a more realistic view of what their life in the US will entail. Global Insights students, as well as their natural parents, must participate in pre-departure orientations to ensure they understand and are in agreement with the policies and procedures of the Global Insights program and that all participants have realistic expectations of the exchange experience. Often times, former participants attend these orientations in order to help students separate reality from the hype. Our students know that they are likely to live in a small town or rural area, as opposed to a large city. They understand they may live with an empty-nest couple, with a single mother, or any number of other types of families.

Being responsible for the safety and welfare of the student throughout the program, Global Insights expects the highest standards of behavior, manners and etiquette from program participants at all times. Global Insights has established a set of rules, which are binding for every student accepted into our high school program. They are based on common sense, federal and various state laws, United States Department of State guidelines, and the Council on Standards for International Educational Travel (CSIET) standards. They are intended to ensure that our students have a safe and successful experience while on the program. Every Global Insights student and his or her parents read these rules and sign their agreement to obey them as part of the application process. The Standards of Conduct, Travel

Release Authorization, Program Agreement and Consent Agreement are a part of the Global Insights Student Application and are signed by each student and his/her natural parents. (Copy provided in the Appendix)

Living in a foreign country and speaking a different language, your student will be at times anxious, happy, homesick, exhilarated, embarrassed and proud, but will have an experience that he or she will never forget. Playing the part of an American teen for a year, studying in another country, making friends that last a lifetime, becoming fluent in American English and teaching Americans about another part of the world – these are some of the reasons why your student is participating in the Global Insights.

Exchange students are expected:

- to participate in the host family as a member
- to adjust to the lifestyle of the host family
- to share their ideas and culture with their host family
- to be flexible, adaptable, and positive
- to participate in family, school, and community activities
- to be a good ambassador from their native country
- to show respect for the host culture
- to discuss questions and concerns with their host family and Area Representative
- to notify their Area Representative about any events, accomplishments, problems, concerns, and questions throughout the year

The Area Representative

Global Insights Area Representatives are the backbone of our program. They are our direct link to host families, high schools, and the community. Global Insights relies on its Area Representatives to promote the program in their local communities, to select qualified host families, and to provide support for the students, families, and high schools during the year, all the while remaining in regular contact with the Global Insights office. Global Insights Area Representatives are not necessarily fluent in foreign languages, experts on various cultures or world travelers. Our average Area Representative is an active individual, often employed full-time in another field/career, and involved in his/her community. Working with host families and exchange students is something most of our Area Representatives do in their spare time. They have been selected to represent Global Insights because of their interest in intercultural learning, their spirit of community involvement, and their personal and professional credentials and experience. All have one thing in common – a desire to meet and work with young people from other countries and to get to know their own communities a little bit better in the process.



The Area Representative's job is both challenging and rewarding. Area Representatives are independent contractors and receive a small commission for their services, most of which goes toward the out-of-pocket expenses they incur working with the program (phone calls, mileage, postage, photocopies, get-togethers, etc.) As the position is not a lucrative one, most Area Representatives take on this job because of the ir commitment to cross-cultural awareness, education, and a love for the students.

Global Insights evaluates the qualifications of prospective field staff based on their ability to fulfill the responsibilities of the position. The position of Area Representative with Global Insights calls upon a diverse set of skills. Some of the responsibilities include:

- Promoting the Global Insights Program within the local community
- Recruiting host families and evaluating their qualifications
- Conducting an in-home interview
- Helping to match host families with Global Insights students
- Securing enrollment at a local public high school
- Providing a host family and student orientation
- Meeting the student upon arrival
- Contacting the host family and student monthly (by phone or in person), and seeing the student and host family in person at least every second month
- Filing student report forms on every student five times a year to the Global Insights National Office
- Responding promptly throughout the year to all questions and concerns raised by the school, family or student, with a personal visit if necessary
- Mediating host family conferences
- Being available for emergency assistance
- Arranging periodic get-togethers during the year
- Finding a second host family within the same school district for Global Insights students in the event that the original placement does not work out and all options have been exhausted
- Communicating any events, accomplishments, problems, or concerns involving host families, schools, and students to the Global Insights National Office

As mentioned above, the Area Representative must conduct a host family orientation. This orientation may occur prior to the student's arrival or as a part of the student's orientation activities, as a group session with other host families or with your host family alone. Both new and repeat host families must participate in the host family orientation sessions. You should take this handbook along to your host family orientation. The purpose of this orientation is to:

- enhance your relationship with the Area Representative
- provide your family with an overview of the Global Insights program and policies
- clarify the roles and responsibilities of Global Insights host families, students, and Area Representatives
- discuss and analyze expectations of the exchange experience
- address any questions or concerns your family may have

Soon after the student arrives in the US (usually within two weeks), the Area Representative will meet with the student to provide an orientation session designed specifically to help students get started off on the right foot. Students are required to attend this initial orientation. The Area Representative is not required to plan elaborate get-togethers. However, he/she may from time to time be able to arrange some special activities for the students. Such activities could include theme-oriented parties (e.g.,

at Halloween, Christmas, etc.), trips to nearby points of interest, meetings with civic officials or other excursions. Student attendance at these activities is usually optional, although students are encouraged to attend. Often, host family members are invited to participate in these activities, as well.

Your Area Representative is your most important contact with Global Insights. He/she will make regular contact with you and your student to monitor the progress of the program. Your Area Representative is trained to remain objective at all times and weigh equally the interests of the host family and the student. That being said, it is important to remember that your Area Representative's primary role is that of student advocate. The student is young, living in a different culture, and communicating in a foreign language. While your student is not technically alone, he/she is separated from natural family and old friends. The Area Representative must always take into account that students are at a disadvantage when raising questions and concerns, or simply in making themselves and their point of view understood.

And while Global Insights understands that it's the Area Representative's responsibility to monthly contact and bi-monthly visits, we encourage the host family and student to "meet the Area Representative halfway" by initiating contact from time to time or whenever necessary. Host families should not wait for the Area Representative's monthly contact to address concerns, but should call the Area Representative as quickly should a problem arise. In addition, remember that your Area Representative would also like to hear about the positive things that are happening between you and your student! Feel free to contact your Area Representative, and encourage your student to, as well, to report the good news, too!

If all of the participants involved in the Global Insights exchange experience – host families, students, and Area Representatives – understand their respective roles, meet their responsibilities, and cultivate realistic expectations, a successful cultural exchange is virtually assured!

Pre -Arrival

Arrival Day

The First Days

Integrating the Student into Your Family

Culture Shock

Throughout the Year

Pre -Arrival

Now that the participants have been defined and discussed, it is time to examine how they all fit together during the exchange experience. This section of your Host Family Handbook will deal with the day-to-day experiences of hosting. Let's start at the beginning.

As you look forward to the arrival of your exchange student, it is important to remember that he or she is coming to learn about living in a different country. The student will learn about our country's strengths and weaknesses, our attitudes and beliefs, as well as our language and customs. To a large extent, the impression of America that your exchange student takes home will be formed through the relationship with your family. The reverse is also true. Your perceptions of a foreign culture will be influenced by your exchange student's attitude and behavior.

The purpose of the homestay is not to convince the student that the United States is in any way better than his or her own country, nor is it to turn the exchange student into an American. Rather, the ultimate goal is to develop mutual respect and understanding. Host families and students should avoid allowing stereotypes of different cultures to influence their behavior and communication. There are usually far more exceptions to a stereotype, or generalization, than examples supporting it. Try not to attach "labels" to your student. For example, if your family is hosting a Japanese student, do not assume that he or she will be shy. Instead, do your best to have an open mind. Avoiding prejudice will increase your enjoyment of the time you spend with your student.

We have all formed stereotypes of people from different races, religions, neighborhoods, states, and countries. Take a few minutes and consider some of the stereotypes that you hold: What do you think of Californians or New Yorkers? What do you think of Japanese people or Brazilians? Many individuals may partially fit into a stereotypical framework, but it is wise to remember that your student is an individual. While he/she is a product of the culture in which he/she was born, your student may have characteristics that are quite unlike the stereotypes.

Your student will also arrive with many preconceived ideas about Americans and the United States. However, after spending time with your family, we hope that your student will come away with a much broader idea of our culture.

The Host Family Perspective – While many host families find themselves with months to think about the hosting experience, some of you sign on shortly before your student's arrival. Either way, there are several steps that you can take to learn as much as possible about both the chosen student's homeland and the hosting experience in general.

- **Learn about your student's country:** Global Insights provides every family with a Culturgram which gives an overview of the student's native culture. Your local library will have books that cover your student's country in more detail: the language, culture, history, art, folklore, religion, and cuisine. Host families are strongly encouraged to check out or purchase books, magazines and tapes or CDs, from or about a student's country, as well as utilize the vast resources available online.

• **Learn about the cross cultural experience:** Most students possess a dictionary that translates vocabulary from their native language to English. You might want to consider purchasing your own such bi-lingual dictionary for your family to have handy when your student has difficulty understanding certain words and phrases. There are also a number of books and videos published about cross-cultural learning and the hosting experience. Following is a list of suggested books and film titles that may be helpful:

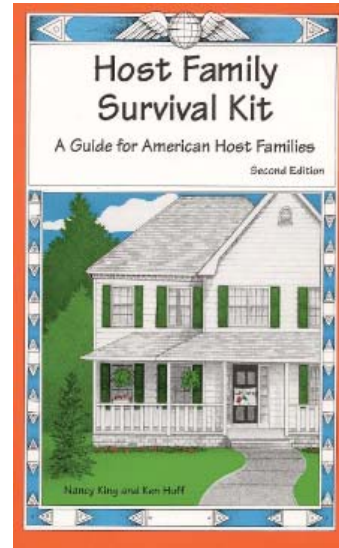
Host Family Survival Kit
A Guide for American Host Families
 Nancy King and Ken Huff

The Exchange Student Survival Kit
 Bettina Hansel

The Handbook of Foreign Student Advising
 Gary Althen

Film and Video Resources for International Educational Exchange
 Lee Ziegler

The titles listed here are available through International Cultural Press by calling 1-800-370-2665, or visiting www.interculturalpress.com. Also, films made in or about your student's country may be available at the local video rental shop and can be an entertaining way to observe culture and behavior.



• **Begin contact with your student and his/her parents:** Direct contact with your student prior to his/her arrival in your community is always appropriate. Email or letters with photographs or local postcards are a great way for you and your student to break the ice and begin to get to know each other. Telephone calls are also encouraged. Be mindful of the time difference between countries and understand that your student's English may be at its worst on the telephone. Your student will be very nervous and the telephone precludes the use of visual cues that help so much when communicating in a foreign language. It is also considered proper to write to the student's parents. The parents are usually more nervous than the student. The family will be most relieved to hear directly from the host family and will be able to send their child with greater confidence. Do not hesitate to write in English. The family can have the letter translated if it is difficult for them to read. It is very helpful to type or print your letter to the student and to the natural parents.

• **Helpful Information/ Gifts:** Area maps will help to familiarize your student with his or her new home town or state. Academic year calendars are available at most bookstores and will indicate American holidays. Also, a metric conversion table will help your student make the adjustment to the American system of weights and measures. Finally, consider having a set of house keys made for your student, perhaps on a keepsake key chain. You can make your student feel more at home by providing a few, small and practical arrival gifts. Airmail stationery is always useful. Consider having return-address labels made for your student with his/her name and your home address for all of the mail your student will be sending from the US. (Don't forget to have "USA" printed on the return address as most of the student's mail will be sent internationally.) Visit the local high school and obtain any information that would be helpful. Most high schools have printed materials regarding the curriculum, the student calendar, registration requirements, transportation, etc. This information is helpful for the students in planning for the school year. Any information regarding the cost of activities, extra curricular events and other school expenses, such as a yearbook, is also appreciated.

• **Prepare your student's bedroom:** Your student need not have a private bedroom. However, if your student is sharing a room with your son or daughter, (12 or over only) your student must have his/her own bed. In addition, your student will need a quiet place for study and reflection. If your student is sharing a room, it is wise to ensure that your student will have quiet time available to him/her. In addition, make sure that your son or daughter understands what it will be like to share his or her room with your exchange student.

• **Think about the spoken and unspoken rules of your family:** Your student is coming from a background and a family that may or may not have similar rules to your family. In order for the homestay to be successful, it is extremely important that you clarify what is acceptable behavior in your family and prepare written guidelines for your student. Consider chores, curfews, family activities that everyone is expected to participate in, and any other points that your student needs to be aware of. You need to consider what your response will be if the guidelines which you have set for your student are not followed. The student is like any other young person and wants to know what is expected. He/she may test the strength of the limitations. Once shown exactly what is expected, most students settle down into the family. Remember that guidelines can be changed and amended as time goes on as long as all parties are aware of these changes. It is much easier to start out with strong guidelines and loosen them than it is to start out with weak guidelines and try to get stronger later. Please try to make sure your guidelines are age appropriate. If your own children are younger than your exchange student, you might want to check with your Area Representative, with other parents of teenagers, or with the school counselor about what guidelines are realistic for teenagers.

The Student's Perspective – A student may find out who his/her host family is either months ahead of time, or just days prior to his/her departure. Either way, the student has known for some time that he/she will be spending an academic year in the United States and has mentally prepared himself/herself as much as possible.

Once a student is accepted into the program, he or she will receive informational materials and participate in programs that will help to prepare the student for the year abroad. Students first receive notification of a family match through the international agent in their home country. This notification is in the form of an email sent by Global Insights to the international agent with the family name, address, phone numbers, family information, and the name and contact information of the local Area Representative and school. Students later receive a complete Host Family Application that includes the family photos.

Each international agent provides the students with a pre-departure orientation and information about what to expect. The content and timing will vary, but in general, these information meetings attempt to set realistic expectations, answer any last minute questions, ease natural parents' concerns, discuss the US culture, and help the students understand the rules and policies of the Global Insights Program.

The international agents are responsible for arranging each student's international and domestic flight arrangements. Students are required to arrive with round trip international tickets. This will allow the student to book his/her return flight without restrictions and is a State Department regulation.

Just before arrival, Global Insights will mail each student a student handbook, orientation materials, a student identification card, and insurance information.



Arrival Day

This is the day both you and your student have been waiting for—his/herrival in your community. You are both excited and perhaps a little scared. Your student may be feeling overwhelmed, so we have put together some suggestions on how to handle your first day together, and information regarding what to expect. When your student meets you for the first time, he/she may be feeling rather insecure and shy. You will probably be feeling somewhat the same. The silence may be due to fatigue and the struggle with a new language. Watch your student and set the appropriate pace.



The actual arrival date of your student: Your student is scheduled to arrive in early to late August (or mid to late January for Spring Semester students). If you will be on vacation, or if the local school starts unusually early, please inform your Area Representative so that alternative plans can be arranged. You will be advised by your Area Representative of the flight information when the arrival schedules have been finalized. All flights are scheduled by the overseas representative. We usually know the approximate date of arrival several weeks before your student will arrive, but we often do not know the exact day and time of arrival until four to seven days before the arrival. We ask that you try to be patient when waiting for the flight information. Reservations are made for many students going to many different destinations in the U.S. and this takes time.

When you receive the flight information from your Area Representative, please verify it yourself with the airline company. In addition, on the day your student arrives, it is very important to call the airline to verify the actual arrival time, which may vary slightly from the original scheduled arrival time. Your student may call you with flight information; however, please verify that information with your Area Representative to ensure that it is the correct information.

Your Area Representative: While Area Representatives do their best to be present at the airport on arrival day, this is not possible for everyone. Some Area Representatives work full-time and are not able to get the time off. Other Area Representatives may have more than one student arriving and are not able to greet each one. Host families are responsible for meeting their students at the airport upon arrival, whether or not the Area Representative will be present. If your Area Representative is not able to be there with you, please call him/her as soon as you get home to let them know that your student has arrived safely. The Area Representative will make plans to meet the student as soon as it is convenient for your family.

Meeting at the airport: Global Insights students arrive at the nearest major airport to the host family. Although students try to purchase tickets to the closest possible airport, tickets to small commuter airports may significantly increase the cost of the airfare as well as create very long layovers for students who are traveling alone. Host families, particularly those in rural areas, may be asked to drive up to two hours to pick up their student, and both Global Insights and the student greatly appreciate this effort. While you will know your student's arrival date well in advance, the flight details themselves may not be available until just several days prior to your student's arrival. Global Insights will provide host families and Area Representatives with flight details as soon as they are received from the international agents. It is always a good idea to call the airline to confirm an on-time flight arrival before you head off to the airport.

That First Contact: Many host families prepare a large sign and/or bring balloons or flowers to welcome their student. This will help the student identify you and will also make them feel welcomed! Be sure to bring your camera along so that you can look back on this special day. This moment may be one of

the excitement, nervousness, awkwardness, happiness, and relief. Your student may greet you with a big hug and kiss or a handshake and nervous “hello.” Be sure to smile and let them know how happy you are that they have finally arrived. Take your cues from your student and do whatever feels right.

A Quiet Moment: There is generally much anticipation as to how the first meeting will go. It is a good idea to find a quiet place to sit down and talk for a few minutes. Ask your student how the flight was, etc. Your student may be keyed up with excitement or nervousness, or may be very tired from his/her journey and still suffering from jet lag. Observe his/her behavior and do not try to fit everything in at once – you will have plenty of time later to catch up. Although your student has studied English for years, this is probably his/her first time speaking non-stop in a second language. Speak slowly and clearly (not loudly) and avoid using slang. Expect to repeat much of what you say a second time over the first few weeks. Discuss whatever anyone wants to be called – “Mom” and “Dad,” first names, or even a nickname. Agree upon what is comfortable for everyone, bearing in mind that you can always make changes later. This is not the time to discuss household rules or schedule. Your student will only be overwhelmed and need to be reminded again later.

Arriving home: Remember that your student will be very tired and usually very nervous. He/she has been preparing for this moment for a year. Focus on the most basic needs of the student the first night and few days. Show your student the bedroom, the closet and chest of drawers, and the bathroom. Allow him/her time to relax. Your student may want to call home immediately or at a specified time to inform his/her natural parents that he/she is safe.

The First Days

The first few days after your student arrives, he/she will probably feel like, and be treated as, a guest. Over time, your exchange student will begin to become a member of your family. However, it is not like bringing an infant home from the hospital, where you will teach everything from the beginning. Your host son/daughter is a teenager who has been used to the way things are done at his/her own home and now needs to be taught what it is like in your family. In addition, each student adapts to his/her new life at a different pace; some students fit in right away while others take a bit longer.

During these first days, your focus should be to do as much as you can to help your student feel like a family member, not a guest. Try to keep these days as close to your normal family routine as possible. Many host families make the mistake of planning too much too soon. Packing the first week with activities and parties may give the student an unrealistic expectation of what life in the US will be like for them. This does not mean that you should not celebrate his/her arrival, but try to use moderation in your planning and keep your student informed as to what is happening. Be flexible. Your student may tire quickly, or may be filled with energy. Make plans according to what you think your student is up for. So much of your family's day-to-day life is taken for granted. You can make things much easier for your student if you tell him/her about your routines from the start. Here are some topics to discuss in the first days:

- Make sure your student has enough space to unpack. Try to get a sense of things that you can do to make him/her more comfortable.
- Discuss with your student where he/she plans to keep important documents, such as a passport, airline tickets and insurance information with claim forms. These should be stored in a safe place but also in a location that is easily accessible in case of an emergency.
- Give the student a complete tour of the house, pointing out where things are located, such as the bathroom, the closet, dresser, household appliances, light switches, and laundry facilities. Don't assume, as you would with an American guest, that showing your exchange student the bathroom or the kitchen is enough. Since plumbing facilities, appliances, etc., vary around the world, it is important to show your

student how everything is used – from the light switches and locks to the shower and sink. Point out where things are kept such as linens and pantry items. Explain where coats are hung, where to put trash, and what to do with food waste. Show how to operate the television, stereo, garage door, and how and when to lock the doors. Do not try to show your student everything at once, however. Be careful not to overwhelm him/her.

- Take a walking tour of the neighborhood with your student and drive him/her around town. Orient your student to the location of your house in relation to the downtown, shopping areas, grocery store, church, post office, drug store, high school, etc., and show him/her where you work.

Remember that your student is not familiar with many American ideas and customs. You and your student have developed different sets of concepts and behavior patterns based on different cultures and backgrounds. For instance, you may differ markedly in your table manners. A Japanese student may have strong feelings of modesty if someone else washes his or her underwear. These are cultural differences and in most cases, clarification and discussion are all that is necessary to resolve them. Other differences may be more subtle, such as your student's view of the proper roles of men and women or parents and children. These differences should be discussed in terms of what is important to do or accept while in your home, rather than in terms of what is "right" or "good." Such issues as frequency of baths and changing clothes need not be embarrassing topics if they are approached early and in terms of your family's customs.

A careful explanation of the rules you wish your student to follow and the reasons why they are important to you is best done at the very beginning. A few minutes of friendly, frank explanations may save everyone from later irritation and bewilderment. As time goes on, you may have to re-evaluate your rules depending on the needs and maturity of your student. Your student may have been given more or less independence than you give your children. If your student comes from a more protected or controlled environment, he/she may need the security of being told what to do. On the other hand, they may be accustomed to coming and going without telling their parents their whereabouts.

You will want to follow whatever the norm is in your family or community regarding family rules – the key is making sure you convey those norms to your student ahead of time. Your attitudes regarding curfew, dating, smoking, drinking, etc. should be explained as household rules and customs. Please be sure to communicate your expectations and house rules to your student right from the beginning of their stay. Do not wait to talk about rules with your exchange student! The sooner you lay everything out on the table, the clearer the student understands what is and is not expected. You want to avoid the feeling that you are confronting your exchange student with a rule, after the fact, because you do not trust him or her. Be clear and consistent in your explanation of family rules, and provide an atmosphere that permits explanation and discussion, as needed.

A common mistake made by families occurs when the student is not held accountable to the same rules as the rest of the family members. It is very important for you to hold your student to the same standards as those used with your own child. Like wise, if your exchange student breaks a house rule, he/she should receive the same punishment (loss of TV/computer privileges, grounding, etc.) as another of your children might receive. The only difference between disciplining your exchange student and your own child is that you must notify the Area Representative of the exchange student's behavior. You have the same authority over him/her that you do over your own children, except in major decision, which must include Global Insights staff and natural parents. You also have the same responsibility to offer understanding, affection, and care.

