



Host Family Handbook

PAX - Program of Academic Exchange

IMPORTANT INFORMATION

STUDENT

Our student's name _____

Our student's birthday _____

Our student's home telephone number _____

Our student's email address _____

COMMUNITY COORDINATOR

Our CC's name _____

Our CC's telephone numbers _____ (home)

_____ (work)

_____ (cell)

Our CC's email address _____

PAX NATIONAL OFFICE

Our regional director's name _____

National office: 800.555.6211

After hours emergency service: 800.555.6211

Dear PAX Host Family,

A warm welcome to PAX - Program of Academic Exchange.

You are about to enter the exciting, enriching world of intercultural exchange. Soon you will welcome a new family member into your home and begin to experience the joys—and challenges—of sharing your daily life with a young person from another culture. You will be asked to explain and interpret many beliefs, habits, and customs which you never think to question.

At the same time, you will provide an environment of support and friendship that will enable your exchange student to adjust to daily life in your home, at school, and as a member of your community. Your student will gain a realistic picture of American culture, which will influence his or her thinking for a lifetime.

We encourage an honest exchange of viewpoints and much cultural sharing between your family and your student. Cultures have similarities and differences. Encountering these differences broadens our horizons and enriches our lives. By sharing our diverse cultures, we are making lifelong friendships and promoting international understanding. This is the basic goal of our organization.

This handbook is intended to provide you with information about your role and your responsibilities as a PAX host family. It is also intended to help to prepare your family for the year ahead. Because the exchange experience is unique to each family and student, this handbook can only serve as a guide. While PAX rules and policies must be respected, much of the information offered here should be applied with common sense and with regard to your own particular circumstances.

Thank you for becoming a member of our worldwide “family.” Have a great year!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bradley Smith', written over a large, stylized blue oval graphic.

Bradley Smith
President & CEO



U.S. Department of State
Bureau of Educational and Cultural Affairs
Private Sector Exchange



January 8, 2024

Dear American Host Family:

Welcome to the U.S. Department of State's BridgeUSA Exchange Visitor Program! On behalf of the U.S. Department of State, we would like to thank you for your decision to host an international exchange student. People-to-people exchanges are a valuable tool of foreign policy. BridgeUSA programs allow you to experience first-hand the richness and diversity of a culture different from your own, as you exemplify American values and culture to an exchange student. Through this program, you will join thousands of American families who serve as citizen ambassadors of the United States. Many families have found hosting an exchange student to be a rewarding and memorable experience.

High School exchange programs have been a part of U.S. public diplomacy efforts since 1949. Approximately 20,000 exchange 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 exchange student is a guest in your home and in our country and you may be the first Americans this young person meets. Your hospitality will create a lasting impression of our country and its people.

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 his/her program. The regulations governing the secondary school student program are found at eCFR — [Exchange Visitor Program regulations](#) (22 CFR 62 - Exchange Visitor Program). These regulations address the most frequently asked questions about the program and provide the rules under which the program operates. It is extremely important that you notify your sponsor representative if you have any concerns or if the exchange student's personal health, safety, or well-being is threatened in any way. If the sponsoring organization is not responsive to your concerns, you should contact the Department of State directly through our J-1 Visa Emergency Helpline 1-866-283-9090, which is available 24 hours a day, 7 days a week, or by e-mail at JVisas@state.gov.

The BridgeUSA program will create a strong life-long bond between you, your international student, and your local community. We are pleased that you made the decision to be part of this impactful exchange program.

Sincerely,

A handwritten signature in black ink that reads "Rebecca A. Pasini".

Rebecca A. Pasini
Deputy Assistant Secretary
for Private Sector Exchange

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AT A GLANCE

ORGANIZATION OVERVIEW

Founded in 1990, PAX is a not-for-profit organization committed to global education and exchange opportunities for students, host families, schools, and communities to open doors, embrace cultures, and become family. A network of community coordinators throughout the U.S. along with sending organizations from around the world support PAX in the fulfillment of this mission.

U.S. DEPARTMENT OF STATE PROGRAMS

PAX is honored to administer two U.S. Department of State (USDOS) programs with funding provided by the U.S. Government. Known as "FLEX" and "YES," these two USDOS Bureau of Educational and Cultural Affairs programs are presented below.

Future Leaders Exchange (FLEX) Program

In 1992, following the dissolution of the Soviet Union, America reached out to the Newly Independent States in the form of the Future Leaders Exchange (FLEX) Program, which provides scholarships for high school students from Eurasia to spend one academic year in the United States. In recent years, the FLEX program has expanded and now includes new countries, including countries in central and eastern Europe and the Balkans, in addition to Mongolia.

Kennedy-Lugar Youth Exchange and Study (YES) Program

The Kennedy-Lugar Youth Exchange and Study (YES) program was established by Congress in October 2002 in response to the events of September 11, 2001. The program provides scholarships for high school students from countries with significant Muslim populations to spend up to one academic year in the U.S.

PAX MEANS PEACE SCHOLARS

For decades, PAX has provided scholarship opportunities for impressive international teens who could otherwise not afford to follow their dreams of being an exchange student in the U.S. PAX Means Peace Scholars (launched in 2015) is in keeping with these efforts, welcoming bright and talented

students from our partner school in Somaliland to spend one academic year in the U.S.

PAX KEY PLAYERS

PAX Partner Abroad (“sending organization”)

PAX works in partnership with sending organizations from around the world. In the case of FLEX and YES, these sending organizations are through American Councils for International Education.

PAX Community Coordinator

The national office carefully selects responsible community members to represent PAX at the local level. A PAX community coordinator must have good judgment, solid interpersonal and communication skills, and a real fondness for teenagers.

PAX National Office

The program is headquartered in New Rochelle, New York. Experienced, full-time staff manage the program by providing leadership, direction, and support to PAX community coordinators in towns across the U.S.

ROLES, RESPONSIBILITIES, AND EXPECTATIONS

Another very “key player” is of course you, the PAX host family. In this section, we’ll define and discuss the roles, responsibilities, and expectations of not only the host family but also the student and community coordinator.

HOST FAMILY

Host Family Role

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 few experiences with which to compare.

Hosting an exchange student means relating to a special teenage visitor in a new way. 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 don’t happen that easily. Bonds are created from participation in family activities and shared experiences.

Your role as a host family involves two major dimensions:

1. Openly sharing your lifestyle with a young person from a foreign culture.
2. Providing that young person with a supportive, helping hand.

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 ideals 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 respect, responsibility, success, and failure?

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, answering the many questions which arise. Acting as your student’s surrogate family means offering the emotional support, encouragement, and kindness that your student will be missing so far away from his or her natural family.

Host Family Responsibilities

When you agree to host a PAX international student, you are not simply taking on the role of host family; you are also taking on some important responsibilities. We have included a summary of these responsibilities below:

- Host families must provide the student with a bed of his or her own. The bed must include a mattress and a frame and cannot be a mattress on the floor or a convertible bed (e.g. futon, sofa bed, air mattress, Murphy bed, or trundle). The student may share a bedroom with a host brother or sister, provided the host sibling is the same gender and of similar age.
- PAX is an academic homestay program with equal emphasis on both the academic and the homestay dimensions. Therefore, PAX requests that host families provide their student with a place to study. This may be in the family den, at the kitchen table, or any quiet area where studying and homework may be accomplished.
- Host families are responsible for providing the student three meals a day, including either a bagged lunch for school or school lunch money. If the family provides a packed lunch but the student prefers to purchase a school lunch, the student may do so at his or her own expense. Students should not be enrolled in free or reduced lunch programs at school. If they are auto-enrolled, they should opt out. All other expenses, such as extra school fees or activities, social events, clothing, personal toiletries, and telephone calls are paid by the student.
- Host families are responsible for ensuring that the student has transportation to and from school. Many students ride the bus to school or walk if the host family lives within the walking zone. PAX encourages all students to participate in after-school sports and clubs, and host families are also responsible for providing reasonable transportation to and from these school activities. The host family may provide rides to school activities or help the student to arrange rides with teammates or friends.
- Host families are responsible for ensuring the student has access to a telephone in the case that he or she needs to make an emergency call when the host family is not present.
- Host families are expected to operate within the PAX framework as an important collaborator—supporting PAX policies and maintaining contact with the local PAX community coordinator.
- Host families are also responsible for notifying the local PAX community coordinator about any and all changes, events, medical visits, or concerns involving the student—no matter how seemingly trivial—in addition to keeping the coordinator updated on student progress throughout the year.

To this last point, it is crucial that PAX be kept informed 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, household makeup, or criminal arrest. Please reference the notification policy located in the appendix for more details on the types of events that must be reported.

Finally and perhaps most importantly, PAX 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 discipline, the same praise, etc. as are other family members. In short, your student should experience all of the responsibilities and privileges which come with being a member of your family. PAX host families are expected to learn as much as possible about both the chosen student's culture and the hosting experience in general.

Host Family Expectations

Each family member must make adjustments, as you relate to your student. Your student is also adjusting to you. It takes time to get used to each other, especially since both of you probably have preconceived images of each other, which may or may not be accurate. 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.

It may be helpful to think about your 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 for and fears of the hosting experience. Discuss these expectations as a family. Are these expectations realistic? Understanding your family's expectations will help you with the adjustment process. Compare the hopes and fears of all your family members. Note differences and accept the fact that not everyone has the same perspective on hosting a PAX student.

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 PAX 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.

	<i>Expectations</i>	<i>Fears</i>
Host Mother		
Host Father		
Host Sibling		
Host Sibling		
Host Sibling		
Host Sibling		
Other		

STUDENT

Your student has decided to come to the U.S. for an academic homestay with PAX - Program of Academic Exchange. Choosing PAX means that your student is motivated to spend an academic year (or in some cases one semester), living with an American family and attending a local high school. The student understands when applying for the program that he or she may be placed with a host family anywhere in the continental U.S.

All PAX students are carefully screened, first overseas by PAX's partners abroad ("sending organizations") and again by PAX, for English proficiency and proper motivation. PAX acts as liaison throughout the program year with these sending organizations via phone and email. While PAX's FLEX and YES students in

addition to PAX Means Peace Scholars have received a scholarship, all other PAX students pay a program fee to participate in the program. This fee varies from country to country.

All PAX students are provided with a host family, high school enrollment, and local supervision which includes monthly contact reports. Additionally, PAX students are provided with medical insurance, orientation meetings both in their native country and upon arrival in the U.S., and detailed information about their placement prior to their departure. Now, let's look at your student's role during the program.