Global Insights rules state that student must follow all host family rules. It is your responsibility to communicate clearly to the student what these house rules include. Many family rules are spoken – “No television until your homework is done,” and some are unspoken – “If a bedroom door is closed, that means a person needs some private quiet time.” Other unspoken family rules may be about where to put the mail each day or which is Dad’s favorite chair to watch television. Please take time to think about the spoken and unspoken rules and routines that are very important to you. Make a list and discuss each one with your student within a few days of arrival. Experienced families suggest covering the following topics:

- ***pets*** – Do your pets stay inside or outdoors? Who feeds them (what and when) and who is responsible for walking them?)
- ***laundry*** - Where is the dirty laundry kept, how often is laundry done, and by whom? If you want your student to do his/her own laundry, demonstrate the operation of the washing machine and dryer and make sure that you convey his/her responsibility to fold and put the clothes away.
- ***bathroom etiquette and personal hygiene*** – How often do you expect your student to bathe/shower? In other countries, bathing customs differ. Many Europeans, for example, do not bathe as often as Americans do. The same may apply to the frequency of laundering clothes. Talk with your student freely about these cultural differences and explain how it is to be done in your home. It may be necessary to explain bathroom etiquette. In some countries, bath and toilet are separate, so your student might not know that time limits are necessary in the bathroom. It is also common in some countries to leave the bedroom and bathroom doors closed at all times. In most American homes, the bathroom door is left open unless occupied, as with the bedrooms.
- ***your student’s room*** - You will want to make your expectations clear regarding your student’s room. How often must the student clean the room? Where are his/her belongings to be stored? How often is the bed expected to be made and the sheets changed?
- ***the telephone*** - Explain to your student how you would like the telephone answered and how to take messages for family members or how the answering machine is operated. You may want to consider allowing your student to add a quick sentence to your answering machine message, in his/her native language, to reassure callers from your student’s home country that they have reached the correct number, especially if they do not speak English.
- ***how your family expresses appreciation and thanks*** – Prepare your student to say “thank you.” Believe it or not, people in many cultures do not express appreciation as often and as enthusiastically as Americans do. This cultural difference can cause friction between American families and their students. Most Americans notice very quickly when a “thank you” is not forthcoming. In the early stages, discuss this American habit with your student and explain when and how often you expect him/her to say thank you and to show appreciation.
- ***“raiding the refrigerator” rules*** - Many Global Insights students complain of being hungry when the real problem is a feeling of reservation or embarrassment to freely take food from the refrigerator. Tell your student what’s available for his/her use so that he/she will feel at ease in your home.
- ***showing affection*** - Your new family member may need, or be accustomed to, receiving outward expressions of affection, such as a arm around the shoulder, a hug, a compliment or praise. Others may be offended or embarrassed by such outward expressions and will need a different kind of assurance of your support. Keep trying until you find an expression of affection that feels right to everyone.

It is important to remind your student that you are responsible for making the rules that must be obeyed while he/she is a member of your household. You have the right to approve activities, to meet the friends with whom your student associates, and to set a reasonable curfew.

In a very real sense, you must “initiate” your student into your family by teaching him/her about your family rules and values. Let your student know exactly what the rules are from the very beginning and avoid making “exceptions” for your exchange student because the exceptions may cause moments of tension later on. Your student may have different household rules and guidelines when he/she is living with his/her natural parents. However, your student is expected to follow your family rules while living with your family. Some exchange students come from cultures that allow teenagers much more freedom. However, if your student resists your rules, explain that the rules are established because of your concern for the student’s welfare, not to be overly restrictive or to make your student feel like a child.

It is so important to keep lines of communication open at all times. This cannot be stressed enough! Speak honestly with your student and encourage him/her to do the same, regarding what concerns you and arrange a time to discuss and evaluate how things are going along the way. Small aggravations that get ignored can bloom into a bigger problem later. “Nip it in the bud!” and report things that bother you to your local Area Representative. Some students may be timid in speaking up – if that is the case, encourage your student to be open and honest in sharing his/her concerns. Other students may speak freely but have trouble judging the degree of fact that Americans are used to, and when outnumbered by Americans, may become defensive. In trying to describe the home country, your student may compare his/her new home unfavorably with his/her own country. If you perceive this as a problem, do not become defensive but rather, try to help your student recognize when and where certain expressions of opinion are appropriate and when they are not. Your student will soon find that it is often the manner in which he or she expresses an opinion, rather than the opinion itself, that can create problems. Remember, the student brings assumed behaviors from home which may be in conflict with the rules and procedures of your family. Your student will begin to feel more comfortable with the new environment given your support and encouragement. Working through the “rough” times is not always easy and often takes time and patience. If you keep the lines of communication open, recognize each other’s needs and point of view, and work together, you and your student will find the experience of sharing your lives to be very rewarding.



Your student will need patient assistance with the many necessary cultural adjustments that he/she must make. No amount of preparation can replace your understanding and advice as each situation arises. A sense of humor is very helpful; laughter is a universal form of communication. Keep in mind that the students on the Global Insights program are still teenagers and, like your own children, will need reminders of your expectations. It is wise to evaluate your own actions, reactions and explanations. It is sometimes easy to have greater expectations of your exchange student than you have of your own children, thus causing you to overreact. While your student is staying with you, you will experience many adjustments within your family. Talking things over can make these adjustments much easier for everyone.

Integrating the Student into Your Family

This section is divided into various topics concerning hosting. It is a good idea to read through this section now and to refer back to specific topics when necessary.

Curfew - Acceptable curfews vary depending upon social customs in your area. Your family should decide what your weekday and weekend curfews are and make this very clear to your student. Also explain why there are curfews, since this idea is not known in many countries. If your family does not have teenagers and is unfamiliar with what are generally accepted standards, you might ask a family with teens or your Area Representative for guidance.

Chores – Host families should assign the same amount of household responsibilities to the exchange student as they would to their own son or daughter. Routine chores such as making the bed, doing laundry, taking out the garbage, meal preparation, setting the table, washing the dishes, and walking/feeding the animals are part of a student's everyday life. Although some of the students come from parts of the world where it is typical to have a maid, they have been informed that in the United States, everyone in the family pitches in with the chores. Students can also be assigned additional chores such as yard work, washing the car, and house cleaning. It is a good idea to write the student's responsibilities down on a piece of paper and post them in a convenient place.

Meals – While it is not expected for host families to make special meals for the exchange students, it is important to find out if they have any allergies or strong dislikes. Most teenagers are willing to try new foods, but do not be surprised if your student does not like the same foods as you. Many foods are now universal, with pizza and hamburgers found in countries around the world. What does remain different are dining times and styles. The typical US dinner time is 6:00pm (view by many cultures as early) and is often gulped down in a hurry to get somewhere else. Europeans and Brazilians, for example, tend to have a more formal evening meal that begins between 9:00 to 10:00pm. In any case, you do not need to alter the kinds of food you prepare or change your eating habits or meal times to accommodate your student. It is the responsibility of your student to adapt to a typical American diet and the standard meal times of your family.

School lunches are a topic that should be discussed. Students should be prepared to pay for lunch at school during the week. If bringing lunch from home is part of the family routine, your student would most likely appreciate being included. If your family eats out in place of a meal at home, it is expected that you pay for the meal. However, if your student elects to eat out because he/she is away from the home during meal time (sports or school or social events, etc.), he/she is then responsible for paying for the meal.

Money – Students are expected to have access to a minimum of \$200 - \$300 per month to cover personal expenses, such as toiletries, clothing, entertainment, yearbook and other school expenses, etc. Since students are bringing their own spending money, host families are not expected to bear any financial burden beyond food, housing, and transportation. While some students arrive with all of their spending money, many will receive periodic allowances from home. Other students will arrive with a credit card or ATM card that enables them to withdraw funds electronically from an overseas account. Find out from your student how they are set up financially for their year abroad so that you can provide help in setting up a bank account – however, do NOT open a joint account where someone other than the student has access to his/her

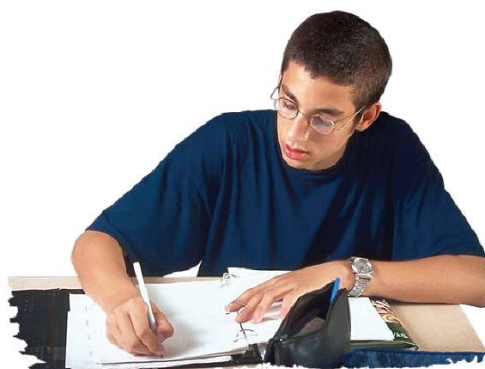


funds, as discrepancies regarding account deposits/withdrawals can occur. Talk together with the bank to establish an account that can enable funds to be easily transferred from overseas. Remember that the students are teenagers who probably have minimal (if any) experience managing money and also may have trouble understanding the value of a new currency. Assisting them in creating a financial plan for the year and helping to create a monthly budget will be appreciated.

Have a clear discussion about what you expect the student to be responsible for regarding trips and evenings out. Try not to pay for anything at the beginning of the year that you do not intend to continue paying for throughout the student's stay. Many families follow a guideline of paying the same expenses for the exchange student as they would their own son or daughter. Each host family needs to establish what will work best for them. Host families should not loan money to their students nor borrow from them, as mixing money can be difficult to sort out if parties disagree on what is owed/due.

Siblings – Both the exchange student and your own children greatly look forward to having a special relationship with one another. However, like all friendships, it may need some time to grow. This relationship is not always a guaranteed success; your own children may develop some feelings of jealousy at the extra attention your student is receiving, the exchange student may outshine the host sibling in his/her similar sport, or each is not what the other expected. When you are called upon to play referee, it is important to show equal consideration for each child's arguments and viewpoints. Pay special attention to each child's feelings to ensure that no one is allowed to take his/her anger out on the other. Help your child imagine how he/she would feel in a similar situation and point out to both your son/daughter and the exchange student that they do not need to be best friends, but rather, need to respect each other as family members. Emphasize the positive benefits of having an exchange student live in your home. In time, exchange brothers and sisters can form very special friendships.

Studying – Your student is expected to study and do all homework. Most students will not have a problem with this and will need no guidance from you. Your student may come from a culture where it is the norm for each student to have a private study space. For example, in some countries, students expect to have a desk especially set aside for study. If your home cannot accommodate this expectation, please let your student know where to study. Ideally, the student should have a quiet space. In some countries, studying late into the night is the norm. This may not fit into your family schedule. Students from some countries may prefer to study in an area near to the family. Decide what is appropriate for your family and make sure your student is aware of your rules concerning study time and place.



Language – Do not judge your student's language ability at the first meeting or even during the first weeks. Although all Global Insights students have studied English for a number of years, generally they have had limited opportunities for conversational practice. A newly arrived student will find listening and communicating continuously in English to be exhausting. In addition, your exchange student's language skills will be at his/her worst during the first few weeks, due to stress and the pressure to communicate only in a foreign language. He/she may seem quiet or disinterested at times, but this may be more a case of fatigue or frustration that comes with not being able to express ideas and feelings as easily as in his/her native language. Try to include activities where speaking is not necessary, such as playing sports, listening to music, or working on an art project.

Always encourage your student to express himself so that he/she gains confidence and practice. Avoid speaking on your student's behalf, but do correct pronunciation. Remember to speak clearly and slowly (not loudly) and expect to repeat yourself. Try using simple vocabulary, uncomplicated grammar,

and short sentences at first. Avoid idiomatic and slang expressions, and do not be surprised if your student does not understand jokes or puns. When in doubt if your student understood something that was said, ask him/her to repeat it, and ask questions that cannot be answered with just a “yes” or “no.” Be patient, supportive, and encouraging, and you will see a great deal of improvement the first month. Ultimately, your student will learn to speak and understand through conversation. Help your student understand that even though some find the inevitable language mistakes funny, they are not laughing at him/her.

Religion – Although some exchange students are religious and devout, most are not practicing. Even if your student shares your same religion, there may be vast differences in your family’s religious beliefs and your student’s. Here in the United States, religion can play a very important role in the spiritual and social life of many host families. It is important to let your student know that the church/synagogue often fills a social role and that he/she may want to try out the youth group to make friends and to gain a feeling of belonging to the community. If your family attends church regularly, invite your student to attend with you. Global Insights’ policy on this is that attending church is part of the learning of this exchange program and if the host family regularly attends, the student must attend with the family, as a family activity, once a week. However, host families are not permitted to proselytize or to attempt to convert student to the family’s religion. If your son/daughter went on an exchange program to Japan, it is likely that you would not want him/her coming home a Buddhist. Respect your student’s religion, or lack thereof, and remember that Global Insights students are not allowed to make any life-changing decisions while on the program, including the decision to change their religious belief or church affiliation. Check with your Area Representative if you and your student have difficulty coming to an agreement about service attendance.

Communication with Home – How often a student contacts his/her natural family depends on the maturity level of the student. Some students contact home a few times during the year while others feel the need to have contact more often. Contacting family and friends too often can be a sign of homesickness and can impede the student’s adjustment. For this reason, Global Insights limits students to only **ONE HOUR PER WEEK** of communication with natural parents and friends in the home country. This includes ALL forms of communication – telephone, fax, email, instant messaging, text message, chat rooms, blogs, etc. We strongly encourage host families to make these limitations clearly known right from the start to set the tone and avoid endless arguments over this issue. It is our recommendation that students, in discussion with you and their natural parents, set a one-hour period once a week to be the designated time he/she has to communicate with natural family members and friends from home. For example, Saturday morning from 9:00-10:00am might be a good time to designate as the appropriate time that your student can have use of the telephone/computer for such contact (or a non-designated time period, based on the time difference between the US and your student’s home country). Once the time period has expired, it must be clear to the student that he/she must end the contact. Allowing your student 10 minutes on Monday, 15 minutes on Tuesday, etc., rarely works, as the student will attempt to stretch the contact to longer periods of time with each session and the one hour rule when becomes very difficult to enforce. Of course, exceptions can be made (a natural parent or sibling’s birthday, your student becomes ill or there’s a serious family issue, etc.) but we cannot stress enough the importance of getting this issue under control and setting the tone from the start!

(For specific suggestions regarding telephone, cellphone, and computer use, please see page 36.)



Transportation – Transportation here in the US, or the lack thereof, is one of the most common complaints among exchange students. Many Global Insights students come from fairly urban environments and are used to having buses, taxis, street cars or even mopeds available to them to get around. Moreover, activities and other destinations may be situated more closely to each other at home than in the US where it is not uncommon to drive miles just to get to the supermarket. Add to this the fact that Global Insights students are not permitted to drive any motor vehicle while on the program (except during the course of an accredited driver's education program) and you are left with a student who may feel isolated or frustrated by his/her dependence on others for transportation.

It may be necessary to explain to your student that what he/she perceives as a frustration is an accepted way of life for American teens. Encourage your student to arrange rides and car pools with friends or siblings who drive. Perhaps you have a bicycle available for short trips. If you have children, explain how your family arranges for everyone to get where they need to go. If you do not have children, give some thought to how much you will be able to help your exchange student with transportation and what other options might be available.

Health and Accident Insurance – All Global Insights students are covered by medical insurance for accidents and illnesses and will carry in their possession an insurance ID card. Students will receive insurance information in their home country, and will also be sent additional copies of insurance information in the Student Welcome Packet, mailed shortly before his/her arrival. Host families will receive insurance information in the Host Family Welcome Packet, including policy information and instructions on how to file a claim. In addition, insurance information is posted on the Global Insights web site (www.globa insights.org) in the "Links" tab.

The student insurance policy is a reimbursement type policy. In some cases, doctors may accept the insurance and bill the insurance company directly. In most cases, however, the student will be asked to pay for medical expenses upfront and will be reimbursed after the claim forms are submitted. (It is important that the student keep original receipts to submit to the insurance company and make copies of everything prior to mailing them.) Host families should not pay for any medical care for the student.

The student's insurance coverage meets or exceeds the standards established by the US Department of State for participants on Exchange Visitor Programs. It should be noted, however, that it does not cover preventative medical care, routine dental or vision care, sports physical examinations, or pre-existing conditions. After reviewing the insurance information, if you have specific questions about the policy and coverages, please contact the insurance company directly using the toll-free number listed in the insurance information provided.

Emergency Situations – As host parents, you have the power to make decisions, in conjunction with a licensed physician, regarding the safety and welfare of your student in an emergency. Your student's natural parents have signed a Medical Release Form, which is included with the student's application. Keep this form where it can be easily accessed in case of an emergency. The Medical Release Form allows you to make medical decisions while the student is living with your family. In the event he/she needs to be hospitalized, take the Medical Release Form and the student's insurance identification with you. The following steps should be followed in an emergency:

1. See to the care and safety of the student.

2. Contact the Global Insights Area Representative as soon as possible with details.
3. Do not attempt to call the natural parents as misunderstandings may occur.
4. The Global Insights National Office will contact the overseas representatives, who in turn, will contact the natural parents with details.

Culture Shock

Traveling to a foreign country as a tourist is a completely different experience than living in a foreign culture for an extended period of time. A short term trip away from home is filled with excitement and fascinating experiences – and then you return home. The start of most exchange experiences begins the same, as if it were a short holiday. At first, everything is a new adventure. Soon to follow is a period of exhaustion from facing a new country with a different language, culture, community, family, school, friends, diet, climate, etc. Coping with all of the changes requires a high level of concentration in order to function each day. It is very common for exchange students to experience what is known as “culture shock” – the feelings of frustration and anxiety due to living in another culture where that country’s values, perceptions, cultural norms and beliefs, “threaten” the student’s understanding of what he/she thought to be “right.”



Culture shock can affect each student in a unique way. Occasional sadness, a desire to speak with people from home, and frustrations with language barriers are fairly common responses. More severe cases of culture shock may lead to a student withdrawing, sleeping excessively, losing his/her appetite or overeating, or becoming extremely depressed or negative. Showing extra support and sympathy during this time can help your student a great deal. Encourage him/her to remember that this is a typical reaction and that he/she will get through it. Help your student find ways to stay busy and plan future activities and trips. Your Area Representative can be a resource for you and your student at this time.

Even though the student experiences culture shock, if the host family is aware of what the student is facing, the symptoms can be better recognized and understood.

Among other things, language difficulty is one of the biggest contributing factors to culture shock. Your student may have a difficult time grasping involved conversations and may seem quiet or disinterested when he/she is really just too tired to concentrate fully or talk. Try to understand the concentration and effort required on the part of such students. Along with the fatigue that results, there is the frustration that comes from being unable to express complete ideas or feelings to the extent that he/she can in a native language. Being forced to keep communication on a relatively elementary level may make your student feel like a “child,” a feeling he/she may not be accustomed to.

Your student may find himself/herself to tally overwhelmed among native English speakers or simply be confused by particular words or phrases at first. In either case, you must try to make yourself understood. You can help your student by speaking slowly and being patient. If you feel discouraged, he/she will feel it, too.

Your student will go through various stages of adjustment in progressing through the year. An awareness of these phases will help you and your family to understand why your student behaves in certain ways during the year, and thus enable you to respond in a supportive manner.

At first, everything is interesting. Your student has just arrived and is the center of attention. During **Phase I**, anything new is intriguing and exciting. To the student, similarities stand out more than anything else.

By **Phase II**, the honeymoon is over. This is the stage in which “culture shock” happens. The student’s focus shifts to differences, rather than similarities.

Most students will not experience severe culture shock. However, you may find your student sleeping a lot or staying in his/her room for hours at a time. Or perhaps you find that your “perfect” exchange student has suddenly become irritable and defensive and won’t do what you ask. These are all symptoms of Phase II.

- Homesickness
- Boredom
- Withdrawal
- Need for excessive amounts of sleep
- Compulsive eating
- Irritability
- Exaggerated cleanliness
- Family tension and conflict
- Stereotyping of Americans
- Hostility toward Americans
- Loss of ability to work effectively
- Inexplicable crying
- Physical ailments such as stomach aches or headaches

At **Phase III**, your student is on the road to recovery. This is the stage in which your student begins to feel more comfortable in the new environment. What was once “threatening” and unknown has now become acceptable and familiar.

By **Phase IV**, your student has adjusted! He/she has learned to function in this new culture with confidence. Your student may actually now enjoy and appreciate things he/she was highly critical of during Phase II. Your student may not want to return home and may in fact experience “reverse culture shock.”

Throughout the Year

A normal hosting relationship frequently involves misunderstandings as well as happy and satisfying times. You might reflect on the fact that relationships within your own family with parents, siblings, children have no doubt had a few ups and downs over the years. Hosting a young person from another country is no different except that there is the added challenge of building a relationship with someone from a family and culture whose values, habits of thought, and patterns of behavior are different from your own. Admitting that there will be difficult periods will lessen the severity of disappointments and frustrations.

It is important to remember that exchange programs exist to share the different cultures found throughout the world. Whether such differences are subtle or blatantly obvious, they need to be viewed as only differences, and not as right versus wrong. Hosting a teenager from a foreign culture means not only hosting a teenager, but also hosting his/her foreign culture! Your host son or daughter is a product of his/her own natural family, as well as the ways of the country where he/she grew up. If you are having a problem, or there is a misunderstanding, take a moment first to consider if the source of the problem may be a cultural difference. Try to remember that your student may be viewing some of your behavior as strange or different, as well! By asking questions and gaining a better understanding of what life at home is like for him/her, you will not only avoid potential problems but will also learn something new about the world around you. Also, taking a good look at what your expectations are can help to clarify your feelings. You may find that what you are expecting is perhaps more than the average teenager can manage.

Step One - Define the Problem

It will be surprising if you go through the entire program year with absolutely no problems. Hopefully, these issues will be on a minor scale and can be resolved quickly. The most crucial part of defining the problem is listening to all sides. If times get tough between you and your student, ask yourself the following questions:

- What do we think the problem is and who is involved?
- What is the student's understanding of the problem?
- In what ways are we communicating our feelings about how we are getting along?
- Have we clearly explained our rules?
- Is the student able to understand the rules and repeat them back to us?
- If necessary, have we put important information in writing?
- Have we communicated consequences to our student after he/she did something with which we disagreed?
- Did our student do something that any teenager would do?
- Have we considered that this could be a cultural misunderstanding?
- Did we handle this the same way that we would with our own child?
- Have we let our student have privileges, or made expectations that we would not give to our own child and am now having to cope with the results?
- Are we expecting this student to be more mature, better in school, and more able to cope with stress than his/her American peers?
- Have we noticed signs of jealousy among the children in our family, including the student?
- What is the student doing to adjust to our family routine?
- Have we allowed our student some personal time to be alone?
- In our perception, does the student spend more time alone than with the family?
- What has the student done to make friends outside of the family?
- How well is the student adjusting to new school routines?
- How frequently have the student and natural family maintained contact?
- Do we feel our student is exhibiting indicators of culture shock?
- Are we committed to this young person as our own for the time he/she will be with us?
- Are we using acceptance, humor, openness and flexibility in this situation?
- Are we giving ourselves room to feel tired of hosting once in a while?

Once you have clearly defined the problem, address it immediately and clear the air. A host family may be tempted to ignore a small infraction because it seems so trivial, but tension may continue to build. From the very beginning of your homestay experience, create a channel of communication between your family members and your student. This positive approach to resolving difficulties will be productive in the long run. Do not expect your student to be cheerful, enthusiastic, and thrilled all of the time. Do expect your student to struggle at times with the challenge of adjusting to a new culture and lifestyle. When this happens, talk to your student about the problem. Don't be afraid to express your feelings.

Keeping the problem to yourself will make it worse. Speak face to face with your student and speak slowly. Be aware of cultural differences in discourse styles. Japanese avert their eyes as a sign of respect. Some Americans interpret averted eyes as a sign of dishonesty. Germans and French students may be more argumentative or opinionated in their discussion because that is the way that they have been trained and are expected to act when at home. Some American see this confrontational style as a total lack of disrespect. Give your student time to respond and avoid interrupting. The key to understanding is listening and not forming judgments until all sides of the story have been told.

Step Two - Ask for Help

It is important that you, as host parents, keep your Area Representatives aware of any problems as those problems begin, even if you initially elect to deal with the problems on your own. The Area Representative is responsible for keeping Global Insights informed of any existing issues with program participants. When deciding when to involve the Area Representative, try to put yourself in the place of the natural parents and determine if the existing incident/problem is something you would want to know, as a parent, if your son/daughter were the one participating on an exchange program and living with a volunteer host family. Often times, problems can be “nipped in the bud” if the host parents work together with Global Insights to keep the international agent and natural parents aware of any brewing issues. It is quite unfair to natural parents when a host family waits until a situation has grown untenable before the Area Representative is alerted to the problem. When the Area Representative is involved early, he/she can inform Global Insights and in turn, the natural parents can be given the opportunity to discuss deficient behaviors with their son/daughter early in the process. Remember, however, it's best to follow the line of communication and not contact natural parents directly regarding potential problems, as misunderstandings may occur, due to the language barrier. Of course, direct contact with natural parents is encouraged when getting to know each other and to discuss your student's progress. Again, however, to report potential behavioral issues, always go through your Area Representative.

When you call on your Area Representative, he/she can help in a variety of ways – by listening and giving advice, by talking with your student, by talking with your family, or by mediating a family meeting. By going to your Area Representative, you should not feel as if you have failed! It is often difficult to clearly analyze a situation when you are deeply involved. Your Area Representative, with the support of Global Insights staff, is there to provide support, help clarify problems, and consider alternatives to arrive at the best solution.

When Area Representatives deal with student misbehavior, they first will gather as many facts as possible, interviewing the students, the host family, and anyone else who may be part of the issue. Typically, an Area Representative will talk with each participant individually before bringing everyone together to discuss the problem as a group. When brought together as a group, the issue should be named, everyone should have a chance to express his/herside of the story, and a resolution should be agreed upon. If the student needs guidance, the Area Representative may decide to issue a verbal instruction to the student on how to modify his/her behavior. If the situation is such that the Area Representative feels more stringent initial action is required, she/she will issue a “warning” to the student and/or discuss with the Director of Program Services the possibility of placing the student on a formal probation. Probation is a more serious disciplinary step than a warning. It is a written document that will include specific reasons for the probation and will list the specific behavior modification that will be required of the student and include a time limit for the changes to occur. The document will include reference to consequences if the student fails to meet the conditions of the probation.

Step Three – Possible Outcomes

Global Insights students are expected to complete their program year while living with just one host family. It is important to note that although most student and host families will experience an adjustment problem, the vast majority of those problems are resolved positively and the placement is successful.

In fact, many of our former students have reported that encountering and successfully dealing with their own adjustment problems represented a major portion of the “learning experience.” There are cases, however, in which a successful resolution is not reached and the student must be placed with another family, or sadly, be dismissed from the program. It is the responsibility of the Global Insights Area Representative, through consultations with the Director of Program Services, to determine the outcome.

Host Family Changes

Should unforeseen circumstances arise and you find it necessary to request that you exchange student be removed from your home, we ask that you allow the Area Representative 2-3 weeks to locate and screen potential host families. Barring such a request, it should be noted that Global Insights does not casually move students to a new host family. Only after all other avenues and strategies are considered will a host family change occur. Host family changes are made when it is determined that an existing conflict cannot be resolved and another solution must be considered. There are no set reasons why this happens and usually, no single person is “at fault.” The most common reasons for moving a student include a poor match, communication breakdowns, personality conflicts, sudden changes or extenuating circumstances (illness, relocation), and unrealistic expectations. Should it be determined that a host family change is in order, the Area Representative will first try to locate a new host family in the same school district to maintain continuity in the student’s academic adjustment. It is rare to move a student to another community or state.

Certainly hosts and students will feel disappointment that the experience did not progress as hoped and that a change has become necessary. However, host families should not consider they have somehow “failed” when a move is undertaken. Rather, it is best when the student and host family come to the realization that it would not be productive for either party to have to endure a program year if someone feels unduly uncomfortable.

Discipline

From time to time, teenagers (and adults, too) make poor decisions and engage in inappropriate behavior. For an exchange student, such misbehavior can be relatively minor in scope (leaving wet towels on the floor, coming home slightly later than the established curfew, for example) to major offenses (such as skipping school, violating a US law). When an exchange student misbehaves, Global Insights will take steps to rectify the behavior. There are two levels of discipline:

Warning - As noted above, the Area Representative will meet with the student to identify any existing behavioral problems. If necessary, the Area Representative will warn the student of his/her deficiencies and will discuss with the student ways in which he/she must improve.

Probation - If the student’s deficient behavior persists, or if the initial infraction is serious enough, the student may be placed on probation. The decision to place a student on probation rests with the Director of Program Services and Global Insights staff. In such cases, the Director of Program Services will speak to you, the student, the Area Representative, and the school (if appropriate) and then discuss the case with the Global Insights President. If it is decided that a formal probation is in order, a letter of probation will be sent to the student, along with a copy to you, the international agency, and the natural parents. The probation letter will list the specific infractions and will outline the actions required to remedy the situation. It may require the student to meet specific obligations, such as writing letters of apology, making restitution, hiring a tutor (in the case of an academic probation). Lastly, the letter will document pending consequences, should the student’s behavior not improve.

Dismissal

Global Insights does not casually dismiss students from the program. Dismissals are rare and only considered when there is a serious infraction of program rules and/or US laws occurs, or when students do not heed probation terms after being given ample opportunity to correct deficiencies. Some behavior, when verified to be true, may immediately require such severe action - shoplifting, alcohol or illegal drug use, driving, behaving violently, etc., are likely to result in program dismissal. In other cases, persistent displays of being argumentative and/or disrespectful, breaking curfew or violating other host family rules, not meeting the academic standards of the program, etc, can also result in student dismissals.

Again, student dismissals are rare. We will make every effort to allow a student to amend his/her behavior, learn from mistakes, and finish the program successfully, if at all possible. While a host family can refuse to continue to host a student who has caused disciplinary problems, only Global Insights has the authority to send a student home. Dismissal of a student involves canceling the student's J-1 visa and making arrangements for the student to return home.

High School

Policies/Rules

Preparing for
Your Student's
Departure

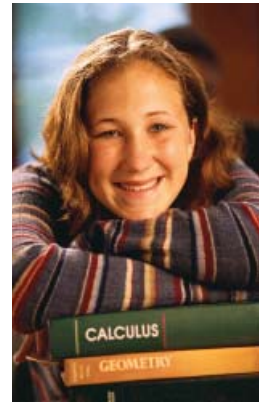
High School

The family relationship is at the heart of the exchange experience. Another major part of the program is school participation. The US Department of State requires that all participants in the Global Insights Academic Year or Semester Program MUST be enrolled full-time in a US public or private high school (exchange students may not be home-schooled). Students not attending high school full-time lose their visa authorization and are subject to deportation. All Global Insights Exchange Students are expected to attend school every day school is in session unless he/she is ill. Students are expected to take regular classes and participate as much as possible in extra curricular activities.

The first few days at school – While attending high school, your student will make friends and significantly develop his/her language skills. The first few days may be very difficult for your student for many reasons. If the high school does not arrange a “buddy” for your student, try to introduce your student to several teenagers in the neighborhood prior to the start of school so there will be someone to help. Adjusting to a new environment, a new home life, a new language, and a new school system is not easy, so be patient, helpful, and supportive of your student.

Registration and Grade Placement – Your Global Insights Area Representative has acquired prior permission from the high school for your student's enrollment. When you take your student to school for registration, make sure to take along a copy of the student's application, especially the transcripts and the medical records. The school counselor will go over your student's transcripts and determine the best course of study to be followed for the year or semester. Grade assignment is at the discretion of the school administrator, based on your student's transcripts (which are located in the student application and accompanied by a translation to US grade equivalents) and school policy. Some schools insist on registering all exchange students as 11th graders; other schools insist on registering all exchange students as 12th graders. Regardless of the grade level assigned, schools should assign students to courses appropriate to the student's age and educational background.

Course Selection – In some instances, the Area Representative may have established a tentative schedule of classes before the student's arrival. In other cases, this pre-registration may not be offered. In any event, host families should secure an appointment and take the student to school to register officially and confirm a course schedule shortly after his/her arrival. Classes can be changed as school policies permit during the first days or weeks of school. Each school has its own procedures and those procedures should be followed. The student's language ability, academic history, and areas of interest should be considered in selecting appropriate courses. Global Insights requires every student to take an appropriate number of academic courses, including one English or literature course (English as a Second Language cannot be substituted), and one US History, Government, Civics, or Social Studies course. Some students may need to take specific courses as required by the high school in their home country – please inquire about his/her at registration to avoid the need for excessive changes later. When classes have been confirmed, the school will provide a copy of the student's schedule, which host families should give to the Area Representative for Global Insights records and review.



This may also be a good time for your student to find out about extra curricular activities, such as clubs and sports. If possible, arrange for a teenager in the neighborhood to give your student a tour of campus before the first day of school. This will be especially helpful when your student knows which classes he/she will be taking so that he/she will be able to find the classrooms. Make sure that your student is introduced to his/her guidance counselor and understands what role the guidance counselor plays. This position does not exist in most schools abroad.

Inoculations – Global Insights strongly urges all students to arrive with all of the required inoculations they will need to enroll in high school. However, some high schools require additional inoculations, so occasionally a student may arrive with the inappropriate or short dosage. If this is the case, the student will need to have these shots before enrolling in high school. Your local County Health Department usually charges a nominal fee for inoculations. Please note that inoculations and checkups for sports are not covered by insurance, and the student is responsible for paying these expenses if they are required.

Diplomas and Graduation – It is solely up to the school to decide if your student will be allowed to receive a diploma and participate in the graduation ceremony. In our experience, it is very rare for a US high school to grant high school diplomas to exchange students. Often this policy is governed by the state. Some schools will allow exchange students to participate in the graduation and receive a Certificate of Completion. Other schools may not allow exchange students to participate in graduation ceremonies or even be enrolled as a senior. The policies that the high schools have regarding foreign exchange students cannot be changed by Global Insights and must be respected by the student and host family without argument. Prior to enrolling in the Global Insights Program, all students are made aware of the fact that there is no guarantee of a certain grade placement or that they will receive a diploma. In fact, each student and his/her parents are told that such cases are unlikely and they have signed the program rules stating they understand these policies.

Global Insights supports the school's right to determine school policy in these areas (grade level, diploma, graduation ceremony). Students who put pressure on school officials to receive diplomas, in spite of the rules that he/she and his/her parents have signed, place at risk Global Insights' ability to enroll students in those schools in the future. In addition, occasionally we find that host parents may sometimes, on behalf of the first student, put pressure on school officials to grant diplomas to the exchange students. Global Insights asks that you, as a Global Insights host family, accept the school's policies and NOT apply such pressure.

School Performance – Global Insights students are expected to maintain at least a “C” in each class. Global Insights understands that some courses may simply prove to be difficult. Students finding themselves in a course that is too difficult, despite his/her best efforts, should seek assistance first from his/her host parents and Area Representative. Only after such consultation should the student inquire about a class change through his/her school counselor. School counselors are extremely busy at the beginning of school and it is not appropriate for the student to attempt to change courses frequently when their motivation for such a change may not be appropriate. If you and the Area Representative agree that a course change is worthy of consideration, the school counselor can be approached about allowing the student to change to another course - perhaps a course in the same subject but at a lower level. In any case, students must make a sincere and concerted effort to succeed academically in all classes. A Global Insights exchange student whose academic performance is consistently poor, despite assistance, is subject to a probationary period established by Global Insights staff and, in extreme cases, dismissal from the program.



Tutoring – Students are required to maintain a “C” average or higher in all courses. If a teacher and/or guidance counselor feel that tutoring (either language tutoring or tutoring directly related to a specific course) is necessary, tutoring sessions should be arranged. The school can often recommend someone to provide tutoring, or your Area Representative can help locate an appropriate tutor. Your student understands that he/she must cover the cost of tutoring should it be determined that such assistance is needed for him/her to succeed academically.

School Documents – Students from Spain are required to meet very precise guidelines established by the Spanish Ministry of Education. If your family is hosting a Spanish student, please discuss with your Area Representative the specific courses your student will need to in order to “convalidate” the student’s grades and receive credit for his/her year in the US. Students from some other countries also have special requirements, though quite a bit less stringent than do Spanish students. Brazilian students, for example, must send their transcripts to a nearby Brazilian Consulate for an “Apostille.” In all such cases, it is the student’s responsibility to ensure that all necessary steps are taken to enroll in the correct courses and to pay any required fees to complete the convalidation process at the end of the program.

School Fees – If the high school does not waive school fees and book rentals, the student is responsible for paying those fees. The student is also responsible for school activity fees, yearbook purchase, sports fees, and so on. These fees are NOT the responsibility of the host family. Some students agree in advance to a placement at a private high school and to pay the resulting fees. Sometimes Global Insights will place students in private high schools that agree to waive tuition costs.

School Lunches – As mentioned earlier, school lunches are a topic that should be discussed with your student. He/she should be prepared to pay for lunch at school during the week. If bringing a lunch from home is part of your family routine, the student would appreciate being included. If the student chooses to buy lunch at school, your family is not responsible for the cost.

Transportation – Host families are responsible for ensuring that the student has transportation to and from school. The means of transportation may be walking, riding a bike, taking a school bus, public bus, or a carpool. Explain the transportation arrangements to your student very carefully and consider accompanying him/her on the first day, or making a “trial run” before school begins.



Activities – The social activities, clubs and teams that all US high schools offer will be new to your student. This is an important part of the exchange experience – joining these activities is also an excellent way for your student to make friends. Be sure that your student is aware of the variety of after-school activities that exist and encourage him/her to explore what is offered and to get involved. You may consider making this a rule – your student must be involved with at least one extra-curricular activity throughout his/her enrollment at school. This rule will enable students to have an easier time making friends at the start of the school year.

School Sports – School policies pertaining to school league sports teams vary from region to region and school to school. Global Insights does not guarantee to its participants that the high schools will permit them to participate on school teams. It should be noted that it is contrary to standards set by the Council on Standards for International Education Travel (CSIET) and regulations by the US Department of State for any exchange organization to set out deliberately to recruit an excellent athlete for the purpose of enhancing a specific school's sports team. Global Insights encourages students, when permitted by the school, to try out for sports teams, whether for league teams or intramural teams. Students who wish to participate in fall sports should complete necessary forms as soon as they can, even before a rival, when possible.

If you believe your student has aspirations to participate in a fall sport, ask your school to provide appropriate forms to be completed. Global Insights will assist in getting these forms to the student – by email – to expedite the process.

Following your student's progress at school - Host parents are encouraged to communicate with school personnel periodically throughout the school year for feedback on how the student is progressing and adjusting to the school environment. Please show the same interest and concern for your exchange student's studies and behavior as you would for your own child. This type of support will help you and the counselors work together to ensure that the student is adjusting in the high school.

Policies/ Rules

The section is divided into various topics concerning hosting. It is a good idea to read through this section now and to refer back to specific topics as necessary.



Telephone - Students are responsible for the cost of all personal telephone calls they make. Do some research before your student arrives to find out the cost of calling his/her home country and when it is the most affordable time to call. Work out a system with your student about how you want to handle long distance calls – these can be made collect (which is most expensive), direct dial to be reimbursed when the phone bill arrives, or requiring your student to use a pre-paid calling card (our preference). With a pre-paid phone card, you will not have to present your student with your telephone bill and sort out specific charges which he/she is responsible for paying. However, if you do choose to allow your student to make calls from your telephone, with the understanding he/she will pay when the bill arrives, be sure to show your student the part of the bill reflecting his/her long distance phone calls so that he/she understands what he/she is paying for. Whatever you decide, please understand that Global Insights cannot be responsible for paying student's phone bills.

Cell Phones – When students arrive with a cell phone from home, it can set up the feeling that the student has to take control over the phone, in spite of program limitations on communication time with friends and family in the home country (see previous section). It is the Global Insights preference that students do not bring cell phones with them from their home country. Rather, we suggest that if students wish to have a cell phone, or the host family wishes that they do, that he/she purchase a pre-paid, no-contract T-Mobile or Go Phone after arrival in the US. In this way, the student can keep better track of the cost of such calls and because international calls are extremely expensive, he/she will not be tempted to make/receive international calls on the cell phone. If your student arrives with a cell phone, please contact your local Area Representative for further advice. It may be decided to allow the student to keep and use the phone under strict guidelines, or it might be determined that the best policy is to confiscate the phone and allow it to be used only during a designated time period.

Computers – As you may have experienced if you have children at home, the computer can be a real source of conflict between parents and teenagers, and exchange students are no exception. The teenagers of today have grown up without knowing what it is like not to have the ability to send email, text messages, instant messages, or be involved with online chat rooms such as MySpace.com. If your family has a computer and you are willing to offer your student access to the internet, it is extremely important that you set the boundaries on this issue from the very first day. Few things are more frustrating to host parents than to feel that the student is more attached to the computer than to his/her host family. This is exactly what will transpire if students are allowed unlimited access to computers. We strongly suggest that students be limited to using the computer to a designated time period, not to exceed one hour per WEEK. During that time period, they should plan to read personal emails and respond. It is a good idea to encourage your student to write a weekly “update” and send the same email to all friends, rather than attempting to respond to each email individually. If your student is allowed

to come in the door and head straight to the computer in order to read about what his/her friends at home have done that day, he/she will never make American friends or bond with your family, but rather, will be living with his/her body in the US but his/her heart in the home country. And while it may be difficult to set rules for your exchange student that may not apply to your own son/daughter, remember that your own son/daughter is not facing the issue of homesickness or trying to adapt to another culture. You will also need to decide if you plan to allow your student to participate in internet chat/social rooms, such as MySpace.com. Such internet sites are very popular with American teenagers and your exchange student may be encouraged to join by American peers. If you choose to allow this, please make sure to discuss with your student your expectations in this area, as well as reviewing tips regarding online safety.



Set the consequences for what will happen if students violate the usage limit (e.g., no computer use for a period of time). Also, clearly discuss with your student what he/she is allowed to download to your computer and make it clear to him/her that if such rules are violated and the computer is harmed, he/she will be responsible for paying for repair costs. Some student may wish to download internet telephone programs such as Skype. We strongly discourage allowing this as such programs can infect computers with various viruses and worms, and can also lead to a huge temptation to violate the communication limit with home (as such programs allow international calling for free). Whatever you decide in this area, it should be understood that Global Insights cannot be responsible for repairing/replacing computers which have been infected with viruses, worms, etc.

Students are discouraged from bringing a laptop with them to the US. If you find that your student has arrived with a laptop, discuss with your Area Representative how to proceed. As with a cell phone, it may be decided to allow the student to keep and use the laptop under strict guidelines, or it might be determined that the best policy is to confiscate the laptop and allow it to be used only during a designated time period. Under no circumstances should a student be allowed to have his/her own personal internet connection, beyond the control of the host family. If your family does not have internet access at home, that is totally acceptable, as no student is promised internet access. Students are NOT allowed, in such cases, to purchase internet access for the family. Such an arrangement makes it nearly impossible to control the student's usage, as he/she is paying the bill.

Tattoos/ Body Piercing – Global Insights does not permit students to undergo body piercing or to obtain tattoos.

Dress Code – Styles of dress are very personal; they vary from country to country and, in the US, from region to region. Global Insights counsels our exchange students to be observant and to conform to the norms within their host families and at school. Host parents may exercise parental discretion regarding their students' dress habits and if you feel a second opinion would be helpful, contact your Area Representative for advice in determining what's appropriate.

Smoking/Tobacco – Global Insights does not accept smoking students or those that use tobacco products, as use of such products is illegal for persons under 18. If you find that your student is suspected of smoking, even if he/she is over 18, please contact your Area Representative.

Alcohol – Global Insights students are not permitted to drink or possess alcoholic beverages, nor are they allowed to enter drinking establishments reserved for persons 21 years and older. Students who drink alcohol, therefore, are subject to program dismissal and will be returned to their home country. In many other countries, teenage drinking laws are more lax than in the US. Nonetheless, students who elect to

participate in the Global Insights Program agree to adhere to all US laws, including those regarding the consumption and/or possession of alcohol.

Drugs – Use of restricted substances, including marijuana, cocaine, heroin, or any other illegal drug is absolutely prohibited. Any student violating this prohibition is subject to immediate dismissal from the program. We encourage host families to discuss with their student the fact that in most American high schools, the opportunity to purchase drugs will be present. Openly discuss these temptations with your exchange student and formulate specific strategies for avoiding such situations, and also outlining what to do if they find themselves in a situation where illegal drugs are present. The best strategy is for the student to telephone their host parents, or ARA Representative, and ask to be retrieved immediately from the questionable environment. More often than one might expect, exchange students are offered dangerous opportunities related to alcohol and drug use. Many students are reluctant to initiate discussion with their host parents about these possibilities. Remain vigilant and keep the communication lines open.

Dating – Most host families restrict their exchange students to “dates” that involve a group of students attending an activity or events together, such as a school sporting event or activity. This type of date allows for transportation to be arranged in advance, utilizing friends from school for rides. Occasionally, host families will allow their student to arrange a “date” with one boy/girl, perhaps for a movie and/or dinner. However, such “dates” are usually limited as students should not spend excessive amounts of time with any one individual or become romantically involved during the program. As the host parents, use your own judgment in deciding whether or not to allow your student to date, based on the maturity of your student and other relevant factors.

Sex – Global Insights students are not permitted to be sexually active while participating on the program.

Driving – Your exchange student may not drive a car, motorcycle, or any other motorized vehicle (including ATVs, snowmobiles, etc.). The only exception is driving while accompanied by a qualified instructor as part of a Driver’s Education course in high school or a private driving school. Any practice driving arrangements must be made through the school course or private driving instructor. The student may NOT use the host family car for driving practice or to take the driving test. The student can obtain a driver’s permit or license while on the Global Insights High School Exchange Program, if State law permits this. However, any fees or expenses are to be paid for by the student. Once the permit or license is granted, it must be surrendered to the host family or ARA Representative and will be returned to the student only upon his/her departure from the U.S. Please understand that since 9/11, many states do not allow any J-1 visa holder under 18 to obtain a license. Other states will allow it but the student must remain in the US for a certain number of days after the test. Under no circumstances can students extend their stay in the US simply to meet the requirements for a driver’s license. The program ends at the end of school and students must depart within 1-2 weeks.

Gun Safety – Many of our exchange students come from countries and communities where personal ownership and usage of firearms is not a common. As a result, neither they nor their natural parents may be familiar with activities such as hunting, target shooting, etc., and may not live in a home where firearms are present. If you own/use guns and will use them in the presence of your exchange student, please consider the cultural differences which may exist and explain and discuss the use of firearms to your student to ensure the student’s safety and to avoid misunderstandings. While Global Insights students can be present during such activities, they are forbidden from using firearms during their stay on the program and are not covered under the insurance policy for any injury/property damage they cause due to usage of a firearm (including air/spring powered guns).