Student Role

A PAX exchange student is, quite simply, a high school student from another country. While PAX 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 their own unique combination of quirks and qualities. Add to this the fact that PAX students are in their teens—often a difficult time under any circumstances—and have been separated from the support network of their natural family and close friends. Now you can begin to understand how challenging it is to take on the role of exchange student. PAX participants are certainly courageous!

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 English and teaching Americans about another part of the world—these are some of the reasons your student is participating in the PAX program.

Student Responsibilities

Being an exchange student is not unlike being a member of a family. It comes with rewards and with responsibilities. PAX students have many responsibilities: to their host families, to the PAX program, and to the United States Government.

In addition to a list of high risk activities that are not PAX approved, PAX has 21 program rules by which all exchange students are expected to abide. These

include both program rules and U.S. law. Violation of the following rules may result in a Guidance Letter, Probation, or Disqualification.

PAX PROGRAM RULES

1. Students must always remain aware that they are student ambassadors representing their home country and the PAX program. Exchange students are held to a higher standard of behavior than other teenagers and should take care to maintain a positive reputation in their host community. Students must behave responsibly and be honest and respectful in their actions and communications with others.
2. Students should act as a member of the host family by following host family rules, helping with family chores, and voluntarily participating in family activities. Students should prioritize interaction with family members during time spent at home and minimize time spent on the computer or internet. Students must not go out or invite guests to the host family home without permission from the host parents. Students must not speak negatively about their host family or discuss their host family's private affairs with anyone (whether in person or on the internet) other than a PAX representative or school guidance counselor.
3. Students must follow public health guidance and host family rules regarding COVID-19 and other public health issues, including rules related to social distancing, wearing masks, and contact with individuals outside the host family household.
4. Students must follow school rules, attend school daily, complete all school assignments, and maintain at least a "C" grade in each class at all times. Students are expected to enroll in at least four academic courses per term, including one course in English or American Literature and one course in American History, Government, Sociology, or Economics.
5. Students are not permitted to travel outside the local area either alone or with other teenagers. Overnight travel with the host family, an approved school group, or a responsible adult chaperone is allowed if the student submits a Travel Request Form and receives written permission from the PAX national office. Program travel policies may be updated periodically and can be found online at pax.org/travelrequest. Students are responsible for knowing and following these policies at all times.
6. Hitchhiking or soliciting a ride from a stranger is prohibited. Students are not permitted to ride in a car with a teenage driver without the permission of the host parents.

7. Students are not allowed to make life-altering decisions during the program, including marriage, religious conversion, or entering into contractual agreements. Students are also not allowed to make permanent or drastic changes in their personal appearance, including tattoos or body piercings.
8. Students may not be employed during the program. The only exceptions are occasional jobs in the neighborhood, like yardwork or shoveling snow.
9. PAX discourages natural family visits prior to the end of the student's stay. No visits to or from the student's natural family or friends are permitted before March 1. Approved visits should be no more than four days (unless at the very end of the program, after school is out). The natural family should not stay in the host family home and students should not miss school.
10. Students may not return home for a visit during the program year. In the case of the sudden death of a natural family member, the student may request permission to return home for up to two weeks and then return to the program.
11. PAX students must return home within two weeks of the student's last day of classes or by June 30, whichever is earlier. YES and FLEX scholarship students must return home based on YES and FLEX program requirements. Students who fail to depart the U.S. when instructed by PAX will be in violation of their visa and reported to immigration authorities.
12. Students' personal property is neither the responsibility of PAX nor the host family. Students should not keep large amounts of cash in their possession or at the host family home. Students should not establish a joint bank account or cell phone contract with the host family. Students should not borrow money from the host family and should not lend the host family money for any reason.
13. Students must behave responsibly and appropriately when using the internet. Students should not send or post inappropriate pictures, offensive comments or materials, sexual content, or negative comments or complaints about others by email, text message (SMS), social networking sites or apps, blogs, or other websites. Students who post or share information or media showing behavior that violates PAX rules may be dismissed from the program. Students may also be subject to prosecution for any violation of law.
14. Students are not permitted to change host families or schools without the approval of the PAX national office. Students should not attempt to arrange a host family or school change on their own.
15. Students are not permitted to participate in skydiving, hang gliding, parachute jumping, bungee jumping, heli-skiing, parasailing, water skiing,

scuba diving, whitewater rafting (rapids rated above Class III), mountaineering, rock climbing, spelunking, hunting, boxing, combat sports, or any other dangerous activities. Students are not allowed to drive nor ride as a passenger on a motorcycle, dirt bike, motor scooter, electric scooter, electric bike, ATV, snowmobile, Jet Ski, or private airplane.

16. Students are not allowed to handle a gun or any kind of firearm. Students are not allowed to handle a bow and arrow, except while participating in an archery class or club under the guidance of an authorized school instructor.
17. Students are expected to refrain from sexual intercourse while on the program. Students are not allowed to visit sex-related businesses or view pornographic websites or materials.
18. Students are expected to obey all local, state, and federal laws. The following are U.S. laws and therefore are PAX program rules as well:
 - a. It is against the law for anyone under 21 years of age to purchase or possess tobacco products.
 - b. It is against the law for persons under 21 years of age to purchase or consume alcohol.
 - c. It is against the law to purchase, possess, or consume illegal drugs.
19. Regardless of student age or state law, students are not permitted to smoke or vape any substance while on program. Students are also not allowed to purchase, possess, or use tobacco, marijuana, or vaping materials during the program year.
20. Students are not permitted to drive a car, motorcycle, or any other motorized vehicle. There are no exceptions to this rule. If the student is enrolled in a driver's education program, the student may not participate in the driving portion of the class.
21. Students must follow the instructions of PAX staff at all times. Students should respond promptly to communications from their community coordinator and PAX staff.

In addition to abiding by all state and federal laws, PAX program rules and host family rules, PAX students are responsible for notifying their PAX community coordinator about any and all events, accomplishments, problems, concerns, and questions throughout the year. Like you, your student has many expectations about participating in an exchange. He or she is grappling with hopes and fears about the coming year.

Many PAX students are well-traveled, but some have never been outside their native countries. What they know about the United States they have learned

from books, magazines, television, and movies. Most likely, your student has seen movies and reality TV shows that depict Americans as wealthy, glamorous, or sexually promiscuous. If this is the case, your student may be expecting to live in an affluent community teeming with beautiful people who seek instant gratification or in a town on the beach, where life resembles a music video.

Fortunately, most PAX students have more down-to-earth hopes for their exchange experience.

When asked what they hope to achieve by becoming an exchange student, most PAX students respond that they come to the U.S. to:

1. Learn more about the American way of life by becoming a member of an American family.
2. Teach others about their native country and customs.
3. Improve English language proficiency.
4. Meet new people and make new friends.
5. Live in a different part of the world.
6. Gain maturity and become more responsible.

At the end of their program, we ask our participants, "What was your biggest surprise about being an exchange student?" The most common response is, "That my host family treated me just like their own son/daughter!"

COMMUNITY COORDINATOR

Community Coordinator Role

Your community coordinator is the local representative of PAX - Program of Academic Exchange and is part of a network of more than 100 PAX community coordinators across the United States.

PAX community coordinators are not necessarily fluent in foreign languages, experts on various cultures, or world travelers. Our average coordinator is a busy professional and an active individual. Working with host families and exchange students is something most of our coordinators do in their spare time. PAX coordinators are teachers, writers, accountants, nurses, retired military officers, disc jockeys, ministers—you name it! They have been selected to represent PAX because of their interest in intercultural learning, their spirit of community activism, and their personal and professional credentials and experience.

All coordinators 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. In fact, many individuals apply to become coordinators for the same reason families apply to host—to help others while enriching their own lives.

At various times throughout the year, you or your student may call upon your PAX community coordinator for any number of reasons. Coordinators act as liaisons with the PAX national office to address any questions or concerns, give advice on practical matters, and serve as mediators.

Your coordinator 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 coordinator's primary role is that of student advocate. The student is young, living in a different culture and communicating in a foreign language. While student is not technically alone, he or she is separated from his or her natural family and old friends. The coordinator 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.

Community Coordinator Responsibilities

Our community coordinators take on many responsibilities. They must juggle the various and sometimes conflicting interests of the community, school, host family, PAX national office, U.S. Government, and of course, the PAX student!

The coordinator is responsible for:

- Promoting the PAX program within the local community.
- Finding appropriate host families, visiting their homes, and conducting host family interviews and reference checks.
- Helping to match host families with PAX students.
- Securing enrollment at a local high school.
- Filing host family and high school documentation with the PAX national office in accordance with State Department regulations.
- Providing PAX host families and PAX students with orientation meetings to prepare for the exchange year.
- Contacting students and host families each month either by phone or in person. At least once per semester, this contact will be in person.

- Responding promptly throughout the year to all questions and concerns raised by the school, family, or student—with a personal visit if necessary.
- Communicating any and all events, accomplishments, problems, or concerns involving host families, schools, and students to the PAX national office by the next business day.
- Finding a permanent host family within the same school district for a PAX student in the event that the original placement does not work out and only after all efforts to keep the first placement from failing have been exhausted.

As you can see, PAX coordinators are accountable to a number of parties. When you take into account that most coordinators place three to four PAX students in local homes and sometimes at more than one high school, you can begin to understand how challenging (and rewarding) it can be to be a PAX community coordinator.

For their efforts, coordinators are rewarded with getting to meet, befriend, advise, and counsel young students from around the globe. They also reap the benefits of getting to know their own communities and neighbors a little bit better. PAX community coordinators receive small stipends for their services. These stipends are intended to defray the out-of-pocket expenses incurred by coordinators for phone calls, mileage, postage, and photocopies.

Community Coordinator Expectations

PAX - Program of Academic Exchange, through the community coordinator, also has expectations of its participants and the exchange experience. PAX and your community coordinator hope for a successful exchange experience for all concerned.

At the outset, the coordinator hopes to achieve the best possible match between host family and student, because experience shows a good match contributes to a successful cultural exchange. To this end, the coordinator must rely on the host family and the PAX national office to receive comprehensive and accurate information about the family and student respectively.

During the program, PAX expects all participants—families and students alike—to contribute to the maintenance of good relations. PAX expects that host families and students will feel comfortable contacting the community coordinator at the local level, or the regional director in the national office, with any problems or questions, no matter how seemingly trivial.