As would be the case in any home with minors, if you do own and use firearms, please make them stored and operated in a safe manner according to local/state laws. If you do not own firearms, it is still likely that your exchange student may be exposed to firearm usage by friends/families they meet while on the program. Please review the brochure “Firearms Responsibility In The Home,” (produced by the National Shooting Sports Foundation (www.nssf.org) and found in your Host Family Welcome Packet) and discuss it with your student. It is a good source of information regarding the safe use and storage of firearms. You can find additional materials on the NSSF’s website which details their “Project Child Safe” program - <http://www.projectchildsafe.org>.

Traveling – Your student is not permitted to travel outside the local area by himself/herself or with peers. (The local area will be defined by Global Insights in consultation with the local Area Representative.) One might travel is permitted with the host family, with an approved adult (25 years or older), or with an approved group (e.g. church, school, etc.) For all such trips, the student must complete the appropriate travel form, available on the Global Insights website, and gain permission first from you, as well as the Area Representative, and then from Global Insights staff. Permission forms must include all pertinent information, including the location and dates of travel, as well as emergency contact information.

If a student plans to travel outside the U.S. (including Canada and Mexico), he/she must send his/her DS-2019 Form to the Global Insights office at least two weeks in advance of the trip, in order for the form to be signed, indicating he/she is in good standing on the program. When traveling outside the US, the student must carry his/her passport, the DS-2019 Form, and his/her I-94 Card.

Many families decide to include their students in the family vacations. This is acceptable as long as the student completes the appropriate travel form and that the travel does not prevent the student from leaving the US prior to his/her visa expiration. Should you invite your student on such travel, it is entirely appropriate to ask the student to cover airfare and some of the expenses. Make sure that your student gets prior approval from his/her natural parents for the expense before making any final plans.

Natural Parent Visits – Visits during the first six months of the program are forbidden by Global Insights, and any such trips, no matter when they occur during the program, can be very disruptive to the adjustment process of the student. Therefore, Global Insights discourages any visits by natural parents or family friends until the very end of the program and only then with prior written permission from Global Insights. You are under no obligation to offer housing or cover any expenses associated with such visits. Should such trips be discussed, feel free to suggest dates that are convenient for your family and do not interfere with the student’s school attendance. (Students are not allowed to miss school to travel with natural parents.)

Jobs – Global Insights students are in the US on a J-1 Exchange Visitor visa and are not permitted to work in what are considered competitive jobs or to work more than ten hours a week. However, students may hold part-time jobs such as baby-sitting, lawn mowing, and other informal opportunities to earn pocket money.

Baby-sitting – Some students may be willing or even eager to baby-sit a host sibling from time to time. Host parents are welcome to request that their student, upon occasion, watch a young sibling for a short period of time (i.e., a couple of hours). Host parents should offer to pay their student for the service. Many students enjoy taking care of the younger siblings, but no student should be required to baby-sit. Certainly no



student should be expected to forgo extracurricular activities at school in order to return home to take care of a host sibling. While students are typical teenagers, they are not trained in child care and host parents should use discretion in this area.

Preparing for Your Student's Departure

In May (or December for Fall Semester students), you begin to realize that the program will end soon. This is a time for your family and your exchange student to examine the experiences that you have had together. It is normal to have a wide variety of emotions, ranging from sadness and confusion to relief and excitement. Sometimes tensions develop as you and your student begin to create distance to make saying good bye easier. Both your family and your student will experience a major change in lifestyle as your family resumes some old routines and your student prepares to return to his/her friends and family.

No one can predict exactly how you and your student will feel at the end of the experience. The important thing is to recognize your feelings and talk about them with your student and your Area Representative. It is important that you accept your feelings. Many host families have experienced the same feelings that you are experiencing. It is not uncommon for host families to feel relieved that they will be able to return to "normal." Do not feel guilty if you feel this way. Let go! Your student will miss you, but he/she is also excited about returning home. Following are some suggestions for wrapping up the experience so that everyone feels good:

- Take some time to review the experience. While putting together a collage of pictures and souvenirs or a scrapbook for your student to take home, talk with your student about the time spent together. When your student leaves, he/she will have a wonderful souvenir of the experience and something that he/she can share with his/her natural parents.
- Talk to your student about returning to his/her native country. Many people think that it is easy to go home again, but it is not. Reverse culture shock is a real thing. Ask your student to talk about these feelings. Friends may be jealous. Some aspects of family life at home may have changed. Sometimes students are criticized for being "Americanized." Or, they feel out of place with friends and family. It will take time for your student to re-enter his/her native culture.
- Avoid the temptation of inviting your student to stay longer. This type of talk can send mixed signals to your student that may cause resentment later if the invitation is not actually extended. Saying good bye is difficult, but the departure will go smoothly if everyone is clear about when the departure will take place.
- Saying farewell can be difficult. Every host family and exchange student will handle the final good byes differently. If you promise to write and to visit, then keep those promises. One trap the host families and students sometimes fall into is to try to prolong the experience. Under the guidelines of the program, your student should depart within 1-2 weeks of the end of school. Additionally, Immigration and Customs Enforcement (ICE) requires that your student return to his/her native country after the program. Make sure your student departs the US prior to the expiration of his/her visa!

Booking the Return Flight

In some cases, your student will have an actual return ticket – others will be traveling on an electronic ticket and only have a receipt listing the flight information. Return reservations may be open (listing no particular date), or may have a return date listed. In most cases, the initial return date booked is changeable – in some cases, students can change the date once with no fee and in other cases, there will be a change fee of approximately \$150 or higher. Two or three months prior to the end of the program, the student, host family, and natural parents should discuss the appropriate return date, based on the last day of school, as well as your summer schedule. Once a date has been agreed upon, the student should contact his/her airline (international section) and reserve a seat for both his/her domestic and international flight segments. International flights may be booked MANY MONTHS in advance so it is a good idea for your student to have a few dates in mind and to call the airline as soon as possible to guarantee a seat. And remember, making a change later can be quite expensive so be sure of the desired return date prior to making the reservation. As the return date approaches, make sure your student has possession of his/her ticket or flight information and passport in plenty of time before the flight.

Final Evaluations

Both you and your student will be asked to complete a final evaluation via the Global Insights website. Please take time to fill out the forms and email them to Global Insights. Your comments and ideas will help us create a better program in the future. The hosting experience is not always easy, but the rewards cannot be described. We hope that your experience will be a memorable part of your lives and that your family has learned something about another person and culture as well as something about yourselves and America.

Global Insights Policies and Procedures

I. Student Selection

- A. Global Insights oversea representatives will screen and recommend candidates for participation in the Global Insights High School Exchange Program.
- B. Final acceptance will be made at the Global Insights National Office.
- C. Before final acceptance, the oversea representative will submit the following documents:
 1. Completed Student Application form
 2. Student's transcripts
 3. Signed Standards of Conduct, Travel Authorization, Program and Consent Agreements
 4. Medical Information and Inoculation Record
 5. Global Insights Standards of Conduct signed by natural parents and student
 6. Teachers' Recommendation
 7. English Oral Interview Form
 8. English Language Test Scores
- D. Notice of acceptance, pending host family and school placement, will be provided to Global Insights oversea representatives upon receipt and review of all required documents.
- E. No student may be selected for a Homestay Program later than three weeks prior to departure from the home country.
- F. Only unmarried students between the ages of 15-18 are eligible.
 1. Date of birth must be no later than 15 July for 15 year olds in the Fall program, no later than 15 December for 15 year olds in the Spring program.
 2. Date of birth must be no earlier than 15 July for 18 year olds in the Fall program, no earlier than 30 December for 18 year olds in the Spring program.
- G. Students must meet Global Insights criteria regarding English language proficiency requirements.

II. Host Family Selection

- A. Area Representatives will screen potential host families and approve host family selections in consultation with the Global Insights National Office.
- B. Families will be selected regardless of race, religion, national origin, or profession.

- C. Prospective host families must submit the following documents:
1. Global Insights Host Family Application Form
 2. Global Insights Host Family Agreement Form
 3. Two confidential (non family) references
 4. Volunteer Disclosure Authorization and Release (for criminal background check)
- D. Area Representatives will make a home visit and interview the prospective host family before the placement is confirmed.
- E. Area Representatives must submit to Global Insights a Host Family Interview Evaluation Form outlining in detail the impression of the family and the home.
- F. Qualities sought in host families are emotional and financial stability, flexibility, openness, sense of humor, and a sincere desire to share their life with an exchange student.
- G. All references are called by the Area Representative. The Area Representative must complete the Host Family Reference Check Form for each referent and submit this form to the Global Insights National Office.
- H. The Global Insights National Office has the right to refuse a prospective host family's application to host an exchange student if it is felt that the family would be inappropriate as a host family.

III. Criteria used for matching host families and students

- A. All placements will be made by Area Representatives.
1. Area Representatives will attempt to make placements as compatible as possible and will take into consideration the following:
 - a. Country preference of host family
 - b. Sex and age of student and preference of host family
 - c. Professions of host family and career goals of the exchange student
 - d. Hobbies of the host family and those of the exchange student
 - e. The living situation (urban, suburban, rural, farm) of the host family and that of the exchange student or the exchange student's stated preference
 2. Before placement, Area Representatives will make contact with schools to ascertain enrollment criteria and procedures.
 3. Area Representatives will secure a High School Enrollment Form from the school to secure the exchange student's right to enroll.
 4. Area Representatives will inform schools as soon as host family placements are approved.
 5. Area Representatives will notify Global Insights of host family and school placements by submitting completed Host Family Application and High School Enrollment forms to the Global Insights National Office.

6. Global Insights will furnish copies of the Host Family Application to overseas representatives.

B. Placements will be made no later than three weeks prior to students' departure from the home country.

IV. Travel

A. All international and domestic flight arrangements are finalized in the home country by the Overseas Representative in consultation with the student.

B. All international travel arrangements will be made by Overseas Representatives in consultation with Global Insights. Overseas Representatives will be present to assist students at travel points of departure from home countries, entry to the U.S., and during orientation.

C. Global Insights will notify Area Representatives of student arrival time. Area Representatives will immediately notify host family and confirm pickup at host community destination point.

D. In consultation with overseas representatives, Global Insights will make return flight arrangements. Global Insights will notify Area Representatives of arrangements, who will notify host families and students. Overseas Representatives will notify natural families and confirm and travel arrangements.

E. Emergency travel will be arranged by Global Insights for return in the event of death or imminent death of an immediate family member (parent, guardian, sibling) or of serious student illness. Early return due to other emergency circumstances will be approved only after Global Insights and its Overseas Representatives have concurred. The student must bear the cost of travel to return to the program and to return home at the end of the program.

F. Travel in problem situations will be arranged by Global Insights in the event a student must be transferred to another locale.

G. Travel expenses not covered by Global Insights include:

1. Travel to/from designated point of departure in home country or return to home country.
2. The difference between the price of group ticket and regular commercial airfare for any early return.
3. Any individually arranged travel.

V. High School

A. All Global Insights exchange students will attend public or private secondary schools. In some special cases, arrangements may be made for attendance at alternative schools.

B. School Enrollment

1. Area Representatives will obtain school authorization for enrollment of exchange students prior to placement with host family.

2. Area Representatives will provide school with copies of student application, medical release and consent, transcripts, and host family information.
 3. Area Representatives will maintain close contact with school and assist with any problems concerning the students.
- C. Area Representatives will report school progress in periodic reports to Global Insights, who in turn will furnish copies to overseas representatives for the information of the natural parents.
 - D. Credit for academic achievement and graduation diploma is at the school's discretion.
 - E. School expenses (e.g. books, fees, sports equipment, etc.), or any private school tuition) are the responsibility of the student.
 - F. Students must comply with all school policies regarding attendance, completion of academic work, conduct, etc.

VI. Leaving the Program

- A. A student will be considered to have left the program if he/she:
 1. Voluntarily returns to the home country before the scheduled departure for any reason other than an emergency.
 2. Voluntarily leaves for travel, school, or other reasons not a part of the Global Insights Program.
 3. Extends stay in host country beyond scheduled return.
 4. Returns home due to illness or emergency and does not wish to return to the program.
- B. Area Representatives will notify Global Insights immediately when learning that a student is leaving the program.
- C. Upon learning of a student's intention to leave the program, Global Insights officials will confer with Overseas Representative and verify knowledge and plans of natural parents.
- D. Global Insights will notify the US State Department and the Immigration and Customs Enforcement (ICE) of a student who has left the program early.

VII. Extension

- A. Extensions from the Fall 5-month program to the 10-month Academic Year Program are not allowed.

VIII. Rules of Conduct & Agreement Release

- A. All students must comply with Global Insights' Standards of Conduct & Program/Consent Agreements. Failure to do so may result in repatriation.

IX. Refunds

- A. The application fee is nonrefundable.
- B. If a student withdraws after placement has been secured by our organization and accepted by the student, a post placement cancellation penalty will be assessed.
- C. Refunds will not be made after a student is on program, except in case of emergency early returns. In such cases, settlement will be made at the conclusion of the program in consultation between Global Insights and the Overseas Representative. Refunds will not exceed recoverable costs.
- D. If the program is cancelled by Global Insights, the student will receive a full program fee refund.
- E. If the applicant is not accepted by Global Insights, any paid program fees will be refunded.
- F. If a student is terminated from the program because that student (in the judgment of Global Insights) creates a liability to the operation or the reputation of its' High School Exchange Program, no refund will be made.

X. Student Progress Reports

- A. Area Representatives will furnish Global Insights with timely Student Progress Reports, detailing the student's activities, schoolwork, and overall adjustment and welfare.
- B. Global Insights will furnish copies of the Student Progress Reports to Overseas Representatives.
- C. Overseas Representatives are responsible for forwarding reports to natural parents.
- D. Student Progress Reports are confidential.
- E. Area Representatives will not receive supervision fees until Student Progress Reports are received by the Global Insights National Office.

XI. Problems During Homestay

Although Global Insights endeavors to make quality selections of students and host families and to orient both parties to the nature of the program, occasional problems may arise. The policy of Global Insights is to handle such problems in a professional manner:

- A. Before the student arrives, the Area Representative should encourage host families to communicate with the Area Representative regarding any problems they anticipate during the homestay.
- B. During orientation, the student will be advised to communicate with the Area Representative as to any problems that may arise during the homestay. The Area Representative will maintain regular contact (at least monthly) with the student.
- C. The Area Representative will attempt to ameliorate the problem by dealing with it directly and discussing alternative means with the host family and the student.

1. Both parties will always be involved.
 2. Whenever possible, problems should be resolved on the local level.
 3. Information about a student or host family problem situation will be reported in the progress report and will be kept confidential.
- D. Persisting problems will be reported to Global Insights National Office.
1. Problems requiring the intervention will be handled at the local level whenever possible.
 2. The Global Insights Office will offer guidance to the Area Representative, or it may be decided that the student must be counseled directly by Global Insights Staff.
 3. Decisions to relocate a student within the same area will be made by the Area Representative in consultation with Global Insights Staff.
 4. Decisions concerning transfer to other areas will be made at Global Insights National Office after all other alternatives to achieve a local solution are exhausted.
 5. Decisions concerning the dismissal and return of the student to the home country will be made at the Global Insights National Office in consultation with Area Representatives and Overseas Representatives.
 - a. Detailed reports concerning the dismissal of a student will be furnished to the Overseas Representative.
 - b. Return travel will be arranged by Global Insights.
- E. Mental health problems are more appropriately treated in the home country. In such cases, Global Insights will arrange for early return in consultation with the overseas representative.
- F. Problems with Area Representative
1. Students or host families have the privilege of conferring with the Global Insights National Office at any time concerning any difficulties encountered with an Area Representative.
 2. Global Insights will attempt to resolve any problems regarding the relationship between Area Representative and host family/student. Any decisions concerning the problem will be made at the Global Insights National Office.

XII. Law Violations

- A. Procedure (if a student is arrested)
1. The host family will notify the Area Representative immediately; if the Area Representative is not available, the host family will immediately notify the Global Insights National Office and give the following information if possible:
 - a. Place student is being held
 - b. Telephone number where authorities can be reached
 - c. Name of arresting officer and person in charge of the student while incarcerated
 - d. Nature of charge and situation
 2. Area Representative (or Global Insights National Office) will attempt to negotiate

- with legal authorities for the student to be returned home as soon as possible.
3. Global Insights will immediately inform and confer with home country personnel, who will inform natural parents.
 4. Travel will be arranged by Global Insights Home country will be notified of travel arrangements. Overseas Representative will notify parents.

XIII. Relationships with Overseas Representatives

- A. Global Insights and its' Overseas Representatives work together in program operations to achieve Global Insights goals.
- B. Parties are encouraged to consult with one another on all aspects of the exchange program.
- C. In areas where agreements cannot be reached, the decisions of Global Insights are final.

XIV. Emergencies

- A. Student Health
 1. Area Representative, or host family, will report any health emergencies to Global Insights Office, giving the following information:
 - a. Nature of the emergency
 - b. Address and telephone number where the student can be reached
 - c. Attending physician and telephone number
 2. Area Representative will assist student in filling out insurance forms.
 3. Global Insights will inform overseas representative.
 4. Overseas representative will notify parents.
- B. Death of a Student
 1. Area Representative or host family will notify Global Insights National Office immediately, giving the following information:
 - a. Hospital (name, address, phone number, date and time of admittance) if student is admitted to hospital
 - b. Attending physician (name, phone number)
 - c. Name of person who signed admittance sheet
 - d. Location of student's belongings
 - e. Name and phone number of officer if police department is involved
 - f. Name and phone number of funeral home
 2. Global Insights will immediately notify Overseas Representative, who, in turn, will notify parents.
 3. Global Insights will arrange with authorities for repatriation of remains.
- C. Natural Disasters (floods, earthquake, epidemic)
 1. Area Representative will see to safety of all students.
 2. Area Representative will communicate as soon as possible to Global Insights

National Office:

- a. Safety and health of all students
 - b. Location of all students
 - c. Plans
 - d. Next contact
3. Global Insights will communicate the same information to Overseas Representatives.
 4. Area Representatives will keep the Global Insights National Office informed at all times until stability is restored.

D. Student Disappearance

1. Area Representative will notify local police.
2. Area Representative will notify the Global Insights National Office.
3. Global Insights will notify family via the Overseas Representative.
4. Area Representative will check with authorities regularly and inform Global Insights of any developments.

XV. Employment

Employment in the U.S. requires a work permit and a working social security card. Global Insights students cannot receive a non-working social security number and are not permitted to work in the U.S. Small jobs such as babysitting and yard work are permitted so long as they do not interfere with school.

XVI. Life Changing Decisions

While participating in the Global Insights Program, students will not be permitted to make life-changing decisions, including but not limited to the following:

- A. Marriage
- B. Religious conversion
- C. Other decisions that have legal, religious, social ramifications

XVII. Sex and Pregnancy

- A. The exchange student's behavior is expected to remain above reproach at all times. If it is found that a student is involved in a sexual relationship or involved in sexual behavior and activity, that student may be repatriated.
- B. Students found to be pregnant or responsible for a pregnancy while on program will be sent home immediately.
- C. Under no circumstances will Global Insights staff, Regional Directors, Area Representatives, or host families give permission for a student to terminate a pregnancy while participating in the program.

XVIII. Orientation

- A. Overseas Representatives will provide an in depth pre departure orientation and Global Insights will provide post arrival orientation for all students.
- B. Area Representatives will conduct a pre arrival orientation for all host families.
- C. Area Representatives will conduct a joint post arrival Student Welcome Orientation for host families and students approximately one month after arrival.

XIX. Evaluation of the Program

An evaluation will be conducted at the beginning and end of the homestay program and will include feedback from staff, students, schools, and host families.

XX. Expenses Not Covered by Global Insights

- A. Travel as per Section IV above
- B. Medical expenses not covered by the insurance policy of Global Insights
- C. Fees for passports and visas
- D. Inoculations and medical examinations
- E. Fees for handling transcripts, report cards, or validation of credits upon return to home country
- F. School or school related expenses
- G. Lost or damaged luggage
- H. Luggage insurance
- I. Bail or arrest bonds

Standards of Conduct • Travel Authorization *(pages 14-16 of the Student Application)*

To be read, signed, and dated by the student and both parents or legal guardians:

The purpose of Global Insights is to provide opportunities for people of diverse cultures to come together to learn about different points of view and ways of life. Cross-cultural understanding is, we believe, a fundamental step in promoting friendships and world peace. Global Insights expects the highest standards of behavior from program participants at all times.

In turn, the staff of Global Insights and Area Representatives in local communities work together to ensure that the student's stay in the United States is as successful, safe, and secure as possible. The following Standards of Conduct have been established for that purpose. Violation of these rules will lead to disciplinary action and possible termination from the Global Insights Exchange Program. Violations of local, state, or federal laws or serious misbehavior in the host family or the community will result in an early return to the home country at the expense of the student's parents and with no refund of program fees.

LOCAL, STATE, AND FEDERAL LAWS

If a student is arrested, or if it is reliably confirmed that the student has acted illegally, program sponsorship will be revoked, resulting in an early return as soon as legally possible to the home country at the expense of the student's parents.

1. Drinking of alcoholic beverages, including beer and wine, is not permitted while on the program and is illegal in most states for persons under 21 years of age. The only exception to this rule is to partake of beer or wine as part of a meal with the host family.
2. Smoking is illegal in many states for persons under 18 years of age. If the student has stated in the application that he/she is a non-smoker, he/she must not smoke while in the U.S. If a student is found to be a smoker after having stated otherwise, he/she may be returned home. If the student is a smoker, he/she must comply with all smoking restrictions imposed by the host family, host school, any public, or private venue, and state laws.
3. The student must not buy, sell, possess, or use illegal drugs of any kind or use any controlled drugs, unless prescribed for him/her by a physician or other health professional. If the student is taking prescription drugs, the name, dosage, and length of time of use for each drug must be listed on the Global Insights Medical and Dental Information Form. The student must not associate with any person involved in illegal drug-taking or drug trafficking.
4. Students must not commit or take part in any act of violence against another person or property.
5. Shoplifting and theft are illegal and may lead to criminal charges.
6. Driving a car without a driver's license is illegal in all states.
7. It is illegal for the student to take regular employment while in the U.S. The only exceptions are occasional odd jobs, such as yard work or baby-sitting. Any such jobs must not interfere with school work, and the student must have host family permission.

HIGH SCHOOL AND INTERSCHOOL SPORTS PARTICIPATION

High schools expect exchange students to maintain high academic standards and to participate actively in school life. U.S. high schools believe that the presence of exchange students enhances the learning environment. Therefore, a student who is deficient at school due to problems with attendance, attitude, discipline, or failing grades will be terminated from the Global Insights Exchange Program and returned home immediately.