While the PAX community coordinator understands the responsibility to make monthly contact, PAX hopes the host family, as well as the student, will “meet the coordinator halfway,” by initiating contact from time to time or whenever necessary. While host families should treat their PAX student not as a house guest, but rather as a member of the family, they should also know they can and should call on the coordinator for support as needed. Host families should not wait for the coordinator’s monthly contact to address concerns but should call the coordinator as quickly and as often as necessary—especially if there has been an accident, illness, rules broken, or a change in the family’s household. Please reference the PAX notification policy in the appendix.

If all of the participants involved in the PAX exchange experience—host families, students, and coordinators—understand their respective roles, meet their responsibilities, and examine their expectations, it will be a successful cultural exchange for all.

THE EXCHANGE EXPERIENCE

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

PRE-ARRIVAL

There are several things a family can do in advance to prepare for a student's arrival. PAX encourages every family to learn as much as possible about both the chosen student's homeland and the hosting experience in general. PAX directs every host family to reputable open source cultural information, which gives an overview of the student's native country and culture. These include the below.

- "The World Factbook," Central Intelligence Agency, <https://www.cia.gov/the-world-factbook/>
- "Countries and Areas List," U.S. Department of State, <https://www.state.gov/countries-and-areas-list/>
- "Country Profiles," BBC News, http://news.bbc.co.uk/2/hi/country_profiles/default.stm

Your local library, or wherever you get your books/e-books, will have publications that go into more detail about your student's country: the language, culture, history, art, folklore, religion, and cuisine. Host families are strongly encouraged to make use of such resources.

Most students possess a dictionary (or more likely an app on their phone) that translates vocabulary from their native language to English. You might want to consider purchasing your own bilingual dictionary for your family (if you prefer physical books) or finding a good application to have handy when your student has difficulty understanding certain words and phrases.

There are also a number of books and websites published about cross-cultural learning and the hosting experience. Books that may be helpful include:

- *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 International Student Advising*, Gary Althen
- *When Cultures Collide: Leading Across Cultures*, Richard D. Lewis

The titles listed here are available through Amazon. Also, films/shows made in or about your student's country are likely available wherever you stream. These can be an especially entertaining way to observe culture and behavior.

If you are not already in touch, please allow your student to initiate contact. It is important that the partner organization in the student's home country first inform students and natural parents of their placement. Once you are in contact, sharing more about your family, community, and school would be a great way to help your student prepare.

Telephone or video chats 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 use of the visual cues that help so much when communicating in a foreign language.

You can make your student feel more at home by providing a few small, practical arrival gifts. Consider having a set of house keys made for your student on a keepsake key chain.

Another step you can take to increase the chance that your student feels comfortable quickly is to select a teenage "cultural guide." This could be one of your children or a child in the neighborhood. This teenager will take your student "by the hand" to assist in tasks such as finding lockers, classrooms, the lunchroom, and introducing your student to some other students in the school.

Area maps or books about your state or hometown will help to familiarize your student with his or her new environment. 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.

A bit of research on a typical breakfast in your student's home country might lead you to consider surprising your student upon arrival with a familiar breakfast from home and will help your family appreciate one of the differences your student will be experiencing.

HOST FAMILY ORIENTATION

Prior to your student's arrival, your community coordinator will contact you to schedule a host family orientation in keeping with State Department regulations. Your host family orientation is provided to:

- Enhance your relationship with your PAX community coordinator.
- Provide your family with an overview of the PAX program and its policies.
- Clarify the roles and responsibilities of PAX host families, students, and coordinators.
- Discuss and analyze expectations of the exchange experience.
- Address any questions or concerns your family may have.
- Ensure that you have a copy of the [Worksheet for Living Together](#) to complete together with your student.
- Inform your family of a second visit (see "Second Home Visit") following your student's arrival and explain the role of this visit.

Your host family orientation may be conducted with your family alone, or it may be a group session including other PAX host families. Some families present at the meeting may have experience hosting, or they may be preparing for their first exchange experience. You should bring this handbook along to your host family orientation.

ARRIVAL DAY

While PAX community coordinators endeavor to be present at the airport on a student's arrival day, this is not always possible, especially when a coordinator has more than one student arriving in the area. Host families are responsible for meeting their student at the airport upon arrival.

PAX students arrive at the nearest major airport to the host family. Students cannot be expected to arrive at small commuter airports, as this significantly increases the cost of their airfare, and results in very long layovers. Host families, particularly those in more rural areas, may be asked to drive as much as two

hours to pick up their student. Fortunately, this drive need only be made twice! You may know your student's arrival date well in advance, but the flight details themselves may not be available until several days prior to your student's arrival.

PAX will provide detailed flight information to host families and community coordinators just as soon as it is received from our sending organizations overseas. Before going to the airport, it is always a good idea to check with the airline on arrival day to confirm that your student's flight departed on time.

Some host families choose to prepare a large sign to bring to the airport to welcome their student. "Welcome to the USA, Hannah!" is all that's needed. Students coming from the orientation in New York are encouraged to wear their PAX t-shirts on arrival day. Department of State scholarship program students usually wear the program specific t-shirts. Some students—eager to make a good impression—opt to wear their own clothing.

Expect the unexpected when your student gets off the plane. You might get a big hug or a handshake and a nervous, "Hello." Take cues from your student, and do whatever feels right. Don't forget to bring your camera along. Both your family and student will want to remember this day.

After retrieving the luggage, it's out to the car for what may be a very long drive back home. Your student may be keyed up with nervousness and excitement, or, quite possibly, exhausted from the long journey and suffering from jet lag. It will be up to you to observe and respond accordingly.

Discuss with your student what you'd like to be called: "Mom" and "Dad," first names, or even a nickname. Agree upon what seems comfortable for everyone. You can always change it later on. It may be necessary to reintroduce family members later, as your student has so much to take in upon arrival.

Once home, show the student around the house and briefly explain how things work (light switches, locks, keys, faucets, etc.) and where necessary things are kept (linens, towels, bathroom tissue, trash and recyclables, laundry, etc.). Point out where your student can store belongings (desk, dresser, bedroom closet, coat closet, bathroom, etc.). Explain the morning routine, so your student will know what to expect.

Allow plenty of time for your student to unpack and unwind. Many students

arrive quite tired and need to rest. Your student may well want to phone home to assure natural parents of a safe arrival.

THE FIRST DAYS

A common mistake made by host families is to plan too much too soon. Welcome parties upon arrival may overwhelm even the most outgoing of students, and too many activities may encourage unrealistic expectations in your student about the year ahead. It's natural to want to take advantage of the days prior to the start of school, but use moderation.

Discuss with your student where he or she plans to keep important documents such as his/her passport, airline tickets and insurance information with claim forms. In the event of an emergency, it might be important for you to be able to quickly locate these documents. Snapping a photo of important documents (e.g. student insurance card) with your phone is a good idea, just in case.

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. What is flushed and how much may also be different where they're from. In some areas of the world, toilet paper is not flushed. In other parts of the world, more toilet paper might be tolerated than the average American septic tank can handle. 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 are the bedrooms.

Eating patterns differ from one country to the next. Your student might be used to a large lunch and a light supper or to eating meals at different times than in the U.S. Be sympathetic during your student's adjustment to your routine and diet. Take a walk or drive around the neighborhood with your student, point out areas of interest such as the high school, public library, bank, sports club, park, teen center, church, post office, drugstore, etc.

It's important to remember that you may have to explain many features of your

household, daily routines, or expectations that you ordinarily take for granted, or that your family has always assumed are agreed upon and understood. It is just these “unspoken rules” that can lead to misunderstandings and confusion. You may find that you have to repeat instructions and rules after the student has settled in. To help with this, PAX has developed a Worksheet for Living Together that addresses many aspects of living as a family. The purpose of this is to help host families clarify instructions and rules and prevent misunderstandings. PAX recommends that you do this together with your student. That way, the student has the opportunity to ask questions which may never have occurred to you, have some input and suggestions, and ask for clarification if something is not understood clearly.

FAMILY RULES

PAX students are expected to 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,” might be one such rule. Some families try to keep rules to a minimum by saying, “Be honest; give your best effort in school; and always call home whenever you will be late.”

Many house rules, however, are unspoken rules that are rarely talked about or written down. One example might be, “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 for TV.

Please take time to think about the spoken and unspoken rules and routines that are very important to you. Complete the Worksheet for Living Together within a few days of arrival. Experienced families suggest covering the following topics:

- Pets (inside or outdoors, who feeds them what and when)
- Laundry (where is dirty laundry kept, how often is laundry done, who does it)
- Bathroom etiquette and personal hygiene
- House and garage doors (locked or unlocked)
- Expressions of appreciation and thanks
- Expressions of disagreement
- Refrigerator rules
- Punctuality in your family
- Private property (off limits) versus what can be shared by all in the home
- Rules for entertaining friends

- The meaning of closed bedroom and bathroom doors
- Chores
- Mealtimes
- Curfew
- Dating
- Bedtime
- Computer and TV rules

Don't let little problems become big ones! It's so important to keep lines of communication open at all times. This cannot be stressed enough. If small aggravations are ignored, they can become big problems later; if small problems are left to fester, they will turn into major resentments. Try not to let this happen. Speak frankly about what you expect from your student and report things that bother you. As your student may be timid in speaking up, encourage openness and honesty in sharing his or her concerns.

IMPORTANT TIP: Discuss differences in terms of what is important to understand or accept, as opposed to what is right or wrong!

Your student will need patient assistance with the many necessary cultural adjustments that he or 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!

SUPERVISION

In any culture, the question of independence versus supervision for teenagers is an ongoing issue. At first, a student probably will rely on the host family for guidance. After a few months, he or she will gradually develop more independence and confidence. It is important to remind your student that you are responsible for making the rules that must be obeyed while he or 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.

Host families view taking care of someone else's teenager as an important responsibility. This concern can lead to overprotectiveness and restrictions that are too severe. If you sense this may be happening, try to ease up. Aim for household rules and supervision policies that are in line with the student's age, experiences, and level of maturity.

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. Likewise, if your exchange student breaks a house rule, he or she should receive the same punishment (loss of computer, internet or TV 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 community coordinator of the exchange student's behavior.

Keep in mind that PAX students should not be without adult supervision overnight—even in the host family home.

SCHOOL

Although the family relationship is at the heart of the exchange experience, another major part of the program is school participation. School attendance is mandatory. PAX students arrive in the United States on a visa that requires the student attend school every day that school is in session unless the student is ill.

Soon after arrival day, take your student to the high school to arrange the course of study. (Your community coordinator will have already contacted the school to secure enrollment permission.) Bring a copy of your student's application form, which will contain an academic transcript, medical history, and release forms signed by the student's natural parents. If your student has brought a transcript of the most recently completed semester, bring this along as well.

PAX requires that every student enroll in four "core" academic courses. One course must be in English or American Literature; one course in American History, Government, Sociology, or Economics; and the two others must be academic in nature, such as a science or math course. PAX students must maintain a "C" average in each class.

Some exchange students do not receive academic credit at home for their schoolwork in the U.S. Other students, in particular those from Spain, Brazil, and Italy, must take certain courses and follow a prescribed procedure in order to receive credit at the end of the program year.

The student must demonstrate a positive attitude toward school and perform well academically throughout the year. Host parents are encouraged to communicate with school personnel periodically for feedback on how the student is progressing and adjusting to the school environment. Most schools have an online portal where you can check your student's grades and assignments. Please note that PAX will also need access to your students' online portal in order to track their progress.

Lack of cooperation and/or low grades are unacceptable. Failing marks or an official complaint from the school, if not remedied, will result in a student being sent home. If a student is making a sincere effort but is still unsuccessful, contact your community coordinator to discuss arranging for a tutor, either through the school or independently. If tutoring is deemed necessary, typically the student must bear this expense; however, funds are available for English language tutoring of students on U.S. Department of State sponsored programs. Please contact the PAX national office in such cases.

Even if your student is enrolled as a senior, he or she may not be invited to participate in graduation ceremonies. Policies affecting exchange students vary from school to school. PAX always respects individual school practices. PAX does not guarantee any student a high school diploma.

SECOND HOME VISITS

In 2010, the U.S. Department of State revised the Secondary School Student Regulations to enhance program safeguards. As part of these revisions, sponsored organizations such as PAX are required to conduct a secondary visit. Regulation 62.25(d)(12), states:

"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."

The purpose behind this regulation is to ensure that the placement conditions in a host family home have not changed since the initial interview, home visit, and placement and to ensure the student is living in a safe environment.

PAX contracts with over 150 “second visit reps,” who are carefully screened, vetted, and trained on a yearly basis. Many PAX second visit reps are veterans and return each year. Additionally, many also work as community coordinators, are currently hosting a student, or have hosted in the past.

You should expect that your assigned second visit rep will contact you by phone or email to schedule an appropriate time to complete the visit. Unlike the host family interview, all family members do not need to be present. The second visit rep is expected to verify that your exchange student’s bedroom, bathroom, living arrangements, and study space meet Department of State regulations and have not changed since the time of placement. Once the visit is complete, the second visit rep submits a report to the PAX national office where the results are reviewed and any necessary follow up is identified and conducted.

This second home visit is not the appropriate time to discuss concerns about your exchange student. You should contact your community coordinator or the PAX national office if you have questions in this regard.

LANGUAGE

Although your exchange student has studied English for a minimum of three years, he or she may have had limited opportunity to practice speaking. For a newly arrived student, speaking English continuously is exhausting. In addition, many students experience a decline in fluency during their first weeks away from home due to stress. Poor pronunciation or language difficulty does not necessarily mean poor vocabulary. If in doubt, write down what you are trying to say to each other. Have a dictionary handy. Speak slowly (not loudly), and don’t give up! Sometimes, expressing ideas or phrases in another way can improve comprehension.

Communicating in a new language takes concentration and effort. The student may seem quiet or disinterested at times, but it may just be fatigue. Frustration also comes from being unable to express ideas and feelings. Involvement in activities, which give your student the feeling of acceptance without demanding constant communication (e.g. sports, music, and art) might be helpful.

Ultimately, your student will learn to speak and understand through conversation. Always encourage your student to speak in order to gain confidence. Even though it might be tempting, avoid speaking for your student. Do correct pronunciation if necessary. Help your student understand that even though the inevitable language mistakes can be funny, people are not laughing at him or her. Don't forget to explain slang expressions and colloquialisms that are not commonly taught in an English class.

Speaking of laughing, you may want to take a moment to consider how your family jokes or makes use of sarcasm. Of course, many jokes are linguistically complex or rely heavily on slang, double meaning, or intonation. Even if your student's sense of humor is well-tuned for such sarcasm or joking, this can be tricky for non-native speakers. It's worth it to keep these things in mind as you begin joking with your student.

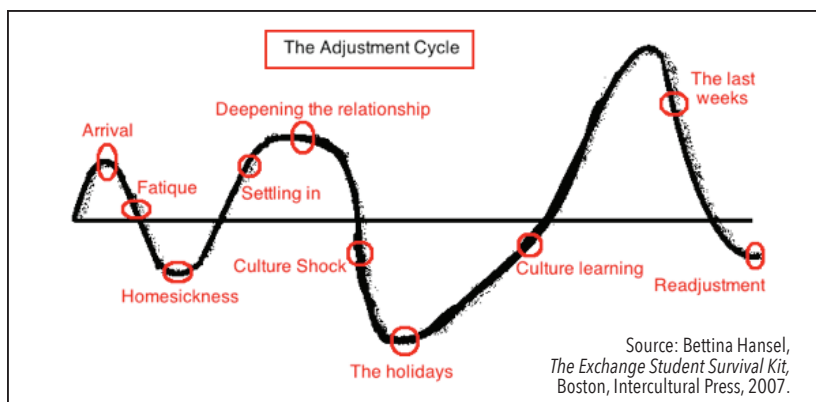
CULTURE SHOCK

Your Student

Most of us have had the opportunity to travel as a tourist to a new and different place. Everything is exciting and fascinating, and in a short time, we go home with nice memories. Now, imagine that you are placed for 10 months in a country with a different language, culture, school, family, community, climate, diet, friends, etc. In the beginning, it would take a high level of concentration just to function from day to day. All of the familiar surroundings that help you to feel secure have been replaced by a new environment.

It is common and natural for exchange students to have feelings of disorientation, frustration, and anxiety amid unfamiliar customs and surroundings. This syndrome is known as "culture shock." Symptoms of culture shock may include a student's tendency to withdraw, sleep excessively, lose their appetite, overeat, cry easily, or generally act depressed.

Your extra support and sympathy can help the student a great deal during this period. Encourage physical exercise and activities to keep the student busy and distracted from feelings of loneliness. Your student needs to know that you support him or her. It is helpful to be aware of a fairly predictable cultural adjustment, which students experience to varying degrees.



The Cultural Adjustment Cycle

Phase 1 Excitement and curiosity prevail as everything is new and interesting. The student arrives full of adventure and ready to adapt to anything. This can be referred to as the “honeymoon stage.”

Phase 2 Reality begins to set in. The excitement of arrival has been replaced by the routine of daily life. The student may feel homesick or lonely. Characterized by a defensive attitude, he or she may become critical of the host country, glorifying life back at home. Try to remain objective if your student becomes critical. Help him or her understand American society, problems, and how people find solutions. That is exactly what you are doing by participating in the exchange experience!

Phase 3 The student begins to succeed in adjusting to his or her new culture. Instead of being critical, a sense of humor returns, and the student is genuinely interested in the country and the people. While these phases come at different times for each participant, it is important to note that many students report a slump in the adjustment cycle around the winter holidays. In some cases, this is due to the fact that their own extended family is also spending more time with one another back home during this time for similar celebrations. If the student’s natural family does not typically spend extra time with one another around the time of winter holidays in the U.S., the time off of school along with being reminded of large family gatherings can contribute to feelings of homesickness.

Phase 4 In the fourth stage, anxieties and worries subside, and the student not only understands and accepts the customs of the new country, but really enjoys them. When he or she returns, home, there will be a re-adjustment to the home culture during which he or she will no doubt glorify the U.S!

Your Family

You will not travel to a foreign land to host an exchange student. But as a host family, you may experience intense and sometimes upsetting reactions as a result of having someone in your home who represents a totally different way of life. Your student's questions and ideas can challenge fundamental beliefs about the "right" way to live and think. When this happens, family members go through a "quasi-culture shock" of their own.

What are some of the symptoms of host family culture shock? You become startled or surprised when your student asks an unusual question, expresses an unconventional opinion, or exhibits unusual behavior. Things suddenly aren't wonderful anymore. You feel as though you are in a period of intense learning and adjustment. You might even ask yourself, "Why did we do this?"

"Quasi-culture shock" is a perfectly normal part of hosting. Being prepared will lessen that surprise. It helps a lot to understand what is happening and to see the benefits. Not only are you sharing your home and lifestyle, you will also be significantly changed by the experience. You will be more aware of your own culture and more attuned to world issues. No longer immersed in only U.S. culture, you are now linked to a global community.

Experienced families say that a family's version of culture shock usually starts out mildly and then intensifies a few months into the experience, before it eases up. Some families love the learning experience, while others need an occasional break. If you are experiencing "quasi-culture shock" and want to alleviate these feelings, we suggest that you emphasize fun family activities (sports events, bike rides, cookouts, etc.) and de-emphasize discussions about cultural differences.

PAX hopes you will be able to develop a relationship with your student, which enables both of you to experience much cultural learning.

CULTURAL EXCHANGE

Don't miss the opportunity to learn about the culture and customs of the country that your student calls "home." Hosting is a wonderful way to learn about everyday life in a faraway land. It is a way to learn about other's values, goals, relationships, traditions, politics, and language.

PAX students come prepared to talk about their countries. They are as proud of their country as Americans are. Most foreign students are also quite politically aware and informed about international matters. They'll expect their families and classmates to be curious and to want to learn about them, just as they are learning about us.

HOST FAMILY CHANGES

PAX is a one-family program. PAX students are expected to complete their program year while living with just one host family. The vast majority of student placements in host families are successful. There are cases, however, in which the student must be placed with another family. It is the responsibility of the PAX community coordinator to locate and screen the new family. PAX makes every effort to ensure that students remain in the same school so that there is limited disruption to the academic portion of the program.

Why do some placements fail? There is no single reason, and usually no one party is at fault. The following reasons could result in a host family change: a poor personality fit, communication breakdowns, changes in household make-up or employment status, extenuating circumstances (illness, relocation, divorce, etc.) and unmet expectations. If it becomes necessary to move a student to another family, your community coordinator is available for counsel and support.

DISCIPLINE

PAX maintains a discipline policy, and a discipline committee is in place to review cases and enforce PAX rules. The committee consists of four senior staff members in the national office and always includes your regional director, the supervision director, and the supervision case manager in consultation with your community coordinator and any other appropriate actors.

When a problem or concern arises, your coordinator is expected to begin by holding a "3-point meeting," a facilitated discussion with you and your student. The coordinator serves as an objective moderator, making sure that everyone's thoughts and feelings are heard.