1. The exchange student is not guaranteed placement in a certain grade level, or that transferable credit will be granted, or that a diploma will be awarded at the end of the academic program. All such decisions are at the discretion of individual high schools and/or districts.
2. No guarantee is made to the student with regard to participation in interscholastic sports. Eligibility is at the discretion of each high school and/or regional/state high school athletic association. Depending on local regulations, if a student has graduated from high school in the home country or has completed a certain number of years of high school, he/she may be deemed ineligible for interscholastic sports. Students who try out for high school sport teams are not guaranteed a place on the team.
3. The student must obey all school rules, attend classes regularly, and be responsible for assuming a full course load, (including an English and History course), for making a strong effort in all classes, and for maintaining at least a "C" average, with no "F" (failing) grades at the end of the semester.
4. The student is responsible for all school fees. Such fees may include but are not limited to: registration, books, lockers, laboratory fees, gym/physical education, yearbook, class ring, letter jacket, student activities, etc.
5. The student may choose one of the following options for lunch on school days; a) bring a sack lunch from home containing, for example, a sandwich and an apple; or at the student's expense, b) buy a lunch at school (vending machines or cafeteria), or c) buy a lunch off campus, if the school permits.

HOST FAMILY PARTICIPATION

All American host families are volunteers and receive no compensation for hosting a foreign exchange student. Host families participate in the Global Insights Program because of their sincere desire to have a cross-cultural experience and learn about other cultures while sharing the American way of life. Fees paid are used for administrative and supervisory purposes.

1. No guarantee is made with regard to placement in a particular region of the U.S., nor in a town of a certain size, nor with a particular kind of host family (for example, with a teenager in the home).
2. A private bedroom is not guaranteed. Only a separate bed is guaranteed.
3. The student must comply with all reasonable rules of the host family (e.g. curfews, chores, visitors, phone calls/e-mail, etc.).
4. The student must keep the host family informed at all times of his/her whereabouts, with whom he/she is associating, and time of departure from and return to the host family's home.
5. The student must not borrow money from the host family or from any other source. Natural parents must supply the student with an adequate amount of spending money at all times, normally \$200-\$300 per month, not to fall below \$100.

NATURAL FAMILY VISITS AND STUDENT TRAVEL WHILE ON THE PROGRAM

1. Visits by members of the student's natural family or by friends from his/her home country can be very disruptive to the adjustment of the student and an inconvenience to the host family. Therefore, visits during the first six months of the program are not permitted. All visits are discouraged until the very end of the program. Any visit during the program must have the prior permission of the Global Insights' main office.
2. The student is not permitted to travel outside the local area by him/herself or with peers.
3. The student is not permitted to hitchhike, whether alone or with companions.
4. Overnight travel with the host family, another family, a responsible adult (at least 25 years of age), approved groups (e.g. church, school, etc.) is permitted if prior consent is given by the host family and Area Representative. The host family and Area Representative must be informed of all such trips and have a phone contact to reach the student in an emergency.
5. If a student travels outside the United States, he/she must always carry a passport. Before departing, the student must check with the Area Representative regarding re-entry procedures.

DRIVER'S EDUCATION AND DRIVING A MOTORIZED VEHICLE

Because of the danger and liability involved in driving, the student may not drive any motorized vehicle - this includes, but is not limited to, any car, truck, motorcycle, All-Terrain Vehicle (ATV), boat, farm equipment, snowmobile, etc. Participation in high school Driver's Education courses or the acquisition of a driver's license while on the Global Insights Program is not guaranteed.

1. Driving while accompanied by a qualified instructor as part of a Driver's Education course in high school or a private driving school may be permitted. The cost of any driving course must be borne by the student.
2. If the student obtains a driver's license while on the program, the license must be surrendered to the Area Representative until the student departs the U.S. It is illegal to drive a car in the U.S. without a driver's license.
3. The student may not use the host family's car for driving or driving practice under any circumstances. The student is not allowed to rent or purchase a car for his/her use while on the Global Insights Program.

LIFE-CHANGING DECISIONS AND MISCELLANEOUS RULES

1. Students will not be permitted to make life-changing decisions, including but not limited to marriage, religious conversion, other decisions with legal, political, religious, and/or social ramifications.
2. Students are to refrain from sexual behavior and activity. Students found to be pregnant or responsible for a pregnancy will be sent home immediately.
3. The student may not withdraw from the program at any time without the permission of Global Insights. If the student leaves the program for any reason other than a legitimate emergency (death or serious illness in his/her immediate family), he/she may not return to the program and will not receive a refund.
4. If the student is transferred from one host family to another, any transportation costs incurred are the responsibility of, and shall be borne by, the student and the natural family.

RETURNING HOME AT THE END OF THE GLOBAL INSIGHTS PROGRAM

1. The student must return to the home country at the end of the program (i.e., 1-2 weeks after the end of the academic term for which the student was enrolled) unless prior permission has been granted by the Global Insights main office for a adult-supervised travel.
2. Unsupervised travel or travel with peers is NOT permitted at the end of the program. Adult-accompanied and -supervised travel may be permitted at the end of the program only if permission is given in writing by the natural parents and the Global Insights main office. A detailed itinerary of travel plans, including modes of travel as well as addresses and telephone numbers for emergency contact during the travel period must also be submitted. Students must also extend insurance coverage, if necessary. Students MUST depart the United States prior to the expiration of their visa status.
3. If a student leaves a host family or the U.S. and has any outstanding debts (such as medical bills not covered by insurance or long distance telephone calls), the student's natural family will be responsible for payment of these debts in addition to a \$25.00 surcharge to cover the administrative costs to Global Insights for collection and payment.

AGREEMENT TO ABIDE BY THE GLOBAL INSIGHTS STANDARDS OF CONDUCT

We, the undersigned (student and parents/legal guardians), have read and understood all that is stated above in the Global Insights Standards of Conduct (pages 14-16). I, the student, agree to obey the Standards of Conduct and all conditions of participation in the Global Insights High School Exchange Program. We, the parents/legal guardians, agree that our son/daughter will obey the Standards of Conduct. We understand that violation of these Standards of Conduct may lead to disciplinary action and possible termination from the Global Insights Program, which may result in an early return to the home country at the parents/legal guardians' expense and with no refund of program fees.

Signature of father/legal guardian _____
Print father's/legal guardians name _____
Date

Signature of mother/legal guardian _____
Print mother's/legal guardians name _____
Date

Signature of student _____
Print student's name _____
Date

TRAVEL RELEASE/ AUTHORIZATION

We, the undersigned (parents/legal guardians), authorize our child to travel within the guidelines as established in the Global Insights Standards of Conduct and accept full responsibility for our child's participation in any approved travel activities and to indemnify and hold harmless Global Insights, its Overseas Representatives, and the ir designat ed agents/representatives from any claims and/or liabilities to third parties arising from our child's participation. (See NATURAL FAMILY VISITS AND STUDENT TRAVEL WHILE ON THE GLOBAL INSIGHTS PROGRAM and RETURNING HOME AT THE END OF THE GLOBAL INSIGHTS PROGRAM).

We also understand that our child must return to the home country on or before the expiration date determined by U.S. Immigration authorities upon entry into the U.S. It is understood that this Travel Release/Authorization is signed in advance and eliminates the necessity of obtaining our signatures at the time of any Global Insights-approved travel for the duration of our child's participation in the Global Insights High School Exchange program.

_____ Signature of father/legal guardian	_____ Print father's/legal guardians name	_____ Date
_____ Signature of mother/legal guardian	_____ Print mother's/legal guardians name	_____ Date
_____ Signature of student	_____ Print student's full name	_____ Date

To be read, signed, and dated by the student and both parents or legal guardians:

PROGRAM AGREEMENT

Global Insights, its agents, principals, sponsors, affiliates, directors, officers, employees and attorneys (collectively “Global Insights”), the undersigned parent(s) or legal guardian(s) (“Guardian(s)”) and student (“Student”), understand and agree to the terms and conditions stated in this agreement (“Agreement”) relating to Student’s participation in Global Insights’ student exchange program (“Program”). Guardian(s) and the Student are referred to collectively as the Participants (“Participants”). Adult(s) and the irresident children who volunteer to host a Student for the Program term are referred to as the Host Family (“Host Family”).

A. Admission and Placement: Global Insights considers such criteria as Student application packet materials, academic background, high school transcripts, age, education level, physical and mental health, references, essay, and personal interviews in determining whether to admit the Student into the Program. Global Insights has the sole discretion to determine whether the Student will be admitted into the Program and such determination is final. All preferences and characteristics of the Student may not be accommodated in the placement process. Further, Global Insights relies solely on volunteer Host Families to select a student. Once the student is selected, a Host Family devotes considerable time, effort, and resources to hosting the student. Global Insights cannot control or guarantee student selection nor the timing of the selection and placement.

B. Dissimilarities or Differences Abroad: In addition to learning the host country’s language, the Student is expected to adapt to the culture and lifestyle of the Host Family and host country. There may be significant cultural, economic, and lifestyle differences between the Student’s home country and host country. The host country may have different health care services, living conditions, road and transportation systems, educational approaches and systems, criminal justice systems, civil liberty laws, customs and values. Some host country services, living conditions, or systems may be relatively inadequate, unsafe, or unreliable in comparison to the Student’s home country. Other host country services, conditions, or systems may be superior to the standards in the Student’s home country. Living conditions vary from one Host Family to another even in the same community. Participants must be aware of and accept these differences and the risks associated with traveling and living in another country. The Student’s level of maturity must be adequate to recognize and cope with these differences and risks. The Guardian(s) must take responsibility to educate and prepare the Student for the risks associated with foreign travel and living abroad. Program Representatives are available by telephone to provide assistance on an ongoing basis during the Student’s participation in the Program. However, the Program cannot and does not provide constant direct supervision of the Student and does not act in the capacity of loco parentis. The Guardian(s) retain all rights and duties relating to the welfare of the Student. As a condition of acceptance into the Program, the Participants agree to hold Global Insights harmless for all injuries and/or damages incurred during the Student’s participation in the Program resulting from any risks associated with international travel and living abroad, and any negligence and/or intentional acts caused by any third party, including but not limited to any member, guest, employee, or agent of the Host Family or other persons in the host country.

CONSENT AGREEMENT

A. Health Care Treatment: The Guardian(s) and/or Student consent and authorize Global Insights and its representative, or any adult Host Family member to obtain any medical, dental, surgical, psychological, psychiatric or hospital care, deemed necessary by any health care provider, for the health, treatment and care of Student during Student's participation in the Program. Any problems arising from inadequate or improper care shall be the responsibility of the health care provider. Global Insights shall not be liable for any failure to secure or the adequacy of medical attention. The Guardian(s) and/or Student authorize the health care provider to release the Student and/or all health care records relating to the Student to Global Insights and its representative, or any adult Host Family member, and also grant permission for the Student to receive any and all immunizations required by federal, state, local, or school authorities for participation in the Program.

While under the sponsorship of Global Insights, the Student may not participate in hunting, use of firearms or air/spring powered guns, skydiving, hang gliding, glider riding, parachute jumping, parasailing, jet skiing, hot air ballooning, scuba diving, mountaineering, rock climbing, bungee jumping, horse jumping, and/or any activity that Global Insights defines as high-risk activity.

The Guardian(s) accept full responsibility/liability for the Student's participation in all activities, including those specified below. The Guardian(s) must check the appropriate box to DENY permission for participation:

- | | |
|--|--|
| <input type="checkbox"/> ride tractor or any other farm equipment | <input type="checkbox"/> ride in private planes |
| <input type="checkbox"/> ride snowmobile | <input type="checkbox"/> ride horses |
| <input type="checkbox"/> ride motorboat or other power-driven water vessel | <input type="checkbox"/> fishing (in accordance with local law) |
| <input type="checkbox"/> sail/ride kayak/canoes/sailboat/surfboard | <input type="checkbox"/> wind surfing/swimming/diving/snoke ling |
| <input type="checkbox"/> ride dune buggy/All Terrain Vehicle (ATV) | <input type="checkbox"/> mountain biking |
| <input type="checkbox"/> water/snow skiing/snowboarding | <input type="checkbox"/> other activity, please specify |

B. Information Release: The Guardian(s) and/or Student consent and authorize the U.S. high school, legal, government, and/or law-enforcement authorities to release to Global Insights and its representative, or any adult Host Family member, any records or information necessary to provide the student with appropriate supervision and guidance.

C. Use of Student's Name and Likeness: The Guardian(s) and/or Student consent to the use of Student's name, photograph, film or video likeness of the Student, or any comments or statements of the Student in materials or publications utilized to promote the Program.

D. Problem Notification and Resolution: As the Student is living as a member of a Host Family and not under continuous supervision or control of Global Insights staff, it is the responsibility of the Student to advise Global Insights of any significant problems, including but not limited to the health, safety or welfare of the Student, adjustment to school, culture, language, etc. In addition, the Student must notify Global Insights of any misunderstandings or problems with the Host Family. Global Insights will intervene and attempt to resolve the problem. If necessary, Global Insights, may in its sole discretion, seek a replacement Host Family, if possible within the same community. If the Student does not make a good faith and substantial effort to resolve the problem, Global Insights may return the Student to his/her home country. If the Student violates any terms of this Agreement, Global Insights, in its sole and absolute discretion, may terminate the Student's participation in the Program and immediately repatriate the Student to his/her home country.

E. Agreement between Participants and Overseas Exchange Organization: Participants understand that Global Insights is not a party to any agreement between Participants and the overseas exchange organization through which the Participants enrolled in the Participant's home country ("Overseas Exchange Organization"). Participants acknowledge and agree that the laws of their home country shall exclusively govern any dispute or claim arising out of any agreement with the Overseas Exchange

Organization. Participants acknowledge and agree that the Overseas Exchange Organization is solely responsible to the Participants for injury or damage from a violation of any such agreement.

Global Insights assumes no duties or responsibilities for any acts or omissions of the Overseas Exchange Organization.

F. General Release, Indemnification, and Hold Harmless Provisions: As a condition of the Student's participation in the Program, Participants agree to release and hold harmless Global Insights, its Officers, Staff, Board of Directors, Agents, Regional Directors, Area Representatives, American host families, and American high schools from any and all current and future claims, charges, costs, and/or causes of action for loss of property, delay, personal injury, illness, accident, or death sustained by the Student during the time he/she is a participant in the Program, whether covered by current insurance or not, or any other damage and expense incurred by Participants due to (i) any incident beyond the reasonable control of Global Insights, including, without limitation, acts of God, acts of war, or government actions and restriction, (ii) any events directly or indirectly caused by intentional or negligent acts or omissions by any third party, including but not limited to any member, guest, employee or agent of the Host Family or other persons in the host country, (iii) risks associated with foreign travel and living abroad, including but not limited to risks associated with health care services, living conditions, sanitation conditions, road and transportation systems, criminal justice systems, civil liberty laws, customs, and values, (iv) any differences in the living conditions and standards between Participant's home and home country and the host home and host country, and (v) any act or omission of the Overseas Exchange Organization.

As a further condition of Student's participation in the Program, Participants agree to indemnify and hold harmless Global Insights, its Officers, Staff, Board of Directors, Agents, Regional Directors, Area Representatives, American host families, and American high schools from any liability (including liabilities to third parties) or expense (including court costs and attorney fees), resulting from any injury, loss or any other damage or expense cause by the Student during his/her participation in the Program.

G. Arbitration and Venue: This Agreement shall be deemed to have been made in the State of Georgia, USA and its validity, construction, breach, performance and interpretation shall be governed by the laws of the State of Georgia, USA. The parties to the Agreement acknowledge and agree that any dispute or claim arising out of this Agreement, any resulting or related transaction, or the relationship of the parties, shall be decided by neutral, exclusive and binding arbitration in Cobb County, Georgia, USA. Either party may appear telephonically at the arbitration hearing. The award of the arbitrator may be enforced in any court of competent jurisdiction located in the United States. In the event that the arbitration clause is deemed void or inapplicable, each party expressly consents to and submits to the personal jurisdiction of the federal or state court(s) of Cobb County, Georgia, USA. In any action, including arbitration, brought for breach of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and costs, including but not limited to the costs of arbitration.

H. Authority of Parent/Guardian: Each parent/guardian who signs this Agreement represents and warrants that he or she, together with the other parent/guardian who signs this Agreement, if any, is the custodial parent/guardian of the Student and has full authority to sign this Agreement on behalf of the Student as his/her legal guardian without the consent or approval of any other person, and agrees to indemnify and hold Global Insights, its Officers, Staff, Board of Directors, Agents, Regional Directors, Area Representatives, American host families, and American high schools harmless for any liability or expense, including court costs and attorneys' fees resulting from any breach of claim of this representation.

I. Ratification of Agreement: In the event the Student is under the age of 18 at the time of execution of this Agreement, and the Student attains 18 years of age while participating on the Program, the Student agrees that continued participation in the Program after he/she attains 18 is deemed a ratification and adoption of all the terms and conditions of this Agreement.

J. Global Insights Program Agreement Controls: Where there are any differences between this Agreement and any other program materials, the Agreement shall control. Global Insights cannot be legally bound or committed by any person other than a duly authorized representative. Parties are required to follow this Agreement and cannot vary from its terms.

K. Modification: This Agreement shall not be modified except by a writing that is executed by all the parties hereto.

L. Severability: In the event any clause, sentence, term or provision of this Agreement shall be held by any court of competent jurisdiction to be illegal, invalid or unenforceable for any reason, the remaining portions of this Agreement shall remain in full force and effect.

We, the Student and Guardian(s), certify that all information provided in the Global Insights Student Application is correct and complete, including medical and inoculation history. We understand that withholding information and/or providing incorrect information is grounds for possible termination from the Global Insights Program and repatriation at the Guardian(s)' expense with no refund of program fees. We further attest that we have read and fully understand the program materials and agree to adhere to the Global Insights Standards of Conduct, Travel Authorization, Program Agreement, and Consent Agreements. If we, the undersigned, do not sufficiently understand English, we have requested from the Overseas Exchange Organization a translation of these documents in our native language to ensure that we understand the information stated herein. This Agreement covers the period from the time the Student boards transportation scheduled by the Overseas Exchange Organization until the Student leaves the United States.

Signature of father/legal guardian Print father's/legal guardians name _____
Date

Signature of mother/legal guardian Print mother's/legal guardians name _____
Date

Signature of student Print student's full name _____
Date

Global Insights
1094 Gordon Combs Road NW
Marietta, GA 30064

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Fax: 770-514-0872
Email: info@globalinsights.org
Web Site: www.globalinsights.org



FIREARMS RESPONSIBILITY IN THE HOME

NATIONAL SHOOTING
SPORTS FOUNDATION®



WWW.NSSF.ORG



fact:

Accidents involving firearms in the home have decreased significantly over the last 20 years, according to the National Safety Council.

By strictly following the common-sense rules listed in this brochure, parents and children can prevent firearms accidents in the home and ensure that this downward trend continues. All you have to do is act responsibly and insist that other members of your family do the same.

Firearms Responsibility

As a firearms owner, you are responsible for knowing how to properly handle your firearm(s) and how to secure your firearm(s) in a safe manner in your home. This brochure underscores the responsibilities each and every one of us must accept when we bring firearms into our homes.

If for any reason you feel uncomfortable with or are unable to accept these responsibilities, we strongly urge you not to own a firearm.

in the
Home

Rules for **safe storage** of sporting firearms

ALWAYS

unload sporting firearms carefully and completely before taking them into the home, remembering to keep the muzzle pointed in a safe direction. Never load a sporting firearm in the home.



ALWAYS make absolutely sure that firearms in your home are securely stored out of the reach of children. Unloaded firearms can be secured with a firearm locking device to make them inoperable. Unloaded firearms also can be stored in a locked cabinet, safe, firearm vault or storage case.

ALWAYS store ammunition in a locked location separate from firearms and out of the reach of children.

ALWAYS clean and place firearms in their proper storage location immediately after returning from a hunting trip or a day at the range.

ALWAYS re-check firearms carefully and completely to be sure that they are still unloaded when you remove them from storage. Accidents have occurred when a family member has borrowed or loaned a firearm and returned it to storage while it was still loaded.

REMEMBER:

You are responsible for making certain the firearms in your home are not casually accessible to anyone — especially curious young people.

FIREARMS ACCIDENTS IN THE HOME can be prevented simply by making sure that firearms are kept unloaded and safely stored, with ammunition secured in a separate location.

safe & secure storage options

More than 40 million Americans enjoy using rifles, shotguns and handguns for hunting and target shooting. When these firearms are not being used, they must be safely and securely stored. This is where firearms responsibility in the home begins — and ends.

Options to help you safely store your firearm include using a:

FIREARM LOCK
(trigger or cable)



FIREARM CASE



FIREARM SAFE



IMPORTANT:

A firearm locking device is intended only to deter access to a firearm by unauthorized persons, particularly children. A firearm locking device is not intended to withstand forced entry by someone determined to defeat the lock by using tools or other aggressive means. A firearm locking device should be considered as only one element of a safe storage program for firearms.

Check municipal, county, state and federal law for any requirements about safe storage of firearms and ammunition, as well as requirements about having loaded firearms and the discharge of firearms in your community.

ALWAYS make absolutely sure that firearms in your home are securely stored and inaccessible to children.

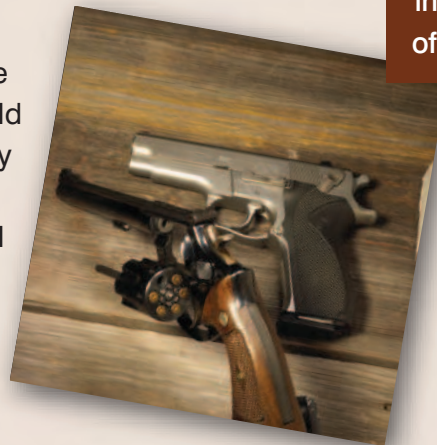
firearms kept for home security

THE DECISION TO MAINTAIN A FIREARM IN THE HOME FOR SELF-PROTECTION IS A SERIOUS, PERSONAL MATTER.

The decision to maintain a firearm in the home for self-protection is a serious, personal matter. Any added safety benefit gained from owning a firearm depends in large measure on the owner's having appropriate training and clear understanding of safe handling and storage rules. Factors such as individual temperament, reaction to emergency situations, specific family circumstances and support for your having a firearm in the home from other adults in the household must be considered.

If you feel the need for quick access to a loaded firearm in your home, you must take special safety measures. Keeping a firearm to defend your family makes no sense if that same firearm puts family members or visitors to your home at risk.

In keeping a firearm for home security, your objective should be to have the firearm readily available to you, yet not accessible to others. Special lockable cases that can be quickly opened by authorized individuals are options to consider.



You must exercise full control and supervision over a loaded firearm at all times. This means the firearm must be unloaded and placed in secure storage whenever you leave your home. Secure ammunition separately.

Fatal home firearms accidents can occur when children discover firearms that adults thought were safely hidden or out of reach.

RESPONSIBLE:

Your most important responsibility is ensuring that children cannot encounter loaded firearms. The precautions you take must be effective. Anything less invites tragedy and is a serious violation of your responsibility as a firearm owner.

**YOUR HOME WILL BE
AS SAFE AS YOU
CHOOSE TO MAKE IT.**

safe home checklist

- ✓ **Firearms kept for security reasons are fully controlled at all times.**
- ✓ **Firearms are securely stored in a location inaccessible to children and other unauthorized persons.**
- ✓ **Sporting firearms are unloaded before they are brought into the home and never loaded while in the home.**
- ✓ **Sporting firearms are immediately cleaned and placed in secure storage when they are returned from hunting or target shooting.**
- ✓ **When firearms are removed from storage, they are always carefully checked to confirm that they are unloaded.**
- ✓ **Ammunition is stored under lock and key, separately from firearms.**
- ✓ **The owner's manual that came with the firearm must be read and understood.**

safety tips

General Firearm Handling

- ▶ **Treat every firearm as if it were loaded.**
- ▶ **Keep the muzzle pointed in a safe direction.**
- ▶ **Keep your fingers off the trigger. Don't rely on your firearm's "safety" device.**
- ▶ **Keep the firearm unloaded when not in use.**

All members of the household must understand and follow the requirements of *Firearms Responsibility In The Home*.

NOTE TO PARENTS:

Read with your children and have them sign the attached special **Kids Message and Contract**.

For more information about firearms ownership and storage visit:
www.projectchildsafe.org

A message **to kids** about Firearms Responsibility

Not long ago, in another town, some kids found a firearm. Maybe they were looking for it because of something they saw on television. Maybe one of them dared the other to find it. Maybe they just found a firearm that was left out by mistake. It doesn't matter why they found it. What matters is the firearm was loaded, and they played with it. Now they are very sorry they did. Don't let this happen to you. Always follow these safety rules:

- 1. Don't go looking for firearms, in your house or a friend's house. Don't let other kids look for firearms in your house.**
- 2. If you find a firearm in your house — or anywhere else — leave it alone. Don't touch it! Don't let anyone else touch it! Tell an adult.**
- 3. Even if a firearm looks like a toy — don't touch it! Some real firearms look like toys. Don't take a chance. Tell an adult.**

***Remember... if you find a firearm,
don't pick it up. Just leave it alone.
And tell an adult right away.***

kids

There is one important step you can take right now to prove you are responsible about firearms. Sign this Firearms Responsibility Contract and give it to your mother or father.

Firearms Responsibility Contract

To Mom and Dad:

I Hereby Promise:

- ✓ *I will not handle firearms without permission.*
- ✓ *I will never play with firearms.*
- ✓ *If I find a firearm, I will not touch it; I will tell an adult immediately.*
- ✓ *I will obey the rules of safe firearms handling.*

Signed _____

Date _____



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PP QTY Item# Date

PROMOTE PROTECT PRESERVE

24 STEPS TO SUCCESS WITH YOUR STUDENT

We have prepared this section to help you make the adjustment period run smoothly and the exchange experience truly rewarding for both you and your student.

Most of the material presented here is based on information we have received from host families around the country, families who have enjoyed the Global Insights program. These families have valuable insights for those about to enjoy the experience for the first time.

1. Your first time away from home

Whether you're a younger person or an adult, we hope you can remember your feelings the first time you went away from home for an extended period of time—especially if you went a long way from home, into a strange and unfamiliar environment. The stronger your memory of those feelings, the more you will understand what your exchange student will be feeling. Understanding will make your student feel like one of the family.

2. Take it easy at first

In your initial desire to show your interest in the student and to assure him/her of your good intentions, you may have a tendency to bombard him/her with a flurry of questions and activities. We do not want to discourage your efforts, but make sure that everyone has a chance to breathe, to absorb each event as it happens.

If you make plans for a night out, and suddenly your student asks to be excused, don't be insulted or upset; it is merely his/her way of taking a step toward independence. It may even be a good idea to provide an opportunity for him/her to spend an evening at home alone now and then, as would happen normally with other members of the family. In time, everything will fall into place. The student suddenly becomes just another son or daughter in the home.

American and foreign students who participate in our programs are flexible, eager to learn, to participate and to share. Within a few short months they are speaking English rapidly, doing well in school, participating in family activities, and going out with their new-found friends.

3. Treat your student like one of the family

In the beginning there is also a great temptation to treat your student like a guest. Mothers may prepare special meals, brothers and sisters may shower them with attention, fathers may make many exceptions, etc. This may be fine for the first week. Gradually work your student into your family routines, rules and regulations/responsibilities. Be yourself, and don't treat your student differently than your other children. They want to be a real member of an American family, and sometimes that will mean being disciplined as well as loved.

4. Enriching experiences

We want our students to have a full, enriching experience here. We want them to meet people, do many new things, get to know their community well, etc. Families can extend these experiences by encouraging students to take part in school activities, and by encouraging friends to take the students along to social events, and invite them to their homes. Many Global Insights host families have parties for all the students in the area, and take two or three students along with them when they take trips. Other families ask their friends to invite the student over for dinner or perhaps to special event once in awhile. There are countless ways of providing enriching experiences. Share them!

5. Language Difficulties

Our students have average or better grades in English but there will be differences in English ability between students from different countries. Some students will not feel comfortable speaking American English—even the most excellent students of English are baffled by our usage. We have many words, slang expressions and idioms that are not translatable or universally understood. Studying English is not at all like speaking it.

It is tiring at first for the student to hear and respond continuously in English. Once the student adjusts to your voice and manner of expressions, it will be much easier for him to learn and understand our language. You, the host family, are going to be the prime source of learning during the next year.

Remember that students in language classes often learn "opposites," i.e. good and bad, wonderful and terrible, etc. They seldom learn in-between words. Don't be offended if your student says something is "stupid" or "terrible" or "funny" because these may be the only English he or she has to use. Many students are very experienced in expressing themselves in very definite terms. Their words may sound rude, tactless and insensitive. They may sound very authoritative and argumentative, but this is usually not what they mean. It is just their manner and custom of speaking, another cultural difference that all of us need to try and understand.

You may find your student smiling and agreeing to whatever you say—only to discover later that very little of it was understood. So try to speak slowly and clearly, without raising your voice and without a bombardment of adverbs and adjectives. Keep a foreign language/English dictionary on hand. Our students soon stop saying, "I don't understand", but we must realize that they are not fluent for a long time. Make them repeat things back to you when something important is said so that you can be sure that they have understood. Repeat, repeat and repeat again.

When they have not done something you asked them to do, check first to find out if they understood. Misunderstanding is often taken for disobedience. Sometimes a student is so embarrassed by his confusion that you will need to make him very aware that in your home he need not be afraid to speak, no matter how poorly. Make your student talk! Encourage him to practice. Be aware that when a student does speak English well when he first arrives, he may not be able to read or write it well. Throughout the year, you will find things misunderstood because of one misinterpreted word. Also, the students will use a word incorrectly, so you may completely misjudge what was said.

6. Culture Shock

Be alert to signs of fatigue, confusion, physical discomfort, and even homesickness. Talk to your student about it; he/she may not know anything about culture shock. He/she needs to know that you understand this and that you will be patient. Students need to be alone, without anyone talking to them. Often they really enjoy just watching TV, which allows them to listen to English without the responsibility of responding.

7. The New Baby Syndrome

Many of our families have described having an exchange student by comparing the situation to having a new baby. Before the student arrives, you are excited, expectant and filled with great plans for how wonderful it is going to be. The baby arrives and the excitement is even greater than you imagined. However, at some point, the excitement slows down, and the responsibilities and new decisions begin to overwhelm you. Problems pop up that you never expected (as well as the ones you expected) and all of a sudden life is not the same anymore. But then you adjust to the newness, the strangeness; and the relationship develops and grows. Your positive feelings are strong enough to carry you through the ups and downs and make it all worthwhile.

8. Sibling Rivalry

Don't be surprised if your own children show signs of jealousy over this "intruder." The best of them do and it is completely normal. It is important to acknowledge this to the student immediately, because he/she will be very uncomfortable about it; also, talk to your own children and help them with it. Try to treat the student the same way you do your own children. Too much special treatment for the student can fuel jealousy. Make certain the student is required to follow the same rules as your own children.

To Host Brothers and Sisters: You will want to introduce your exchange student to your friends at school, at church and in your neighborhood and community. Don't be upset, however if he/she seems shy in this new and different atmosphere. Don't feel slighted, either, if the relationship, which you hoped would be close, doesn't materialize immediately. Everyone needs time to adjust and have freedom to find his or her own way. Just be sure you make it known that you are glad that he or she is with our family and that you want to share your family life as quickly as possible. Some students may quickly find a "best friend" at school. Remember that this doesn't mean that your relationship with him/her has to change.

Your mother and father may seem to pay a great deal of attention to your new family member when he/she first arrives. They may want to make him/her feel welcome and at ease, and may at first seem to go overboard with attention.

To Host Parents: Try to remember that the brother/sister relationship is important since peer group activities will constitute most of the exchange experience. Encourage your own children to help the exchange student feel like one of the family—but don't make him/her a guest or VIP!

Basically, you should treat your student as you treat your own children. If your children for instance, address you by your first names instead of "mom" and "dad," and you want the exchange student to do the same, make your feelings known. Every home has certain

rules. Be sure the student knows about them. It is important for the student to feel comfortable approaching you for advice on problems that might be too embarrassing to discuss with younger people. You'll find that **openness** and **frankness** are two words to live by during this exchange experience.

9. Communication

It is important to remember that communication is the key to a successful relationship between you and your student. An open channel between you and your student will not only help you through difficult times, but will also enrich your year together in countless ways.

We cannot stress strongly enough how important it is to listen attentively to what your student has to say. And you must be prepared to listen in a non-judgmental way. Only by doing this will your student feel comfortable enough to talk openly with you. And you can set an example by talking openly with your student yourself. In this way your student will be encouraged to communicate, and an easy give-and-take relationship will develop.

Your AR will also be making an effort to communicate with you often. Global Insights is ultimately responsible for these students while they are in the U.S. The AR will therefore make a point of telephoning you and your student on a regular basis to see how things are going. Families should not feel that these calls are an intrusion—they are meant to keep communication lines open and to keep us abreast of all aspects of the experience. Let us know how it goes—we'd love to hear.

10. Personal Habits

Habits differ from country to country. Some students may not bathe as often, or some may bathe more often and longer. Girls may not shave their underarms or legs. Some may not change underclothes daily, or may not launder their own clothes. If you have a septic tank, explain what should not be flushed down the toilet. Take nothing for granted. If your student is not using deodorant, explain to him that body odor is considered offensive and that while he or she is here in the U.S., it might be best for him or her to use deodorant. If you notice that the student seems uncertain about anything, make sure that you offer advice; many students will feel too embarrassed to ask you first.

11. Rules and Responsibilities

All of you will have your own set of household rules, responsibilities and behavioral expectations. Some you are well aware of, but others are so automatic and conditioned that you are not even aware of them. Make a list, before your student arrives, of your normal family rules and routines. Plan to slowly introduce them to your student, discussing them in detail as you go. Remember that what you may consider normal behavior may be totally foreign to your student. Chores may have to be carefully taught. His or her rules at home may be completely different. Don't assume anything! Be firm but know when to be flexible—give and take is necessary in all families.

12. Household Responsibilities

Students are expected to participate as a normal family member. They may never have made a bed, washed the dishes, or cleaned a bathroom. They may not know that the

shower curtain should be inside the tub and not out. Explain to your student what your expectations are. They can shovel snow, wash dishes and help with the laundry. In families with younger children, a certain amount of babysitting would be considered a normal family responsibility. But under no condition is an exchange student to take the place of a babysitter. Here is a guideline to follow: one full evening of sitting, during a weeknight and shorter periods during the daytime would be normal. On weekend nights, we hope the students would have other plans and babysitting should not curtail their social life here. However, you could offer your student the option of babysitting, with pay, at any time.

13. Communication with the Natural Family

We strongly recommend that students keep in contact with their natural families, but on a limited basis. Too much time spent writing letters or talking to family members on the telephone hampers the adjustment process. You might want to suggest that he or she send an occasional postcard as a quick way to say hello.

We recommend that you as, a host family, establish a relationship with the natural parents through written correspondence, and maintain it throughout the year. Let the natural parents know how their son or daughter is doing academically and socially. Share the good times, funny stories and any disciplinary problems. You will find a good relationship and their support will be invaluable.

Natural parents or relatives are strongly discouraged from visiting the exchange student during the exchange year, especially during the first half of the year. The interruption can break the continuity of the relationship between the host family and student. Should the natural family decide to visit, you are under no obligation to host them in your home, unless you wish. You may suggest the natural family stay at a nearby hotel. Two sets of parents under one roof can be confusing to a student, and might feel uncomfortable to either family. Again, natural parent visits are discouraged prior to the end of the program and are allowed only with prior permission from Global Insights.

14. Money Matters

You are not expected to bear any financial burden for your student beyond the normal necessities of food and housing. The student should have sufficient spending money of his or her own and should not require financial assistance from you. We strongly recommend that you not lend money to students. Should this student, for whatever reason leave your home, we cannot guarantee that any money borrowed will be returned to you. If a student lacks what you feel are necessary funds, please call your AR and he or she can have the Global Insights office contact the natural parents.

Many students don't know how to manage their money and you may find it necessary to help them set up a savings account or weekly allowance. You should also determine early if the student understands U.S. currency and how to make change. If not, explain it until you are sure it is understood.

Most host families are eligible for a \$50.00/month charitable contribution deduction on their income tax for hosting a foreign student. However, you will need to itemize your deductions in order to qualify. Contact your AR for this information.

15. Telephone

Explain to students that phone calls within the U.S. as well as overseas are very expensive—more expensive than they probably expect. Discourage frequent calls home and to relatives or friends in other parts of the U.S. Be sure to sit down with your host son or daughter soon after arrival to discuss an equitable way to pay for phone use if extensive calls will be made. We suggest that you show your student a phone bill and explain how calls are charged and billed.

16. High School

Students should be enrolled in the local high school where other teenagers in your family or neighborhood attend. Students may attend parochial or private schools as well as public high schools, if these schools waive the tuition. This must be approved before the student arrives in the U.S.

The high school will determine your student's appropriate grade level based on his or her previous schoolwork. Some high schools will award the student a diploma, others will not. Whether or not they do, this is completely up to the school. If your high school will not give the student a diploma, they may be willing to give a "Certificate of Attendance" instead. Since graduation here in the U.S. is a much more formal affair than in most other countries, the student will greatly appreciate if he can take part in the ceremony and receive some sort of recognition for his or her work. Enrollment in a college preparatory schedule is suggested. Students must take at least one course in Social Studies (American History, Civics, Government) and one in English or Literature. These will provide the student with a rounded concept of America, its' past and present.

School counselors are helpful in selecting electives, such as Art, Music, Home Economics, Speech and others, to round out the schedule. If your new son or daughter expresses interest in a particular course and it will fit into the schedule, by all means encourage the participation. You can learn a lot about your student's likes and particular interests from his or her application. In addition, sports, clubs, and other school activities will enlarge his/her experience in the U.S. and it is a good idea to encourage your student to participate in these extracurricular activities.

We take school responsibilities very seriously. Although we cannot expect all "A" grades, we hope that as a host family, you will encourage your student to make an honest effort to learn and to take a real interest in schoolwork. Only a few of the students will receive credit for their studies here. This is one reason some students may seem disinterested in their course work. Nonetheless, we expect the students to assume responsibility in school, and thus they are required to maintain a "C" average in each course. Your student may experience some comprehension difficulties at the start of their school year. This is normal; before long he will be able to communicate and cope with classes.

17. Religion

We expect the exchange student to participate in all family activities. If your family goes to church, we hope that your student will attend with you. If the student is of a different faith, he or she may prefer to go to a church of his or her own following. Please remember, however, that we are not trying to change the student's beliefs, but simply to expose them to many different, new experiences. You may want to introduce his or her to

youth groups within your church, even if he or she is attending another. If religious conflicts do arise, try to resolve them as honestly and openly as possible. We ask that the host family be sensitive to the student's religious feelings, and that the students approach the situation with respect and an open mind.

18. Inoculations

As host parents, you will have access to your student's health certificate. This includes a list of ailments the student has had, any allergies, operations, etc. It also includes a Medical Release section giving you the authority to allow emergency medical treatment should it become necessary. We strongly urge all students to come to the United States with all the inoculations they will need to enroll in high school here. However, occasionally a student may have been unable to receive the appropriate shot or dosage. If this is the case, he or she will need to have these shots here in the U.S. We suggest that you contact your local County Health Department as they usually charge a nominal amount for inoculations. Please note that inoculations and check-ups for sports are not covered by insurance.

19. You and Global Insights

One of the strengths of Global Insights is the emphasis placed on close supervision of our students. While an exchange student lives in the U.S., he or she is entrusted into your care. We encourage families to use their best judgement along with the Global Insights guidelines in working to build a warm and strong relationship between the family and its new member. Having children of your own, or having worked with students, strengthens your ability to meet and deal with each new situation. However, there will be times when you will want to seek the advice of someone outside the family. Your AR, with his or her past experiences in working with teenagers and his or her experience with Global Insights staff, is ready to help you either as a sounding board when a problem first arises, as a mediator if there are difficulties, or as a decision maker when the situation calls for one.

20. Discipline

Global Insights students are expected to follow all Global Insights rules as well as your household rules. It is important to anticipate though, that as with most teenagers, the rules will be tested and violated from time to time. For this reason, we suggest that host parents decide on consequences in advance. Global Insights expects that the host parents will discipline the exchange student as they would their own children. If a behavioral problem persists or if you feel there is an attitude problem, do let the AR know. The AR will want to talk to the student and eventually may want to contact the Global Insights office if problems persist. If the Global Insights office becomes involved, they may suggest putting the student on a behavioral contract. In any event, understanding that students are young and still learning and growing, Global Insights will try to offer all students a second chance, with the hope that they can grow from their mistakes.

21. Conflicts and Re-matching

It is important to remember that, as with your own children, occasional conflicts will arise. We hope that you will think of your exchange student as another family member, and as such, worthy of being guided and supported through any difficulties they may encounter. Even though problems may stem from poor judgement, it's helpful to discuss

any problems calmly and constructively, without attacking. Emphasize to your student your own commitment to working out any rough spots. They will probably be glad to hear you think they are worth the effort.

A certain percentage of students must be re-matched each year. This is not considered a failure on the family's or student's part. It is extremely important to realize that most family changes are made because the family and student are simply incompatible. Most of these students adjust very well in their second family, and many families whose first match didn't work out have a wonderful experience with a second student.

Each family and student is expected to make a sincere effort to iron out their problems. If things are not working out, you should discuss the problems with your AR and student. If the situation does not improve after all parties have made an effort to change it, then your student may be matched with another family. Global Insights tries to keep the student in the same school, if at all possible. We encourage both families and students to handle the move amicably, without "blaming" the other party. We also expect families and students to follow Global Insights directives as given by your AR in these situations.

22. What to Do If A Serious Problem Arises

Ask for help! This is your AR's job. You may want your AR to speak with your student directly. With any problem, big or small, it is important to identify the exact problem, determine its cause and effects, consider the alternatives open to you, and select the best solution. Our ARs are trained to help you with this because it is sometimes very difficult to understand a situation objectively when you are in the middle of it.

Don't protect your student by keeping quiet about problems. If they have broken rules, let your AR know. In this way your student will learn that breaking rules means paying the consequences. You do your student a disservice by not allowing him or her to learn this valuable lesson. It is important to remember that going to your AR with a problem is not a sign of weakness or failure on your part. Your AR is there to help—so please call.

23. Visits to the Home Country During the Exchange Year

Visits by students to their home country while on the Global Insights program are prohibited, except in the case of death or imminent death of an immediate family member. A visit breaks the continuity of the relationship with the host family and may diminish the benefits of the exchange experience for both student and host family.

24. Early Returns

In some cases, students may return home earlier than scheduled, due to either disciplinary problems, a failure to adjust, or circumstances affecting the natural family at home. Regardless of the reason, all return flight arrangements will be made by Global Insights staff.

GENERAL TIPS AND REMINDERS FOR A GOOD EXCHANGE EXPERIENCE

- Cultures and beliefs vary widely around the world (even around some neighborhoods!) -- DIFFERENT IS NOT WRONG! There are often many “right” or “good” ways to look at something or solve a problem. Try to discuss, understand and accept differences without judgment or criticism, and DO be clear about what behaviors are acceptable in this culture and in your home.
- Introducing a new member into the family can stir up rivalries or jealousies as everyone adjusts to each other. As parents, try to have something you do with each child, one-on-one, at least now and then. Finding some common interest each two people in the family can connect over, and giving each person some individual attention, can head off hurt feelings or feelings of displacement in the family.
- Students and host families should not borrow large sums of money from each other! Money misunderstandings can sabotage trust and harmony in relationships!
- TALK, TALK, TALK to each other -- not-just students to host parents, but everyone in the family! The more everyone feels heard and understood, the happier you will all be!
- Global Insights is a HOMESTAY program, promising a family living experience in the host country. It is NOT a travel program, and host families are NOT expected to take students touring the country. Keeping that point clear helps prevent disappointment and misunderstandings. Students may have opportunities to travel. But those are “icing”, they are not the “cake”! And ALL travel plans must be approved by the host family and the program.
- Both TELL and SHOW your student how things work in your family -- appliances, plumbing, laundry, house cleaning standards, as well as rules and plan-making, may be different than at home. Do not assume anything -- it's better to over communicate.
- Don't take things personally! Your student may opt out of an activity you plan or may express feelings, preferences or opinions in a way that hurts your feelings. It is all part of adjusting to differences in language, style and attitudes, and of seeking both independence and a place in the family. Patience! It will even out!
- It is hard for students to constantly ask for help from the host family, especially transportation. You can help by offering to drive or to arrange transportation for him/her sometimes without being asked.
- Be sensitive to spending habits and money issues. Students may need help managing their money to make it last, or dealing with U.S. money. Problems may arise if the student and host siblings have significantly different amounts of money to spend, or if the student is used to a far different economic lifestyle. Talk, adjust, be flexible, keep lines of communication open.

- Clarify American social customs for your student. He/she needs to know when and under what conditions he/she may invite friends home. You may need to explain that social invitations are for the student only; he/she is not automatically free to invite others along. Explain what hours are acceptable for making or receiving phone calls, what attire is appropriate for what occasion (leaving room for individual expression), what rules/guidelines apply to dating in your family or community. If you have children, they can be helpful in clarifying these issues.
- Our students are expected to take school seriously, and to do their schoolwork to the best of their ability. However, not all our students will be honor students. Along with normal ranges of abilities and interest in different subject areas, they are dealing with a second language and new approaches to familiar concepts. Also, most Global Insights students will not receive academic credit at home for their work here, so motivation may vary. Encourage your student to do his/her best, but beware of unrealistic expectations about performance, and try to balance academic effort with participation in other activities.
- Your student will get more from the experience if he/she gets involved in family, school and community. Encourage participation in activities, and try to support that participation, as you would your own children. It means a lot to a student to see host family members at the play, concert, game or exhibit...
- Get involved with your student's family at home through letters, photos, videos... and share your extended family with the student. Americans are viewed as mobile and independent. You have a chance to show that extended family is important to us, too. Family reunions, holidays, weddings, etc. can greatly enrich the student's experience of American culture, and strengthen the long-term bond between your families.
- REMEMBER -- this is a real, live, normal teen blending with a real, live, normal family. PERFECTION IS BEYOND ALL OF US! Care about each other, talk and share and laugh with each other, and you will be fine!