A form outlining the concerns of each party and the next steps to be taken is completed to make sure that everyone is in agreement. Sometimes, formal disciplinary action is required in addition to the 3-point meeting.

Guidance Letter

There are three levels of discipline. The first, and least serious, is a Guidance Letter. After speaking with the coordinator, host family, school (if appropriate) and the student, a member of the PAX supervision team issues a Guidance Letter to the student. The letter specifies the student's infraction, which rules were violated, and the action the student needs to take to remedy the situation. Copies of the Guidance Letter are sent to the host family, coordinator, school (if appropriate), and the overseas sending organization who, in turn, will share the letter with the natural parents.

Guidance Letters are issued for a variety of reasons including failure to obey host family or school rules, failure to maintain a "C" average in each class, breaking a PAX program rule, etc. Once a student receives a Guidance Letter, he or she remains in this disciplinary status (the first of three disciplinary steps) for the duration of the program.

Probation

If the student's 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 PAX discipline committee. A PAX national office staff member (usually the supervision case manager) will speak with all parties (you, the student, the coordinator, and the school if appropriate) and present a case to the discipline committee. If a student is placed on Probation, a letter of Probation is sent to the student. The student may be required to meet specific obligations, such as writing letters of apology, engaging a tutor, making restitution, etc. Copies of the Probation letter are sent to the host family, coordinator, school (if appropriate), and the overseas sending organization who, in turn, will share the letter with the natural parents. Like Guidance Letters, Probations do not expire.

Disqualification

Disqualification of a student is rare and follows the same procedures as cases of Probation. PAX views disqualification as a last resort. Before reaching this decision, every effort is made to allow the student to amend his or her behavior, learn from mistakes, and finish the program successfully.

Although PAX ordinarily follows the three-step process, students may face immediate Disqualification in particularly serious cases (e.g. driving, alcohol or drug use, school expulsion, violation of state or federal law, violent behavior, or behavior that places the safety of student or others at risk) or when PAX determines that the student's physical or mental health is in jeopardy. It is important to note that while a host family may refuse to continue to host a student who has caused disciplinary problems, only PAX has the authority to send a student home. Disqualification of a student involves canceling the student's visa and making arrangements for the student to return home— usually within one week.

DEPARTURES

PAX students must return home within two weeks of their last day of classes or by June 30—whichever is earlier. Departure dates for FLEX and YES students sometimes vary from this norm. FLEX and YES students often have fixed return dates determined by the USDOS with no flexibility. This means many FLEX and YES students depart before the last day of school. FLEX and YES students have agreed to this departure protocol in their Participant Agreement, signed upon acceptance to the program.

SURVEYS

Families are asked to complete surveys at the end of the program. This enables PAX to make improvements and monitor overall quality.

HOST FAMILY REFERRALS

PAX host families are also eligible for a \$150 "thank you" should they refer a new family who hosts a PAX student. If you know a great potential family and would like to learn more, please contact your community coordinator for further details.

PRACTICAL MATTERS

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

SIBLINGS

Host brothers and sisters can look forward to having a special relationship with a new sibling. This friendship, however, may need time to develop and grow. At times, your own children may feel jealous or resentful about the extra attention given to the student. Be prepared for very typical sibling rivalry when disagreements occur, especially among children of similar ages.

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 or her anger out on the exchange student. Emphasize the positive benefits of having an exchange student live in your home. Help your child imagine how it would feel to be in a similar situation. In time, exchange brothers and sisters can form very special friendships.

FOOD

Adjustment to a different diet can be quite difficult, but most teenagers are willing to try many new foods. Do not be surprised if your student does not care for the same foods you eat regularly. In time, he or she may develop a taste for them. Also, do not be surprised if the student's diet has changed since s/he filled out their application a year ago—these are teens, after all.

A bigger difference can be found in dining times and styles. In many parts of the world, breakfast is a very light meal consisting of coffee, bread, and perhaps fruit. Europeans tend to eat more formally with the evening meal often beginning at 9:00 or 10:00 p.m. Americans have more flexible eating habits. Most of us eat dinner by 6:00 or 7:00 p.m., and often meals are gulped down in a hurry to get somewhere else. In any case, do not feel your family needs to alter eating habits to accommodate your student. It is the responsibility of the student to adapt to your ways.

The host family is responsible for three meals per day for the student and must provide either a bagged school lunch or school lunch money. Please note, if the student is offered food to pack a lunch for school, but he or she refuses to do so, the student should then purchase the school lunch at his or her own expense. Students should not be enrolled in free or reduced lunch programs at school. It is best to discuss the issue of school lunches with your student. If your family eats dinner out at a restaurant rather than eating at home, you should expect to cover this expense for the student as you would for your own child. This should be discussed in advance to avoid embarrassment.

TRANSPORTATION

Transportation here in the U.S. (or the lack thereof) is one of the most common complaints among exchange students. Many PAX students come from fairly urban environments and are used to having buses, taxis, streetcars, 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 U.S. where it's not uncommon to drive miles just to get to the supermarket. Add to this the fact that PAX students are not permitted to drive any motorized vehicle while on the program, and you are left with a student who may feel isolated or frustrated by his or her dependence on others for rides.

It may be necessary to explain to your student that what he or she perceives as a frustration is an accepted way of life for American teens. Perhaps you have a bicycle available for short trips. If you have children, we suggest that you explain how your family arranges for everyone to get where they need to go. If you don't 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.

As you do, it may be good to keep two things in mind. First, host families should not ask their student to contribute "gas money." Additionally, it may be understandably difficult for your student to arrange rides at first. A helping hand in this regard will likely be welcome.

RELIGION

Exchange students and their host families frequently have very different ideas about religion. For some families, religious services and the other activities offered by their places of worship are important to their weekly routine. For others, religion is not an important part of their lives.

Students are encouraged to join all host family activities, including religious services, as an opportunity to observe another aspect of American culture. It is their choice to attend or not to attend services. But whether or not the student agrees to attend, it's important to respect the student's choice by not applying pressure or reacting negatively if he or she chooses not to participate. In many areas of the U.S., religious institutions are centers not only of religious life but also of musical, recreational, and social life. When religious beliefs make it impossible for a student to attend services with their host family, he or she should be encouraged to take advantage of the many other social activities offered by most U.S. churches, synagogues, temples, and mosques. Students often find a much better opportunity for friendships and social activities than expected.

In cases where a host family does not attend religious services or may attend different ones, students may ask for help in finding a place of worship of their own denomination. In all cases, both host families and students must respect each others' right to their own beliefs and must not try to influence or convert them. If you have any concerns about this issue, please contact PAX.

NATURAL PARENTS

Of course, there are parents back home who are missing the young person you've welcomed into your home and are eager to receive news about their son or daughter who is far away. Most students will naturally provide many updates to their natural families—especially in the beginning, as they first adjust to the very big change they are experiencing. If not, feel free to encourage them to do so. PAX discourages excessive student communication with natural parents. While it may be difficult in the first weeks, PAX suggests students limit all forms of communication with their natural family to once per week. Many students and natural parents aim for a voice or video call on Saturday or Sunday and should be allowed to talk privately. These conversations can most economically be done over Wi-Fi via free applications such as FaceTime, Facebook Messenger, WeChat, WhatsApp, Zoom, etc. You may observe that frequent contact with home interferes with your student's adjustment to life in the U.S. If this is a concern, you may want to contact your community coordinator to discuss it.

Some natural families also like to communicate directly with the host family. That said, your family should not feel obligated to do so. It's important to remember that while the student is on the program you are the host family. As such, the student is expected to follow your host family rules and PAX's program rules. Should you encounter behavioral issues with your student, it's important to address these with PAX and your community coordinator, not the student's natural family.

VACCINATIONS

Vaccination against the childhood diseases (Measles, Mumps, Rubella, Diphtheria, Pertussis, Tetanus, Polio, Hepatitis B, and Chicken Pox), as well as Tuberculosis testing, is required by all states for school entry. Additionally, many states require vaccination against Meningitis. You can check your state's requirements at the following website: <http://www.immunizationinfo.org>. If your exchange student appears to be missing any required immunizations, PAX will contact his or her sending organization before arrival to ensure that these are being handled in the home country.

Some schools require a series of shots that must be started in the home country and completed in the U.S. Any student whose health certificate does not include all of the inoculations required by your state and school district will be advised via the sending organization to submit their updated immunization records to PAX. When your student arrives, please have the school health official check the health certificate to ensure the student meets the requirements for school admittance. If additional immunizations are required, please contact your community coordinator who will advise PAX.

Students should not get immunizations unless the PAX national office approves. Upon receiving approval from PAX, any missing immunizations should be administered by your pharmacy, walk-in clinic, or local county health department (which may offer these free of charge). Students should not receive immunizations at the doctor or pediatrician's office, as they will be charged for the vaccine and an office visit. Your student's health insurance neither covers preventive care nor immunizations. Therefore, your student must be prepared to pay for these vaccines when administered. If necessary, PAX will have the sending organization contact the natural parents in order to ensure payment.

Note: For FLEX and YES students, some required immunizations are not available in their home countries or they may otherwise be prevented from getting the full course of immunizations prior to arrival. Their respective scholarships are prepared to reimburse for any immunizations that the host school requires but which they may not have had prior to arrival. Please contact your community coordinator who will contact PAX sponsored programs staff if further immunizations are necessary. Sponsored programs staff will coordinate reimbursement.

MEDICAL CARE

While your student will hopefully not need to seek medical care during the PAX program, there are some important things to keep in mind if they do. First, always

be sure to notify your community coordinator if your student is sick, injured, or needs to see a doctor. Whenever your student sees a healthcare professional, be sure to present their insurance card. Likewise, after the visit, you will always want to save any receipts (for reimbursement). Additionally, always get an After Visit Summary (often needed for the insurance process) before leaving the doctor's office. This should document the diagnosis, what your student was seen for, and any treatment.

It is also important to keep in mind that students should only go to the emergency room in the event of a true emergency (life-threatening situations). Students should use urgent care or walk-in clinics for the treatment of sports injuries, sore throats, minor cuts, cold/flu, sprains, earaches, urinary tract infections, simple fractures, or minor burns.

STUDENT MEDICAL INSURANCE

All PAX students are covered by full medical insurance. Your student will have an insurance card, a description of coverage, and claim forms. It is a good idea for both host parents and students to take a photo of the insurance card with their cell phone. Insurance covers most accidents or illness and dental treatment, which result from accident or injury. High risk activities, however, are excluded from many policies, so it is always best to check your student's policy to be aware of such limitations. In addition, PAX prohibits student participation in many such activities. (See "High Risk Activities.")

The insurer varies depending upon the country from which the student comes. The majority of PAX students are under the PAX insurance policy. Only students whose PAX ID begins with the following codes are not on the PAX insurance policy: GRC, KUL, STE, WEB, WEF, WEI, and YES. Students on PAX's insurance will receive their insurance card and materials via email before leaving their home country. This is true for YES students as well. Other students not under the PAX insurance policy (GRC, KUL, STE, WEB, WEF, and WEI) receive all materials from their sending organization prior to departing for the U.S. Host families will receive a summary of the insurance by email in August or September.

Claims should be submitted directly to the claims office of the company on the insurance card. It is critical that you give the insurance company's information to the medical provider. To avoid confusion, it is best, if possible, to list your

student's natural parents as the responsible party. That said, be aware that you may have to sign forms for your student when they are receiving medical care.

HIGH RISK ACTIVITIES

While all participants are covered by insurance in the event of illness or injury, it is our hope that students will remain healthy and safe during their exchange year. Insurance providers exclude high risk activities from coverage under their policies. To that end, we have established the following policy governing activities PAX students may engage in while in the U.S.

Students do not have approval from PAX to participate in the following high risk activities:

- Operating any motorized vehicle
- Riding as a passenger on a motorcycle, motor scooter, electric scooter, moped, motorized bicycle, electric bicycle, ATV (four wheeler), or snow mobile
- Handling a gun (or any kind of firearm), axe, or bow and arrow (unless student is in an archery class under the guidance of an authorized school instructor)
- Riding in a private plane
- Racing horses, BMX bikes, or speed races of any kind
- Participating in aerial sports, including parachuting, sky diving, parasailing, hang gliding, heli-skiing, or bungee jumping
- Mountaineering, outdoor rock climbing, caving, or spelunking
- Participating in water sports, including operation of a Jet Ski, water skiing, scuba diving, or whitewater rafting (rapids rated above Class III)
- Playing, practicing, or participating in intercollegiate or professional sports
- Participating in combat sports, martial arts, boxing, extreme sports, or X Games
- Anything else prohibited by insurance

In addition to the above list of activities, the insurance provided through the YES program excludes a few more high risk activities from coverage under their policy. For this reason, YES students are also not permitted to participate in the following high risk activities:

- Downhill skiing and snowboarding
- Horseback riding
- Climbing walls of any kind (whether indoor or outdoor)

When engaged in the following activities, students must use protective gear as required by state law:

- Bicycle riding
- Jumping on a trampoline
- Skateboarding, skiing, or snowboarding (YES students not permitted to participate in downhill skiing or snowboarding)

The above lists do not include all high risk activities. We strongly suggest that the student's insurance policy be consulted before a student is permitted to participate in any activity not listed above. Please, remember that the primary concern is risk of injury to the student, not whether an activity is covered by the insurance.

FIREARMS

PAX does not ask host families whether they own guns or firearms. That said, host families who do are expected to keep them locked and safely stored at all times. As outlined both in the PAX Program Rules and in the High Risk Activities, students are not allowed to handle or use guns or firearms of any kind during the program.

DRIVING

Students are not permitted to drive a car, motorcycle, ATV (four wheeler), or any other motorized vehicle. There are no exceptions to this rule. If the student is enrolled in an accredited driver's education program, the student may not participate in the driving portion of the class.

This rule is intended to protect both host families and students against property damage, personal injury, and the possibility of a civil lawsuit. It is also important to remember that PAX students' medical insurance will not cover treatment for injuries resulting from a student's operation of a motor vehicle. Don't condone driving; it's not worth the risk.

TRAVEL

Exchange students do not come to the U.S. as tourists, and host families are not obligated to show their student other parts of the country. This is not a travel program but a cross-cultural exchange program with the purpose of sharing life with an American family on a day-to-day basis. That said, it should be noted that

the U.S. Department of State (the body which regulates exchange visitor programs) encourages travel, so students may experience other parts of the U.S. PAX concurs and encourages students to participate on trips planned by the coordinator, host family, school, church, etc.

Obtaining Travel Approval

PAX is responsible for its students at all times. This includes trips throughout the program year. For this reason, PAX maintains a detailed policy for on-program travel to ensure we are properly informed of all trips and that the necessary approval has been provided for qualifying travel. Please find this travel policy at pax.org/travel-request.

In the policy, you will see that all travel requires PAX approval. Conveniently, on this same webpage (pax.org/travel-request) you will also find complete instructions for submitting your travel requests in addition to links to all necessary forms. We encourage you to get your requests in as early as possible. For domestic travel, the Travel Request Form must be submitted at least two weeks in advance. For international travel, the Travel Request Form must be submitted at least one month in advance.

Please note that travel policy changes are at the discretion of PAX and the most up-to-date information can always be found at pax.org/travel-request.

Cannot Be Approved

If the proposed on-program travel meets one of the below criteria, it unfortunately cannot be approved. Note that not all possible scenarios are covered here and final approval of any travel request is at the sole discretion of PAX. As ever, the most up-to-date information can be found at pax.org/travel-request.

- International travel without host parents
- Travel with chaperone under 25 years of age
- Non-Fast-Pass travel without proper advance notice
- Trips involving a visit with natural family or friends from home country before March 1
- Travel with commercial tours for groups of teens (e.g. Belo Tours)
- International travel to a country or area designated under U.S. Department of State (USDOS) Travel Advisories as "Level 4 - Do Not Travel" (Travel to countries that carry a Level 2 or Level 3 Travel Advisory require permission from the student's natural parents and (for FLEX and YES students) USDOS.)

PAX understands that last-minute trips happen and will try to accommodate them as best possible. That said if less than the requested lead time is given, PAX cannot guarantee the trip will be approved in time.

Students should not book airline tickets or incur any other non-refundable expenses until they have received formal written approval for their trip from the PAX Travel Request Department.

International Travel

International trips involve steps not necessary when traveling within the U.S. Students must get their multiple entry DS-2019 forms signed. Unless the original form is validated (signed by the proper authority), exchange students may not be able to re-enter the U.S. on the way back. Additionally, some countries maintain policies specific to minors traveling without their natural parents. For full details on international travel during the program year, please visit pax.org/travel-request and follow the corresponding hyperlink.

Unauthorized Independent Travel

If a student engages in unauthorized independent travel (travel without approval from PAX), the student will be considered off program. This means the student will be reported to the U.S. Department of Homeland Security, marked in violation of his or her visa, no longer covered by program insurance, and responsible for any future plans or travel.

Sample DS-2019 Form

U.S. Department of State		OMB APPROVAL NO 1405-0119 EXPIRES 10/31/2020 ESTIMATED BURDEN TIME: 45 min *See Page 2						
CERTIFICATE OF ELIGIBILITY FOR EXCHANGE VISITOR STATUS (J-NONIMMIGRANT)								
1. Surname/Primary Name: _____ Given Name: _____ Gender: _____		NO027664521						
Date of Birth (mm-dd-yyyy): _____ City of Birth: _____ Country of Birth: _____ Citizenship Country Code: _____ Citizenship Country: _____		J-1						
Legal Permanent Residence Country Code: _____ Legal Permanent Residence Country: _____ Position Code: _____ Position: _____								
Primary Site of Activity: PAX - Program of Academic Exchange 14 WILLETT AVE PORT CHESTER, NY 10573-4351								
2. Program Sponsor: P. A. X. Program of Academic Exchange Program Number: _____ Participating Program Official Description: _____								
Purpose of this form: _____								
3. Form Covers Period: From (mm-dd-yyyy): _____ To (mm-dd-yyyy): _____		4. Exchange Visitor Category: Subject/Field Code: _____ Subject/Field Code Remarks: _____						
5. During the period covered by this form, the total estimated financial support (in U.S. \$) is to be provided to the exchange visitor by: Personal funds: _____ Total: _____								
6. RESPONSIBLE OFFICER OR ALTERNATE RESPONSIBLE OFFICER ATTESTATION: I attest that prior to issuing this Form DS-2019, the Program Sponsor organization identified above, for which I serve as the Responsible Officer or Alternate Responsible Officer, has verified, in accordance with the requirements of 22 CFR 61.120(d), that each prospective exchange visitor: (i) is eligible and qualified for, and accepted into, the program in which he or she will participate; (ii) possesses adequate financial resources to participate in and complete his or her exchange visitor program; and (iii) possesses adequate financial resources to support an accompanying spouse and dependent(s), if any. I also attest that upon printing and signing this form, I am physically present in the United States or in a U.S. territory. A notification copy of this form has been provided to the U.S. Department of State.		7. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border-bottom: 1px solid black;">Name of Official Preparing Form</td> <td style="width: 30%; border-bottom: 1px solid black;">Title</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Address of Responsible Officer or Alternate Responsible Officer</td> <td style="border-bottom: 1px solid black;">Telephone Number</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Signature of Responsible Officer or Alternate Responsible Officer</td> <td style="border-bottom: 1px solid black;">Date (mm-dd-yyyy)</td> </tr> </table>	Name of Official Preparing Form	Title	Address of Responsible Officer or Alternate Responsible Officer	Telephone Number	Signature of Responsible Officer or Alternate Responsible Officer	Date (mm-dd-yyyy)
Name of Official Preparing Form	Title							
Address of Responsible Officer or Alternate Responsible Officer	Telephone Number							
Signature of Responsible Officer or Alternate Responsible Officer	Date (mm-dd-yyyy)							
8. Statement of Responsible Officer for Releasing Sponsor (FOR TRANSFER OF PROGRAM) Effective date (mm-dd-yyyy): _____ Transfer of this exchange visitor from program number _____ sponsored by _____ to the program specified in item 2 is necessary or highly desirable and is in conformity with the objectives of the Mutual Educational and Cultural Exchange Act of 1961, as amended.								
Signature of Responsible Officer or Alternate Responsible Officer _____ Date (mm-dd-yyyy) of Signature _____								
PRELIMINARY ENDORSEMENT OF CONSULAR OR IMMIGRATION OFFICER REGARDING SECTION 212(c) OF THE IMMIGRATION AND NATIONALITY ACT AND PL 94-484, AS AMENDED (see item 16) of page 2). The Exchange Visitor in the above program: 1. <input type="checkbox"/> Not subject to the two-year residence requirement. 2. <input type="checkbox"/> Subject to two-year residence requirement based on: A. <input type="checkbox"/> Government financing and/or B. <input type="checkbox"/> The Exchange Visitor Skills List and/or C. <input type="checkbox"/> PL 94-484 as amended _____ Name Title _____ Signature of Consular or Immigration Officer Date (mm-dd-yyyy)		TRAVEL VALIDATION BY RESPONSIBLE OFFICER (Maximum validation period is 1 year*) *EXCEPT: Maximum validation period is up to 6 months for Short-term Scholars and 4 months for Camp Counselors and Summer Work/Travel. (1) Exchange Visitor is in good standing at the present time _____ Date (mm-dd-yyyy) _____ Signature of Responsible Officer or Alternate Responsible Officer (2) Exchange Visitor is in good standing at the present time _____ Date (mm-dd-yyyy) _____ Signature of Responsible Officer or Alternate Responsible Officer						
THE U. S. DEPARTMENT OF STATE RESERVES THE RIGHT TO MAKE FINAL DETERMINATION REGARDING 212 (c).								
EXCHANGE VISITOR CERTIFICATION: I have read and agree with the statement in item 2 on page 2 of this document.								
_____ Signature of Applicant		_____ Place Date (mm-dd-yyyy)						