COMMUNICATING

All Global Insights students must demonstrate an acceptable level of proficiency with the English language as part of their application process. However, the reality is that levels of proficiency will vary greatly from country to country and from student to student. Many students have a pretty good grasp of formal, written English. But conversation may be quite another story!

Some things are universally true about communication:

1. Communication is essential and unavoidable
2. Communication involves much more than just the right words put together appropriately
3. Every student WILL LEARN to converse comfortably in English
4. Progress may be so gradual and subtle that it goes unnoticed until a milestone is reached
5. Anything that MUST be communicated CAN be, regardless of English proficiency
6. Routine conversation will be mastered long before the ability to express complicated, abstract concepts

Those truths are blocks to build on with our new family members.

Tips for communicating from the beginning:

- Smile, laugh and have a sense of humor! We all feel and learn better in a pleasant, relaxed atmosphere.
- Observe courtesies! "Please," "I'm sorry," "Excuse me," and "Thanks!" are quick to learn and smooth the way!
- Support your student's efforts. Say, "Good job" or "Your English is improving!" when he/she expresses well.
- Make eye contact; use gestures and facial expressions.
- Plan some activities that don't require a lot of verbal communication at first, like sports, movies, or music.
- Don't shout or crowd into your student's personal space to be "heard." He/she is not hard of hearing and raising your voice only adds stress to the situation.
- Put yourself in the role of both LEARNER and TEACHER by working on some simple phrases in your student's language.
- Encourage your student to talk with children. Practicing conversation with a small child can feel less intimidating at first than with a teen or adult.

- Encourage your student to watch children's educational TV (Sesame Street really DOES teach language!); read books, newspapers and magazines; listen to radio for broad language exposures.
- Get a cross-language dictionary, and take time to use it and to negotiate meanings until you're both sure you understand!
- Computer games can help build vocabulary, spelling and other language skills.
- Leave each other written notes about plans or expectations.
- Take time to LISTEN PATIENTLY! Americans are so used to rushing and doing all the time that it can be difficult or even painful to slow down, listen carefully and allow silence while the student collects thoughts and searches for the right word. But your willingness to do so can really pay off for everyone!
- If you're not sure you were understood, have your student repeat the message back to you in his/ her own words.
- If you're having trouble getting a message across, try again with simpler words, speak slowly and clearly, or write it down.
- Watch for slang, idioms, and words with double meanings. Your student may be very literal at first, which can result in real (and sometimes hilarious) misunderstandings. Remember to keep your sense of humor. Also, your student may need help learning what slang expressions or gestures are appropriate. An innocent (or maybe not so innocent) use of an inappropriate phrase or gesture may be offensive and/or embarrassing.
- Don't get discouraged and never give up! Keep talking and talking until you understand each other!
- Celebrate the milestones! The first time your student gets a joke, makes a pun, studies without his/ her dictionary, dreams or thinks in English, communicates an abstract or complex thought. These are victories for you to share, as your student's main language teachers!
- Consider finding a "Language Helper" for your student, to work on specific aspects of conversation as needed.
- Tape record occasional conversations (without the student's knowledge, preferably), to play back later. Listening to earlier conversation can prove to the student how much he/she has learned, when the student doubts his/her language improvement.
- Whatever the level of language skills, and whatever the problem, **try to talk over problems at home or at school with the appropriate people** before you bring in your Area Representative. And **never complain or discuss problems behind each other's backs that you haven't tried to work out face to face!** That is just simple respect and courtesy. Your neighbor, co-worker or friend can't solve problems between you and your student--only the people involved can do that (with help from your AR if needed)!

“TEENAGERS ARE WEIRD – THAT’S THEIR JOB!”

Before ever meeting your chosen student, there are two important things about which you can learn that will help you understand him/her. Your student is Brazilian (or German or Thai...), so you can learn about his/her culture---its habits and attitudes, traditions and history. And your student is a **teenager**. Teens around the world really DO have much in common. And they really DO have specific tasks to accomplish during the teen years. Their jobs are to define themselves as individuals, different from their parents, and to separate into independent people with their own lives. That process is rarely painless or conflict-free. It can be even more difficult and more dramatic if the bonds in the family of origin are close.

It is important for host families without (or even with!) teens of their own to understand what is "normal" for teens, and develop realistic expectations. Of course, these are generalizations--any one may or may not apply to your student. But being familiar with the list will help you take things in stride and distance yourself from behaviors and attitudes that probably have nothing to do with you!

During the teen years, many "good kids" DO:

- Have dramatic mood swings, from day to day or hour to hour
- Need lots of unstructured time by themselves to think
- Need to spend time with their peers
- Care a GREAT DEAL what their peers think
- Choose to miss some planned family activities
- Want to talk on the phone, shop, watch movies a lot with their friends
- Want to listen to music you may not approve of--LOUDLY!
- Want to wear their hair or clothes to create an unusual or even bizarre (to your eyes) effect
- Balk at helping out at home
- Actively campaign for fewer rules, later curfews, etc.
- Occasionally test the limits of the rules
- Try out language (even around the family) that you may find offensive
- Have trouble holding on to learned values and standards when they are in love or facing peer pressure
- Talk back to authority figures occasionally
- Tend to be self-centered, not always sensitive to the needs and feelings of others
- Back away from religious activity that is important to the family, and about which they used to (and may again, later) be enthusiastic
- Openly question parents' values
- See "hypocrisy" in every gap between beliefs and actions except their own!
- Exhibit a heightened, if somewhat selective, sense of justice
- Express criticism or even cynicism about established social institutions, authority figures, etc.
- Try things we see as dangerous, unwise or even wrong, under the assumption that "nothing bad will happen" to them
- Eat voraciously every 30 minutes, or barely eat at all, or be very picky about food

- Sometimes act in ways that are inconsistent with their stated beliefs or values (they're trying to figure out what those are!)
- Meet resistance to their behavior with defensiveness and/or increased attachment to their position
- Have some trouble spending wisely, saving and budgeting money
- Seek out conflict with parents or other authorities occasionally
- Have trouble delaying gratification

Knowing these behaviors are normal (however unpleasant), it is easier to not overreact or take them personally. There are very few perfect people! Few get through adolescence without making some mistakes or poor choices. Think back honestly--perhaps even YOU had your moments as a teen.

Unpleasant or unacceptable behaviors do not have to be tolerated. If your student repeatedly violates your clearly-stated rules and expectations, discuss it firmly and frankly with him/her. Explain the consequences and follow through! If things don't get better, call your AR. Use monthly report phone calls to let your AR know what issues you're dealing with. Just be aware of the range of "normal" teen behaviors, and don't be shocked or unnecessarily dismayed.

Choose your battles carefully. Communicate clearly about your concerns ("When you do _____, I feel _____.") Is it important to fight about? Avoid power struggles - the more you give some teens to push against, the more they will push! It is natural—you are trying to reign them in and make them conform at a time when they are trying to branch out and make their own decisions. Do not back away from the standards you expect in your home (as long as they are reasonable). Just communicate clearly and be aware of what is normal and why.

The more you can find ways to say "yes" to at least PART of what your teen wants, the more you can approve, appreciate, understand the struggles and express your confidence that your teen is growing into a wonderful, mature person, the more your teen will want to cooperate with you and make you proud.

An interesting book about parenting modern teens is *Get Out of My Life but First Could You Drive Me and Cheryl to the Mall?* by Anthony Wolf. Ask for it at your public library. Keep in mind, Dr. Wolf paints a somewhat extreme picture, addressing the most difficult teen problems, and that YOU are not the family your student must break away from.

Department of State

Guidelines for Exchange Visitor Programs

For Secondary School Students as Defined 22 CFR Part 62

PART 62—EXCHANGE VISITOR PROGRAM

· 1. The Authority citation for part 62 is revised to read as follows:

Authority: 8 U.S.C. 1101(a)(15)(J), 1182, 1184, 1258; 22 U.S.C. 1431–1442, 2451 *et seq.*; Foreign Affairs Reform and Restructuring Act of 1998, Pub. L. 105–277, Div. G, 112 Stat. 2681 *et seq.*; Reorganization Plan No. 2 of 1977, 3 CFR, 1977 Comp. p. 200; E.O. 12048 of March 27, 1978; 3 CFR, 1978 Comp. p. 168; the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) of 1996, Pub. L. 104–208, Div. C, 110 Stat. 3009–546, as amended; Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT) (Pub. L. 107–56), Section 416, 115 Stat. 354; and the Enhanced Border Security and Visa Entry Reform Act of 2002, Pub. L. 107–173; 116 Stat. 543.

· 2. Section 62.25 is revised to read as follows:

§ 62.25 Secondary school students.

(a) **Purpose.** This section governs Department of State designated exchange visitor programs under which foreign secondary school students are afforded the opportunity to study in the United States at accredited public or private secondary schools for an academic semester or an academic year, while living with American host families or residing at accredited U.S. boarding schools.

(b) **Program sponsor eligibility.** Eligibility for designation as a secondary school student exchange visitor program sponsor is limited to organizations:

(1) With tax-exempt status as conferred by the Internal Revenue Service pursuant to section 501(c)(3) of the Internal Revenue Code; and
(2) Which are United States citizens as such term is defined in § 62.2.

(c) **Program eligibility.** Secondary

school student exchange visitor programs designated by the Department of State must:

(1) Require all exchange students to be enrolled and participating in a full course of study at an accredited academic institution;
(2) Allow entry of exchange students for not less than one academic semester (or quarter equivalency) and not more than two academic semesters (or quarter equivalency) duration; and
(3) Ensure that the program is conducted on a U.S. academic calendar year basis, except for students from countries whose academic year is opposite that of the United States. Exchange students may begin an exchange program in the second semester of a U.S. academic year only if specifically permitted to do so, in writing, by the school in which the exchange student is enrolled. In all cases, sponsors must notify both the host family and school prior to the exchange student's arrival in the United States whether the placement is for an academic semester, an academic year, or a calendar year.

(d) **Program administration.** Sponsors must ensure that all organizational officers, employees, representatives, agents, and volunteers acting on their behalf:

(1) Are adequately trained. Sponsors must administer training for local coordinators that specifically includes, at a minimum, instruction in: Conflict resolution; procedures for handling and reporting emergency situations; awareness or knowledge of child safety standards; information on sexual conduct codes; procedures for handling and reporting allegations of sexual misconduct or any other allegations of abuse or neglect; and the criteria to be used to screen potential host families and exercise good judgment when

identifying what constitutes suitable host family placements. In addition to their own training, sponsors must ensure that all local coordinators complete the Department of State mandated training module prior to their appointment as a local coordinator or assumption of duties. The Department of State training module will include instruction designed to provide a comprehensive understanding of the Exchange Visitor Program; its public diplomacy objectives; and the Secondary School Student category rules and regulations. Sponsors must demonstrate the individual's successful completion of all initial training requirements and that annual refresher training is also successfully completed.
(2) Are adequately supervised. Sponsors must create and implement organization-specific standard operating procedures for the supervision of local coordinators designed to prevent or deter fraud, abuse, or misconduct in the performance of the duties of these employees/agents/volunteers. They must also have sufficient internal controls to ensure that such employees/agents/volunteers comply with such standard operating procedures.
(3) Have been vetted annually through a criminal background check (which must include a search of the Department of Justice's National Sex Offender Public Registry);
(4) Place no exchange student with his or her relatives;
(5) Make no exchange student placement beyond 120 miles of the home of the local coordinator authorized to act on the sponsor's behalf in both routine and emergency matters arising from that exchange student's participation in the Exchange Visitor Program;
(6) Make no monetary payments or other incentives to host families;
(7) Provide exchange students with

reasonable access to their natural parents and family by telephone and email;

(8) Make certain that the exchange student's government issued documents (i.e., passports, Forms DS-2019) are not removed from his/her possession;

(9) Conduct the host family orientation after the host family has been fully vetted and accepted;

(10) Refrain, without exception, from acting as:

(i) Both a host family and a local coordinator or area supervisor for an exchange student;

(ii) A host family for one sponsor and a local coordinator for another sponsor; or

(iii) A local coordinator for any exchange student over whom he/she has a position of trust or authority such as the student's teacher or principal. This requirement is not applicable to a boarding school placement.

(11) Maintain, at minimum, a monthly schedule of personal contact with the exchange student. The first monthly contact between the local coordinator and the exchange student must be in person. All other contacts may take place in-person, on the phone, or via electronic mail and must be properly documented. The sponsor is responsible for ensuring that issues raised through such contacts are promptly and appropriately addressed.

(12) That a sponsor representative other than the local coordinator who recruited, screened and selected the host family visit the exchange student/host family home within the first or second month following the student's placement in the home.

(13) Maintain, at a minimum, a monthly schedule of personal contact with the host family. At least once during the fall semester and at least once during the spring semester, (i.e., twice during the academic year) the contact by the local coordinator with the host family must be in person. All other contacts may take place in person, on the phone, or via electronic mail and must be properly documented. The sponsor is responsible for ensuring the issues raised through such contacts are promptly and appropriately addressed.

(14) That host schools are provided contact information for the local organizational representative

(including name, direct phone number, and e-mail address), the program sponsor, and the Department's Office of Designation; and

(15) Adhere to all regulatory provisions set forth in this Part and all additional terms and conditions governing program administration that the Department may impose.

(e) Student selection. In addition to satisfying the requirements of § 62.10 (a), sponsors must ensure that all participants in a designated secondary school student exchange visitor program:

(1) Are secondary school students in their home countries who have not completed more than 11 years of primary and secondary study, exclusive of kindergarten; or are at least 15 years of age, but not more than 18 years and six months of age as of the program start date;

(2) Demonstrate maturity, good character, and scholastic aptitude; and

(3) Have not previously participated in an academic year or semester secondary school student exchange program in the United States or attended school in the United States in either F-1 or J-1 visa status.

(f) Student enrollment. (1) Sponsors must secure prior written acceptance for the enrollment of any exchange student in a United States public or private secondary school. Such prior acceptance must:

(i) Be secured from the school principal or other authorized school administrator of the school or school system that the exchange student will attend; and

(ii) Include written arrangements concerning the payment of tuition or waiver thereof if applicable.

(2) Under no circumstance may a sponsor facilitate the entry into the United States of an exchange student for whom a written school placement has not been secured.

(3) Under no circumstance may a sponsor charge a student private school tuition if such arrangements are not finalized in writing prior to the issuance of Form DS-2019.

(4) Sponsors must maintain copies of all written acceptances for a minimum of three years and make such documents available for Department of State inspection upon request.

(5) Sponsors must provide the school with a translated "written English

language summary" of the exchange student's complete academic course work prior to commencement of school, in addition to any additional documents the school may require. Sponsors must inform the prospective host school of any student who has completed secondary school in his/her home country.

(6) Sponsors may not facilitate the enrollment of more than five exchange students in one school unless the school itself has requested, in writing, the placement of more than five students from the sponsor.

(7) Upon issuance of a Form DS-2019 to a prospective participant, the sponsor accepts full responsibility for securing a school and host family placement for the student, except in cases of voluntary student withdrawal or visa denial.

(g) Student orientation. In addition to the orientation requirements set forth at § 62.10, all sponsors must provide exchange students, prior to their departure from their home countries, with the following information:

(1) A summary of all operating procedures, rules, and regulations governing student participation in the exchange visitor program along with a detailed summary of travel arrangements;

(2) A copy of the Department's welcome letter to exchange students;

(3) Age and language appropriate information on how to identify and report sexual abuse or exploitation;

(4) A detailed profile of the host family with whom the exchange student will be placed. The profile must state whether the host family is either a permanent placement or a temporary arrival family;

(5) A detailed profile of the school and community in which the exchange student will be placed. The profile must state whether the student will pay tuition; and

(6) An identification card, that lists the exchange student's name, United States host family placement and telephone numbers (landline and cellular), sponsor name and main office and emergency telephone numbers, name and telephone numbers (landline and cellular) of the local coordinator and area representative, the telephone number of Department's Office of Designation, and the Secondary School Student program toll free emergency

telephone number. The identification card must also contain the name of the health insurance provider and policy number. Such cards must be corrected, reprinted, and reissued to the student if changes in contact information occur due to a change in the student's placement.

(h) Student extra-curricular activities.

Exchange students may participate in school sanctioned and sponsored extracurricular activities, including athletics, if such participation is:

(1) Authorized by the local school district in which the student is enrolled; and

(2) Authorized by the state authority responsible for determination of athletic eligibility, if applicable. Sponsors shall not knowingly be party to a placement (inclusive of direct placements) based on athletic abilities, whether initiated by a student, a natural or host family, a school, or any other interested party.

(3) Any placement in which either the student or the sending organization in the foreign country is party to an arrangement with any other party, including receiving school personnel, whereby the student will attend a particular school or live with a particular host family must be reported to the particular school and the National Federation of State High School Associations prior to the first day of classes.

(i) Student employment. Exchange students may not be employed on either a full or part-time basis but may accept sporadic or intermittent employment such as babysitting or yard work.

(j) Host family application and selection. Sponsors must adequately screen and select all potential host families and at a minimum must:

(1) Provide potential host families with a detailed summary of the Exchange Visitor Program and of their requirements, obligations and commitment to host;

(2) Utilize a standard application form developed by the sponsor that includes,

at a minimum, all data fields provided in Appendix F, "Information to be Collected on Secondary School Student Host Family Applications". The form must include a statement stating that: "The income data collected will be used solely for the purposes of determining that the basic needs of the

exchange student can be met, including three quality meals and transportation to and from school activities."

Such application form must be signed and dated at the time of application by all potential host family applicants. The host family application must be designed to provide a detailed summary and profile of the host family, the physical home environment (to include photographs of the host family home's exterior and grounds, kitchen, student's bedroom, bathroom, and family or living room), family composition, and community environment. Exchange students are not permitted to reside with their relatives.

(3) Conduct an in-person interview with all family members residing in the home where the student will be living;

(4) Ensure that the host family is capable of providing a comfortable and nurturing home environment and that the home is clean and sanitary; that the exchange student's bedroom contains a separate bed for the student that is neither convertible nor inflatable in nature; and that the student has adequate storage space for clothes and personal belongings, reasonable access to bathroom facilities, study space if not otherwise available in the house and reasonable, unimpeded access to the outside of the house in the event of a fire or similar emergency. An exchange student may share a bedroom, but with no more than one other individual of the same sex.

(5) Ensure that the host family has a good reputation and character by securing two personal references from within the community from individuals who are not relatives of the potential host family or representatives of the sponsor (i.e., field staff or volunteers), attesting to the host family's good reputation and character;

(6) Ensure that the host family has adequate financial resources to undertake hosting obligations and is not receiving needs-based government subsidies for food or housing;

(7) Verify that each member of the host family household 18 years of age and older, as well as any new adult member added to the household, or any member of the host family household who will turn eighteen years of age during the exchange student's stay in that household, has undergone a criminal background check (which

must include a search of the Department of Justice's National Sex Offender Public

Registry); (8) Maintain a record of all documentation on a student's exchange program, including but not limited to application forms, background checks, evaluations, and interviews, for all selected host families for a period of three years following program completion; and

(9) Ensure that a potential single adult host parent without a child in the home undergoes a secondary level review by an organizational representative other than the individual who recruited and selected the applicant. Such secondary review should include demonstrated evidence of the individual's friends or family who can provide an additional support network for the exchange student and evidence of the individual's ties to his/her community. Both the exchange student and his or her natural parents must agree in writing in advance of the student's placement with a single adult host parent without a child in the home.

(k) Host family orientation. In addition to the orientation requirements set forth in § 62.10, sponsors must:

(1) Inform all host families of the philosophy, rules, and regulations governing the sponsor's exchange visitor program, including examples of "best practices" developed by the exchange community;

(2) Provide all selected host families with a copy of the Department's letter of appreciation to host families;

(3) Provide all selected host families with a copy of Department of State-promulgated Exchange Visitor Program regulations;

(4) Advise all selected host families of strategies for cross-cultural interaction and conduct workshops to familiarize host families with cultural differences and practices; and

(5) Advise host families of their responsibility to inform the sponsor of any and all material changes in the status of the host family or student, including, but not limited to, changes in address, finances, employment and criminal arrests.

(l) Host family placement. (1)

Sponsors must secure, prior to the student's departure from his or her home country, a permanent or arrival host family placement for each exchange student participant. Spon-

sors may not:

(i) Facilitate the entry into the United States of an exchange student for whom a host family placement has not been secured;

(ii) Place more than one exchange student with a host family without the express prior written consent of the host family, the natural parents, and the students being placed. Under no circumstance may more than two exchange students be placed with a host family, or in the home of a local coordinator, regional coordinator, or volunteer. Sponsors may not place students from the same countries or with the same native languages in a single home.

(2) Prior to the student's departure from his or her home country, sponsors must advise both the exchange student and host family, in writing, of the respective family compositions and backgrounds of each, whether the host family placement is a permanent or arrival placement, and facilitate and encourage the exchange of correspondence between the two.

(3) In the event of unforeseen circumstances that necessitate a change of host family placement, the sponsor must document the reason(s) necessitating such change and provide the Department of State with an annual statistical summary reflecting the number and reason(s) for such change in host family placement in the program's annual report.

(m) Advertising and Marketing for the recruitment of host families. In addition to the requirements set forth in § 62.9 in advertising and promoting for host family recruiting, sponsors must:

(1) Utilize only promotional materials that professionally, ethically, and accurately reflect the sponsor's purposes, activities, and sponsorship;

(2) Not publicize the need for host families via any public media with announcements, notices, advertisements, etc. that are not sufficiently in advance of the exchange student's arrival, appeal to public pity or guilt, imply in any way that an exchange student will be denied participation if a host family is not found immediately, or identify photos of individual exchange students and include an appeal for an immediate family;

(3) Not promote or recruit for their programs in any way that compromises the privacy, safety or security of

participants, families, or schools.

Specifically, sponsors shall not include personal student data or contact information (including addresses, phone numbers or email addresses) or photographs of the student on Web sites or in other promotional materials; and

(4) Ensure that access to exchange student photographs and personally identifying information, either online or in print form, is only made available to potential host families who have been fully vetted and selected for program participation. Such information, if available online, must also be password protected.

(n) Reporting requirements. Along with the annual report required by regulations set forth at § 62.15, sponsors must file with the Department of State the following information:

(1) Sponsors must immediately report to the Department any incident or allegation involving the actual or alleged sexual exploitation or any other allegations of abuse or neglect of an exchange student. Sponsors must also report such allegations as required by local or state statute or regulation.