MONEY

Host families are responsible for housing, food, and transportation. Students should have sufficient funds to cover all other expenses and should not require any financial assistance. Many students arrive with a credit card or ATM card that enables them to withdraw funds electronically from an overseas account. Another possibility is for the student's parents to send money by Western Union, check, or international money order. "Core" students (not FLEX or YES) are advised to bring spending money in the amount of roughly \$400 per month. Students should not receive government funds or benefits of any kind (except those included as part of their program, in the case of FLEX and YES students). If students receive any type of government funds or benefits, they should not use them and should inform PAX.

Based upon experience, PAX asks that host families not open a joint account with their student or hold their student's money or valuables.

Most students lack experience managing their own money and may have trouble understanding the value of a new currency or how far their money will go while in the U.S. Assistance with financial planning is helpful. Encourage your student to set up a monthly budget. Caution your student not to let his or her account become depleted, as it can take time to transfer money from overseas. For trips and special activities, a clear discussion with your student about who pays for what is recommended.

Since money is an issue that can create friction, we suggest you discuss this soon after your student arrives. If you feel your student has insufficient funds to cover required expenses or appears to be receiving excessive amounts of money, please contact your community coordinator for advice and assistance. The PAX office can suggest to the natural parents that they arrange for better financial planning.

Special Funds for FLEX and YES Students

Funds are available through the FLEX and YES grants to reimburse FLEX and YES students for certain expenses throughout the program. The amount and scope of these reimbursable expenses are limited. Please find full details on PAX's FLEX and YES "Money Matters" handout, checking with your community coordinator if you have questions or cannot locate that document in your host family packet.

The FLEX and YES grants also provide these students with a monthly stipend to be used as spending money. At the beginning of their program, FLEX and YES scholarship students will receive a ReliaCard (reloadable, prepaid debit card issued by U.S. Bank). Each month for the duration of the program, a monthly stipend of \$200 will be loaded onto the card.

PART-TIME JOBS

Exchange students on a J-1 visa are not permitted to be employed while in the U.S. Students may do yard work, shovel snow, walk dogs, and babysit to earn pocket money. Students are not permitted to babysit for their host family nor are they permitted to work in a host family-owned business.

CELL PHONES

Some students bring a cell phone from home, while other students choose to purchase a phone in the U.S. PAX strongly encourages students to purchase a pay-as-you-go (prepaid) plan rather than a contract plan that requires an annual commitment. Host families should not sign a cell phone contract for their student and should not finance a cell phone purchase on a host parent credit card, as this can lead to disputes in the event of an unexpected host family change during the year.

Many students bring a smart phone from home, but in some cases it can be difficult to get a U.S. SIM card for the student's existing phone. In this case, the student may use Wi-Fi to call or text with FaceTime, Facebook Messenger, WeChat, WhatsApp, Zoom, etc. when they need to contact their natural parents. Meanwhile, the student can buy a prepaid TracFone for emergencies and daily communication with their host family. Basic TracFones can be quite inexpensive and can be loaded with \$20-\$30 blocks of prepaid minutes—sufficient to use for several months of basic communication with the host family and in emergencies.

Other students choose to purchase a monthly prepaid GoPhone or equivalent in order to have a fully functional U.S. smartphone. These prepaid plans typically cost \$45-\$60 per month and include calling, texting, and data. FLEX and YES students who do not have a landline phone at their host family home may use incidental funds to purchase a basic prepaid phone (no contract more than \$30) for emergency use only.

Please note that every student must have phone access in order to communicate with their community coordinator and the PAX national office. Likewise, students should also have the ability to contact their natural parents—whether via a smartphone or an internet-connected tablet, laptop, desktop computer, etc.

BILLS

Students are responsible for any personal bills incurred during the program, including medical expenses not covered by insurance, school fees, and personal phone charges.

Advise your student how you wish to handle long distance telephone calls. There are many options for internet-based communication (e.g. FaceTime, Facebook Messenger, WeChat, WhatsApp, Zoom, etc.) that offer students the ability to make international phone or video calls for free. If the student will be using your home phone for long distance calls, the student should purchase a phone card or call collect so that the charges do not appear on your phone bill.

COMPUTER, INTERNET, AND SOCIAL MEDIA USE

While social media provides a convenient and inexpensive way to maintain contact with family and friends at home, PAX discourages excessive use of social media, as it can interfere with a student’s cultural adjustment.

To protect students, natural parents, and host families, students should never post personal information. This includes bank information, the full names of host or natural family members, private addresses, phone numbers, or email addresses.

Additionally, students should not post inappropriate pictures, offensive comments or materials, sexual content, or negative comments or complaints about others on social networking sites or apps, blogs, or other websites. Students should be reminded that everything posted on the internet is public. Students who post or share information or media showing behavior that violates PAX rules may be dismissed from the program. Students may also be subject to prosecution for any violation of law. PAX encourages host families to be proactive about setting limits on the use of computers and the internet. This includes times of day, number of hours, sites that are off limits, issues of privacy, etc. (See the [Worksheet for Living Together](#) for assistance with this.)

CYBERBULLYING

Cyberbullying can take the form of an email message or instant message on social networking sites in which someone mocks or threatens the student. To avoid cyberbullying, students should protect the sensitive information they post on social sites. Advise your student to keep high privacy settings on Facebook, Twitter, Instagram, and other social sites. Let your student know that if he or she ever feels they are the victim of cyberbullying, they can speak with you, their coordinator, or their guidance counselor.

VISITORS

PAX discourages visits from natural family and friends from the exchange student's home country. Such visits are potentially disruptive and can leave the student feeling homesick. If your natural family or friends from home plan to visit, the very end of your program (after school is over) is the recommended time. No visits are permitted before March 1, and all visits must be approved by PAX national office staff in advance. Approval is not guaranteed.

Approved visits should be no more than four days (unless at the very end of the program, after school is out). The natural family should not stay in the host family home and students should not miss school. The Visitor Request Form along with the most up-to-date policy governing visitors from the exchange student's home country, can be found at pax.org/visitor-request.

PROPERTY DAMAGE

Sharing your home with an exchange student carries the same risks as bringing any guest into your home. Something may get broken, damaged, or lost. Standard homeowner's insurance covers such losses or damage. In the event of uninsured damage or loss, PAX will seek reimbursement from the student or natural parents, but in no case will PAX assume financial responsibility for these expenses.

YOUR INSURANCE

For your protection, PAX suggests that you contact your insurance agent to make them aware that you will be hosting an exchange student. It is a good idea to review your homeowner's, condo owner's, or rental policy with your agent to be sure that the policy provides appropriate coverage and proper limits for personal property and liability. Be sure to ask whether the student will be

considered a member of your household and therefore covered for any personal property losses he or she may incur. Also, find out if your policy includes sufficient personal liability coverage to protect you while hosting a student.

TAX DEDUCTION FOR VOLUNTEERS AND HOST FAMILIES

As explained in the IRS publication 526, federal law allows for certain charitable deductions for federal income tax purposes. The section dealing with deductible contributions for a non-related student (who is not your dependent) living with you indicates that:

1. If you pay the costs of a student who lives in your home, you may deduct up to \$50 per school month of the amount you paid.
2. You may deduct up to \$50 of your expenses for each full calendar month of your tax year during which the student is:
 - a. A member of your household, and
 - b. A full time student in the 12th or lower grade at a school located in the U.S.

A period of 15 or more days in a month is considered a full calendar month for this purpose.

Depreciation on your home and the fair market value of lodging or any similar item is not considered an amount spent by you. You must actually spend money for the well-being of the student. Amounts you pay for books, tuition, food, clothing, and entertainment of the student qualify for the deduction.

If you are compensated or reimbursed for the costs of having a student living with you, you must not take a deduction for any part of these costs. However, you may be able to take the deduction if you are reimbursed for only an extraordinary or non-recurring item, such as a hospital bill or trip that you paid in advance at the request of the student's parents or the sponsoring organization.

If you wish to take advantage of this deduction, be sure to keep detailed records. Please be sure to consult a tax advisor or read instructions carefully to be sure that you qualify, since each individual situation can be different.

APPENDIX A

PREVENTING CHILD SEXUAL ABUSE

Adults are responsible for keeping children safe while providing them with information regarding personal boundaries and sexual abuse. We must all be educated on behaviors and practices which keep children safe from those that may do harm.

PAX staff are required to complete “Stewards of Children” training. This evidence-based sexual abuse prevention program educates adults to prevent, recognize, and react responsibly to child sexual abuse. It also motivates them to courageous action.

If you have questions or need information about preventing abuse, recognizing the signs of abuse, or responding responsibly to reports or suspicions of abuse, please contact the PAX national office. We also encourage you to visit Darkness to Light’s website at www.D2L.org.

Child Sexual Abuse Defined

Child sexual abuse is any sexual act between an adult and a minor, or between two minors when one exerts power over the other. It includes forcing or persuading a child to engage in any type of sexual act. Besides sexual contact, it also includes non-contact acts like exhibitionism, exposure to pornography, voyeurism, and communicating in a sexual manner via phone or internet. It can be a one-time event or can happen repeatedly over months or years. Child sexual abuse can have devastating effects.

Every act of child sexual abuse is a crime punishable by law in the U.S.