Failure to report such incidents to the Department and, as required by state law or regulation, to local law enforcement authorities shall be grounds for the suspension and revocation of the sponsor's Exchange Visitor Program designation;

(2) A report of all final academic year and semester program participant placements by August 31 for the upcoming academic year or January 15 for the Spring semester and calendar year. The report must be in the format directed by the Department and must include at a minimum, the exchange student's full name, Form DS-2019 number (SEVIS ID #), host family placement (current U.S. address), school (site of activity) address, the local coordinator's name and zip code, and other information the Department may request; and

(3) A report of all situations which resulted in the placement of an exchange student with more than one host family or in more than one school. The report must be in a format directed by the Department and include, at a minimum, the exchange student's full name, Form DS-2019 number (SEVIS ID #), host family placements (current U.S. address), schools (site of activity

address), the reason for the change in placement, and the date of the move. This report is due by July 31 for the previous academic school year. A new Appendix F is added to Part 62, as follows:

Appendix F to Part 62—Information To Be Collected on Secondary School Student Host Family Applications

Basic Family Information:

- a. Host Family Member—Full name and relationship (children and adults) either living full-time or part-time in the home or who frequently stay at the home)
- b. Date of Birth (DOB) of all family members
- c. Street Address
- d. Contact information (telephone; e-mail address) of host parents
- e. Employment—employer name, job title, and point of contact for each working resident of the home
- f. Is the residence the site of a functioning business? (e.g., daycare, farm)
- g. Description of each household member (e.g., level of education, profession, interests, community involvement, and relevant behavioral or other characteristics of such household members that could affect the successful integration of the exchange visitor into the household)
- h. Has any member of your household ever been charged with any crime?

Household Pets:

- a. Number of Pets
- b. Type of Pets

Financial Resources:

a. Average Annual Income Range: Less than \$25,000; \$25,000–\$35,000; \$35,000–\$45,000; \$45,000–\$55,000; \$55,000–\$65,000; \$65,000–\$75,000; and \$75,000 and above.

Note: The form must include a statement stating that: "The income data collected will be used solely for the purposes of ensuring that the basic needs of the exchange students can be met, including three quality meals and transportation to and from school activities"

- b. Describe if anyone residing in the home receives any kind of public assistance (financial needs-based government subsidies for food or housing)
- c. Identify those personal expenses expected to be covered by the student

Diet:

- a. Does anyone in the family follow any dietary restrictions? (Y/N)
If yes, describe:
- b. Do you expect the student to follow any dietary restrictions? (Y/N)

If yes, describe:

c. Would you feel comfortable hosting a student who follows a particular dietary restriction (ex. Vegetarian, Vegan, etc.)? (Y/N)

d. Would the family provide three (3) square meals daily?

High School Information:

a. Name and address of school (private or public school)

b. Name, address, e-mail and telephone number of school official

c. Approximate size of the school student body

d. Approximate distance between the school and your home

e. Approximate start date of the school year

f. How will the exchange student get to the school (e.g. bus, carpool, walk)?

g. Would the family provide special transportation for extracurricular activities after school or in the evenings, if required?

h. Which, if any, of your family's children, presently attend the school in which the exchange visitor is enrolled?

If applicable list sports/clubs/activities, if any, your child(ren) participate(s) in at the school

i. Does any member of your household work for the high school in a coaching/teaching/or administrative capacity?

j. Has any member of your household had contact with a coach regarding the hosting of an exchange student with particular athletic ability?

If yes, please describe the contact and sport.

Community Information:

a. In what type of community do you live (e.g.: Urban, Suburban, Rural, Farm)

b. Population of community

c. Nearest Major City (Distance and population)

d. Nearest Airport (Distance)

e. City or town website

f. Briefly describe your neighborhood and Community

g. What points of interest are near your area (parks, museums, historical sites)?

h. Areas in or near neighborhood to be avoided?

Home Description:

a. Describe your type of home (e.g. single family home, condominium, duplex, apartment, mobile home) and include photographs of the host family home's exterior and grounds, kitchen, student's bedroom, student's bathroom, and family and living areas.

b. Describe Primary Rooms and Bedrooms

c. Number of Bathrooms

d. Will the exchange student share a bedroom? (Y/N)

If yes, with which household resident?

e. Describe the student's bedroom

f. Describe amenities to which the student

has access

g. Utilities

Family Activities:

a. Language spoken in home

b. Please describe activities and/or sports each family member participates in: (e.g., camping, hiking, dance, crafts, debate, drama, art, music, reading, soccer, baseball, horseback riding)

c. Describe your expectations regarding the responsibilities and behavior of the student while in your home (e.g., homework, household chores, curfew (school night and weekend), access to refrigerator and food, drinking of alcoholic beverages, driving, smoking, computer/Internet/E-Mail)

Would you be willing voluntarily to inform the exchange visitor in advance of any religious affiliations of household members? (Y/N)

Would any member of the household have difficulty hosting a student whose religious beliefs were different from their own? (Y/N)

Note: A host family may want the exchange visitor to attend one or more religious services or programs with the family. The exchange visitor cannot be required to do so, but may decide to experience this facet of U.S. culture at his or her discretion. How did you learn about being a host family?

References:

Dated: October 21, 2010.

Sally J. Lawrence,
Director, Office of Designation, Bureau of Educational and Cultural Affairs, Department of State.

[FR Doc. 2010-27200 Filed 10-26-10; 8:45 am]
BILLING CODE 4710-05-P

Student Insurance Summary **AVI International** **Non-German Students**

All Global Insights students are covered by an insurance policy provided by AVI International.

AUS, NZL, POL

If you are hosting a student with an ID number that starts with any of the above prefixes, the student's policy number is **AVO-9063/620.058**

ALL students will be issued an ID card that lists the correct policy number and claims procedures. Students should carry this ID card with them at all times and refer to it for information on how to file a claim.

ALL host families can find an insurance brochure and claim form in the Host Family Welcome Packet. Please refer to this booklet for a summary of the policy, as well as the procedures to file a claim. Please keep this booklet in an easily accessible area in case the need for medical attention arises.

Important Policy Highlights:

- 1) For non-emergency situations, students need to contact the toll-free number on their insurance ID card to notify the center of the need for a visit to a doctor and to verify coverage and open a claim. Students can visit any doctor that will accept them as a patient - however, if they visit a doctor suggested by the insurance company (a "preferred provider") that doctor will bill the insurance company directly and the student will not have to pay up-front and the student will not have to mail in a claim. If the suggested preferred provider is not located conveniently or is simply not the doctor of choice, the student can visit another doctor but is likely to have to pay up-front and will have to mail in the appropriate documentation/receipts and wait for reimbursement. In either case, the student must contact the insurance company **PRIOR** to making an appointment to verify coverage and open a claim. It is suggested that students be reminded to take money with them to any appointment, just in case, as host families are **NOT** expected to pay for medical expenses or loan money to students.
- 2) In case of an emergency, students should visit the closest hospital. In such cases, the insurance emergency center (toll-free number listed on the student's insurance ID card) must be contacted within 24 hours in order to approve the charges and arrange payment with the hospital. If students use an emergency room in non-emergency situations (flu, sinus congestion, sore throat, etc.), they will be responsible for paying a \$150 deductible unless they are admitted to the hospital or present with an acute illness or accident.
- 3) Sports – School sports injuries will be covered – however, due to the extremely high cost of knee surgeries in the US, AVI will **NOT** pay for any knee operation, whether incurred doing a school sport or recreational sports. Rather, the insurance

- company will pay to send the student to his home country for surgery and then fly the student back to the US. For this reason, if your student is participating in sports with a risk for knee injuries, he/she is strongly encouraged to purchase additional insurance coverage for such situations. It is our experience that local school systems usually offer a supplemental insurance policy for students participating in school sports. Such policies may or may not provide such coverage but are worth evaluating.
- 4) Students are **NOT** allowed to drive ANY motorized vehicle and are **NOT** covered for injuries sustained when driving such vehicles. This includes cars, trucks, ATVs (3-4 wheelers), golf carts, jet-skis, snowmobiles, tractors, etc. The best policy is NEVER to make an exception to allow your student to drive any motorized vehicle. In addition, coverage is **NOT** provided for students who are passengers on ATVs, motorcycles, jet-skis, and other recreational vehicles – as a result, students should not participate in these activities.
 - 5) Certain activities considered “high-risk” are excluded from coverage. Those include scuba diving, hang gliding, mountaineering, hunting, use of firearms or air/spring powered guns, archery, parachuting, ice hockey, boxing, martial arts, parachuting, bungee-cord jumping, surfing, wave running, jet-skiing, etc. As such, students are **NOT** allowed to participate in the above listed activities! Horseback riding is covered but horse jumping is not covered. Skiing and snowboarding within marked trails is covered but skiing and snowboarding outside marked trails is not covered. (refer to the insurance brochure for more detailed information).
 - 6) Dental coverage is not provided except in the case of a dental issue caused by an injury to the mouth or an infection (page 8 of the insurance brochure). Exams, crowns, etc., are not covered.

Filing a Claim:

Students will need to file a claim if:

- they pay out of pocket for medical services and need to be reimbursed.
- they visit a doctor that agreed to bill the insurance company but they are now receiving bills (if the situation cannot be resolved by contacting the doctor’s office directly)
- they have a non-medical claim (luggage/third-party liability) to submit

(Claims for lost/stolen/damaged property must be submitted within 5 days. Medical claims must be submitted within 14 days!)

To file a claim by mail:

Send all the itemized **ORIGINAL** invoices, receipts, bills, and completed claim form to:

ICS – International Claims Services
27422 Portola Parkway – Suite 110
Foothill Ranch, CA 92610, USA
* By fax : (949) 271 2330

To check the status of a claim, please contact customer service at:
1-800-477-2767

To file a claim online:

Go to www.gbg.com

For additional information regarding the insurance coverages (including luggage coverage and third-party liability), as well as information regarding policy exclusions, procedures on how to file a claim, etc., please refer to the AVI International Insurance Brochure, or contact the insurance company directly at the numbers provided in the brochure and above.

In addition, students/HF can visit the GBC website after registering:

Go to www.avi-international.info

On the initial visit, students need to define their profile by entering their email address and password, then click “register your account (here)” and follow the directions. Once registered and signed on, click the tabs “General Conditions” and “Sum Up” for a description of the policy and coverages. Click the “Assistance” tab for the claims center information and to download an insurance claim form.

Online Preferred Provider Search:

To search online for preferred providers that will bill directly to the insurance and not require out-of-pocket payment:

Go to <https://www.gbg.com/ProviderSearch/ProviderSearch.aspx?Network=AETNA>

Enter Country and Postal Code and click Search

Enter the requested information and for “Select a Plan,” choose “Passport to Healthcare Primary PPO Network”

Please detach the below insurance card and keep it always with you



CLAIM FORM
MEDICAL / DENTAL
DAMAGED / STOLEN PROPERTY (Back)

SECTION 1. PLEASE **PRINT OR TYPE CLEARLY**. This section must be filled out completely for all claims.

First and last name of Insured (list all names you are known by)		<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth
Home Country Address		Phone #	
Host Country Address		Phone #	
Email address			
Home Country Departure Date	Home Country Return Date	Has previous form been submitted for this claim ? <input type="checkbox"/> Yes - Date <input type="checkbox"/> No	
Date of sickness / accident	Were you in a motor vehicle accident ? <input type="checkbox"/> No <input type="checkbox"/> Yes, Name of driver and address	Have you had any previous treatment for this condition ? <input type="checkbox"/> No <input type="checkbox"/> Yes, if so when ?	month year
Date first saw physician	Are you cured ? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is there any pending medical invoice we should receive ? <input type="checkbox"/> Yes <input type="checkbox"/> No	Benefits should be paid to : <input type="checkbox"/> Doctor <input type="checkbox"/> Hospital <input type="checkbox"/> Camp / Exch. Org <input type="checkbox"/> Insured <input type="checkbox"/> Host family <input type="checkbox"/> Other (specify)
Are you eligible for a National Medical System in your Home country ? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does any other Insurance company cover this illness or injury ? <input type="checkbox"/> No <input type="checkbox"/> Yes, Compagny Name, address & policy #	Should you wish a bank transfer, please make sure to provide your complete bank details (bank name, bank address, account n , IBAN and SWIFT codes).	
Describe your illness or injury. If injury, how did it happen ?			

SECTION 2 : TO BE COMPLETED BY **CLAIMANT** (Participant), **CLAIM CANNOT BE PROCESSED WITHOUT INSURED SIGNATURE**
MEDICAL RELEASE FORM

I HEREBY CERTIFY that the above statements are true and correct to the best of my knowledge, and further I AUTHORIZE THE INSURANCE COMPAGNY or any party the Company authorizes to obtain, or release any information acquired in the course of my examination or treatment. I CERTIFY that I will make no claims on lost or damaged property after reimbursement has been paid, should the property later be recovered, and that I will notify the Company immediately should I take possession of said property.

Sign here
Participant *Date and Place*

SECTION 3 : TO BE COMPLETED BY **ATTENDING PHYSICIAN**

Diagnosis :
Has patient ever had same or similar symptoms ? <input type="checkbox"/> No <input type="checkbox"/> Yes, if so when & where
Is it a congenital condition ? <input type="checkbox"/> No <input type="checkbox"/> Yes.....
<i>Signature of Physician or Supplier</i>

SECTION 4 : TO BE FILLED OUT BY THE **PARTICIPANT**. Please itemize all the medical charges & expenses as is applicable. **Attach all ORIGINAL** (not photocopies) bill and receipts.

DATE OF SERVICE	NAME OF MEDICAL SERVICE PROVIDER/PHARMACIES	CHARGES
.....
.....
.....
TOTAL MEDICAL AND/OR MEDICATION BILL CLAIM AMOUNT

PROPERTY CLAIM ONLY
PLEASE FILL OUT SECTION # 1, 2, 5, & 6

SECTION 5 : COMPLETE FOR PERSONAL PROPERTY (DAMAGED/STOLEN ARTICLES)

What kind of damage/loss ?	When & where did the damage/loss occur ? (yr/mo/day)	Become noticed (yr/mo/day)
Where were you when damage/loss was noticed ?	Has the damage/loss been reported (attach report) <input type="checkbox"/> Police <input type="checkbox"/> Transport Co. <input type="checkbox"/> Area Rep. <input type="checkbox"/> School/Hotel	
Where were articles kept when damage/loss occurred ?	Was the room locked ? <input type="checkbox"/> No <input type="checkbox"/> Yes; Where was the key	
Was the storage place (suitcase, locker, drawer, etc...) locked ? <input type="checkbox"/> No <input type="checkbox"/> Yes; Where was the key ?	What other step was taken to protect items ?	
Describe in detail the circumstances of damage/loss (list damaged/stolen property below, section 6) :		
.....		
.....		
.....		
(Attach separate sheet if necessary)		
Does any other insurance cover this damage/loss ?		
<input type="checkbox"/> No <input type="checkbox"/> Yes; Company Name, Address & Policy no.		

SECTION 6 : COMPLETE FOR ALL CLAIMS

☞ Property damage/loss : List below all stolen/damaged property. Include original purchase price or repair cost. Attach original bills and receipt
Replacement invoices will NOT be considered proof of property or proof of value.

Describe property in detail	To be paid to : (attach list if needed)	For Property Claim Only		Amount of Claim
		Purchase Amount or Repair Cost	Date of Purchase	
.....				
.....				
.....				
.....				
.....				
.....				
.....				
(Attach separate sheet if necessary)				

Compensation to be paid to <input type="checkbox"/> Insured	<input type="checkbox"/> Host Family
<input type="checkbox"/> Someone Else (Full name, Address and reason)	<input type="checkbox"/> Camp (Full name, Address and reason)

Host Family Rules Workbook



Global Insights is a non-profit foundation

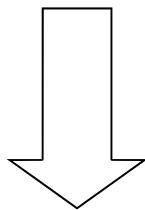
Our Local Area Representative _____

Address _____

City, State, Zip _____

Home Phone _____ **Cell Phone** _____

Email _____



Global Insights National Office

Sherry Buchla
1094 Gordon Combs Road NW
Marietta, GA 30064
1-888-246-7863
sherry@globalinsights.org

HOST FAMILY RULES FORM

Welcome to our family! These rules and expectations are designed to help "bond" our family and prevent misunderstandings. Your Area Representative asked us to go over these with you shortly after you arrive. If there are ever any concerns this year, we should sit down as a family and discuss them as a first step. Then, if we cannot come to an agreement, either of us may call the Area Representative to discuss this concern.

MEALS

Breakfast

I ____ will ____ will not be expected to fix my own breakfast.

Breakfast normally consists of: (list food)

Times for breakfast: _____ weekdays _____ weekends

Lunch

I will buy my lunch at school daily. The cost is _____.

On weekends, lunch is usually eaten at _____.

Dinner

Dinner is usually eaten at _____ pm.

If I will not be home at this time, I should call by _____ pm.

If I will be home later and would like to eat dinner, I should:

Snacks – What can I eat for snacks and when?

FOODS

I am allergic to these foods:
The reaction I have when eating them is:

My favorite foods are:

My least favorite foods are:

HOUSEHOLD DUTIES

I am expected at all times to keep my room clean and to make my bed daily.

Other duties:

Duty:

When:

How often:

LAUNDRY

Location for dirty laundry:

Procedure for washing/drying laundry:

CURFEWS

I understand that I must always ask my host family's permission BEFORE making any plans with others.

My curfew is: _____ weekdays _____ weekends

If I cannot be home by this time, I should always call my host family before that time and expect restrictions for breaking the curfew, as determined by my host parents.

These are the times my host family is usually home from work:

Host Mom: _____ weekdays _____ weekends

Host Dad: _____ weekdays _____ weekends

I should expect to spend _____ evenings per week with my host family and not with friends.

ENTERTAINMENT OF FRIENDS

I _____ can _____ cannot entertain friends in my host family's home without adults being present.

*I understand that at no time will I be allowed to take a friend of the opposite sex to my bedroom. I also understand that I must always ask permission before bringing friends home.

Host family rules regarding entertaining friends at home:

CONTACT WITH HOME

I understand that communication with family and friends in my home country will be limited to a **TOTAL of ONE HOUR PER WEEK**. This includes **ALL FORMS** of communication – landline phones, cell phones, (made or received), email, instant messages, text messages, Skype, Facebook, Twitter, etc.

The designated time for me to use the telephone and internet to contact my family/friends at home will be from _____ to _____ on _____.
(time) (time) (day)

LANDLINE TELEPHONE

There is not a charge for local calls to numbers with these first three numbers:

If I use the host family’s landline phone for long distance calling, it must be with their prior permission and I understand I will be responsible for any long-distance charges. I will pay for charges by either purchasing a pre-paid calling card, or (with the host family’s permission), I will reimburse the host family each month after reviewing the charges on the family’s phone bill. This fee must be paid immediately upon notification from my host family.

I know I must keep my long distance/international calls (and all other communication to family and friends at home) to a maximum of one hour per week total. I understand that my host family will set a specific time when I have permission to use my allotted telephone time.

I should tell my friends not to call after _____pm.

CELL PHONE

I understand that my host parents will determine if/when I am allowed to use a cell phone. If I brought a cell phone from home, I understand that my host parents may allow me to use it at designated time periods, or may prefer that I only use a US pre-paid phone while on the program. I understand that I am not allowed to enter into any cell phone contract or expect to use a cell phone provided by my host family at their expense. I understand that the use of the cell phone, whether brought from home or purchased by me in the US, will be under the control of my host parents. I also understand that the cell phone is to be used for communication with my host family and American friends, and is not to be used to for communication with family/friends in my home country, unless such usage is during the appointed one-hour per week time period, and only with my host parent’s permission.

I may use my cell phone as described above between the following hours:
_____ and _____.

Outside of these hours, I must keep my phone in the following location:

ELECTRONIC DEVICES/INTERNET/EMAIL

I understand that use of any electronic device for communication with friends/family at home (computers, tablets, mp3 players, data phones, etc.) must be part of the one hour total mentioned above. With the permission of the host family and under their guidance, I will be given ample time to use the family computer (if my host family has a computer) for homework assignments. I

understand that I am not allowed to download any programs without explicit written permission from my host parents. I also understand that should I cause any damage to my host family's computer (through downloading programs/files or through viruses obtained by visiting web sites), I will be responsible for the repair or replacement of the host family's computer. I understand that if I have possession of any electronic device that allows me to connect to the internet, my host parents have the right to control my use of such devices (including the use of social media) and that any such use must have their prior permission and not exceed the one-hour per week rule when contacting family/friends from home.

I may have internet access as described above between the following hours:
_____ and _____.

Outside of these hours, I must keep all personal devices with internet capability in the following location:

My punishment for violating my host parent's rules regarding use of the home telephone, cell phone, family computer and/or any device that allows an internet connection will be:

MONEY

My Area Representative has the expenses I am responsible for. I will keep in mind that my host family is providing me with a home for the school year and meals when we are eating at home. These are my responsibilities:

School registration (from \$100.00-\$300.00 depending on courses/sports the student chooses)

School lunches (\$3.00 -\$5.00 daily, depending on food choices of the student - schools may also have drink and snack machines)

Entertainment costs (meals out, movies, football games, etc.).

Toiletry items as: make-up, shampoo, hair spray, deodorant

Haircuts

Clothing

Travel costs, if going with host family, independent travel, or school trips

Any food items that I would like to have that my host family does not ordinarily buy (example, snacks, drinks) that I eat in excess.

I understand that it is my responsibility to budget my money. I am not allowed to borrow money from my host family members at anytime, nor am I to lend to them.

Other potential expenses:

BATHROOM

I understand that the bathrooms in my host family's home may be shared by more than one person and that I need to limit my time in the bathroom, as well as the use of water, as directed by my host parents. I also understand that I need to be mindful not to use excessive amount of toilet paper and understand that if cause damage to my host family's home because of not following directions, I will be responsible for paying for any damages caused.

I prefer to shower in the ____ morning ____ evening

If I shower in the morning, I should do so around ____ am., and be out of the bathroom by ____ am.

SCHOOL

I need to be dressed and ready to leave for school by ____ am.

I will ride to school ____ by bus ____ by car.

I ____ may ____ may not get a ride to or from school with friends.

PETS

The following list includes the names of the family pets, (if they are inside, outside, or both) and information on feeding and caring for them, if that will be my responsibility.

SMOKING

Please note: Global Insights does not accept students who smoke. If I smoked prior to arriving in the US, I understand that it is my responsibility to cease smoking while in the US. I understand that if I smoke while in the US, I may be dismissed from the Global Insights program.

CHURCH

My host family ____ does ____ does not attend church.

If my host family attends church, I agree to attend with them, as a family activity and out of respect for their culture and beliefs. I will be expected to attend on:

I need to be dressed and ready to leave by _____.

This church service will last approximately _____.

STUDY

I understand that I am expected to complete all homework assignments and turn them in when due, and to study as needed to maintain at least a “C” in each class. If I need help on an assignment, I will ask. If I am sharing a room with a host sibling who needs to study after I have finished, out of courtesy to them, I will be quiet and refrain from making excessive noise.

Where to study:

Time to study:

BEDTIME

My host family usually goes to bed at _____ weekdays _____ weekends.

If I am permitted to be up later, I will be quiet (example, television, music, no friends over, etc.)

DISCIPLINE

There must be consequences for not abiding by rules or guidelines set by my family. Some rules, such as curfew, are mentioned in this document. I understand, however, that this document does not list every rule and that there may be instances when my host parents may need to amend this document. Below is an explanation as to what could happen as a result of breaking a family rule or courtesy. I understand that there may be different consequences for different actions.

Student’s Signature

Date

Host Father’s Signature

Date

Host Mother’s Signature

Date