More than 80 percent of child sexual abuse cases occur in one-adult/one-child situations. Therefore, we can reduce risk by minimizing one-adult/one-child situations. In the hosting environment, one-on-one situations are unavoidable; after all, participants are part of a host family and alone time with host parents and siblings is a part of family life. One-on-one time is also important to building trust and good communication. However, it is important to establish appropriate boundaries, respect a child’s right to feel safe, reduce risk, and prevent interference with the quality of interactions between you and your student.

Good Advice

- Think carefully about the safety of any one-on-one situations between you and your student.
- Avoid physical contact with the student such as prolonged or excessive hugging, tickling, wrestling, touching, patting, or pinching—even in a playful manner.
- While texting, emailing, or staying in touch via social media platforms are all common and easy ways to contact teenagers, digital communication and social media has the potential to blur boundaries and create opportunities for misunderstanding. It's important to remember that tone cannot be interpreted via text or digital communication. Add the cultural and language barriers between you and your student, and you have potentially created many opportunities for misunderstanding about intent or content.

Important

- Sexual behavior is just as inappropriate between adult women and male youth as the reverse. The myth that this is not damaging remains widespread in some cultures.
- Under no circumstances is it ever permissible for a PAX student to have an intimate or sexual relationship of any kind with a host family member. A relationship of this nature will most definitely result in the removal of the student from the home.
- If you suspect abuse or receive a disclosure of abuse—regardless of how long ago it occurred or if the student has returned home—immediately contact PAX staff. Any alleged or confirmed abuse is to be reported immediately per the notification policy outlined in this handbook.

APPENDIX B

PAX NOTIFICATION POLICY

PAX is committed to ensuring the health, safety, and welfare of participants. As such and in accordance with U.S. Department of State and Council on Standards for International Educational Travel (CSIET) guidelines, PAX has established the following notification policy.

Host families must notify PAX immediately (same day) of any of the following incidents involving a host family member or the exchange student:

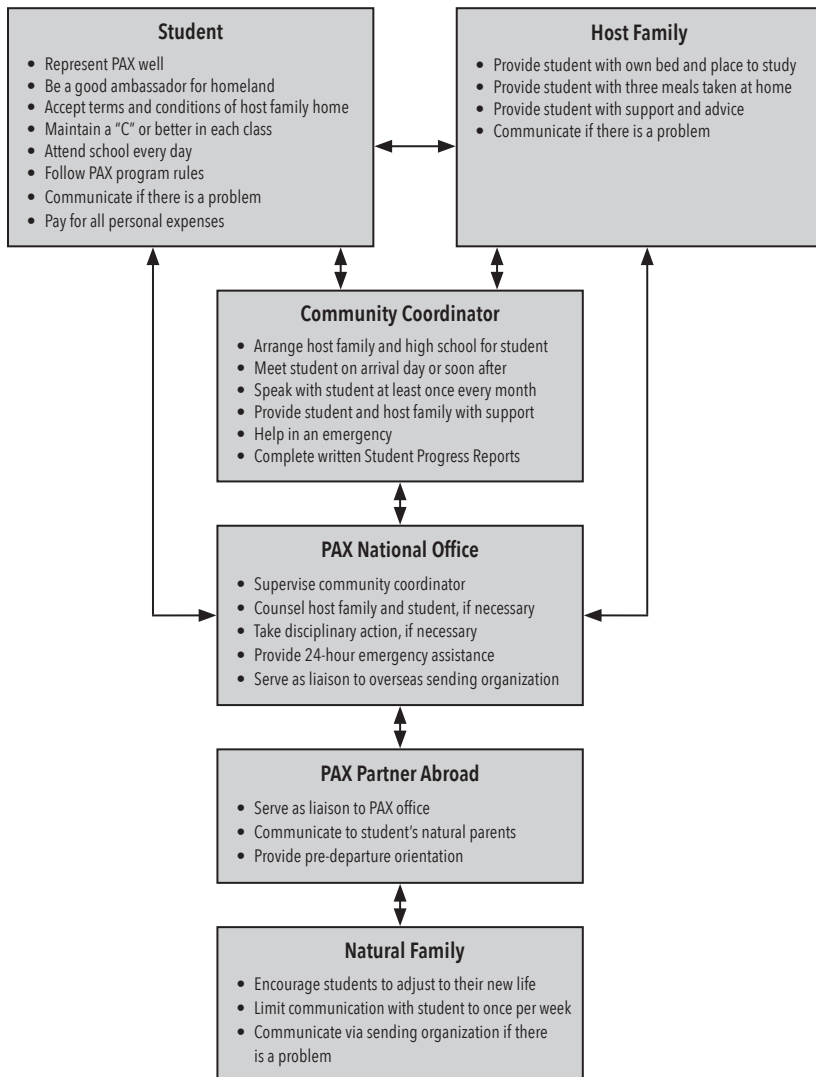
- Any sexually-related incident (whether inappropriate comments, assault, or anything in between)*
- Serious abuse (physical, mental, verbal, neglect, emotional, etc.)
- Criminal activities or any incident involving the criminal justice system, police, Child Protective Services, etc. (student or host family)
- Death (exchange student, immediate host family member, natural parent or sibling, close friend of exchange student, etc.)
- Medical issue requiring hospital visit or ongoing care (visit to hospital emergency room, accident, injury, potential surgery, communicable disease, ongoing illness requiring multiple doctor visits, etc.)
- Mental health issues (exchange student eating disorder, cutting, depression, suicidal ideation, etc.)
- Alcohol/drug abuse (student or host family member)
- Report of student driving a motorized vehicle (car, motorcycle, ATV, jet ski, etc.)
- School disciplinary action (detention, suspension, or potential expulsion)
- Missing exchange student
- Change of host family address
- Dangerous living conditions (pest infestations, mold, etc.)
- Change to host family composition (new person moved into or out of the home or is staying in the home for one week or longer, host parent divorce or separation, family member moved out of the home, etc.)
- Host parent job loss or significant change in host family financial circumstances
- Natural disaster directly involving student safety (earthquake, tornado, flood, etc.)
- Student behavior that poses a safety risk to the student or others (violent behavior, drug or alcohol use, etc.)
- Religious concerns (anxiety over inability to practice, serious lack of respect shown for beliefs, distress over forced religious attendance or worship, etc.)

If you are unable to reach your community coordinator to report any of the above concerns, please contact the PAX office or the PAX after hours emergency line at 800.555.6211.

*Note: When PAX is informed of any incident or allegation involving the actual or alleged sexual exploitation or abuse of an exchange student, staff will be required to report the claim to both local police and Child Protective Services in accordance with state law.

APPENDIX C

THE PROPER CHANNELS OF COMMUNICATION AND STAKEHOLDER RESPONSIBILITIES



APPENDIX D

U.S. DEPARTMENT OF STATE REGULATIONS

Federal Register / Vol. 75, No. 207 / Wednesday, October 27, 2010 / Rules and Regulations 65975

Office of Information and Regulatory Affairs of OMB, that this rule is not a "major rule" as defined in section 351 of the Small Business Regulatory Enforcement Fairness Act of 1996.

List of Subjects in 18 CFR Part 40
Electric power, electric utilities, Reporting and recordkeeping requirements.

By the Commission.
Kimberly D. Bose,
Secretary.

APPENDIX A

List of Commenters

Commenter name	Abbreviation
Western Electricity Coordinating Council	WECC
North American Electric Reliability Corp	NERC
Bonneville Power Administration	Bonneville
California Independent System Operator Corp	CAISO
California Dept of Water Resources, State Water Project	CDWR
Idaho Power Co.	Idaho Power
Midwest Independent System Operator, Inc	MISO
Powerex Corp	Powerex
Puget Sound Energy, Inc	Puget Sound
Cogeneration Association of California and the Energy Producers and Users Coalition	CP Parties
Sempra Generation	Sempra
Sierra Pacific Power Co. and Nevada Power Co	NV Energy
Southern California Edison Co	SCE
Western Interconnection Regional Advisory Body	WIRAB
WSPSP Inc	WSPSP
Xcel Energy Services Inc	Xcel

[FR Doc. 2010-27134 Filed 10-26-10; 8:45 am]
BILLING CODE 6717-01-P

DEPARTMENT OF STATE

22 CFR Part 62

[Public Notice: 7216]

RIN 1400-AC56

Exchange Visitor Program—Secondary School Students

AGENCY: United States Department of State.

ACTION: Final rule.

SUMMARY: The Department is revising existing Secondary School Student regulations regarding the screening, selection, school enrollment, orientation, and quality assurance monitoring of exchange students as well as the screening, selection, orientation, and quality assurance monitoring of host families and field staff. Further, the Department is adopting a new requirement regarding training for all organizational representatives who place and/or monitor students with host families. The proposed requirement to conduct FBI fingerprint-based criminal background checks will not be implemented at this time. Rather, it will continue to be examined and a subsequent Final Rule regarding this provision will be forthcoming. These regulations, as revised, govern the Department designated exchange visitor programs under which foreign

secondary school students (ages 15–18½) are afforded the opportunity to study in the United States at accredited public or private secondary schools for an academic semester or year while living with American host families or residing at accredited U.S. boarding schools.

DATES: Effective November 26, 2010. Compliance with the new requirement for the State Department designed and mandated training module for local coordinator training, as set forth at § 62.25(d)(1), will not become effective until the development of an online training platform implementing this requirement is completed. The Department anticipates a January 2011 launch of this training platform. A subsequent Federal Register Notice will be published when development is completed.

FOR FURTHER INFORMATION CONTACT: Stanley S. Colvin, Deputy Assistant Secretary for Private Sector Exchange, U.S. Department of State, SA-5, 2200 C Street, NW., 5th Floor, Washington, DC 20522-0505; or e-mail at JExchanges@state.gov.

SUPPLEMENTARY INFORMATION: The U.S. Department of State has authorized Secondary School Student programs since 1949, following passage of the United States Information and Educational Exchange Act of 1948 and adoption of 22 CFR Part 62—Exchange Visitor Program, establishing a student exchange program (14 FR 4592, July 22, 1949). Over the last 60 years, more than

850,000 foreign exchange students have lived in and learned about the United States through these Secondary School Student programs.

While the vast majority of the Department's nearly 28,000 annual exchanges of Secondary School students conclude with positive experiences for both the exchange student and the American host families, a number of incidents have occurred recently with respect to student placement and oversight which demand the Department's immediate attention. The success of the Secondary School Student program is dependent on the generosity of the American families who support this program by welcoming foreign students into their homes. The number of qualified foreign students desiring to come to the United States for a year of high school continues to rise and student demand is now placing pressure on the ability of sponsors to identify available and appropriate host family homes. The Department desires to provide the means to permit as many exchange students into the United States as possible so long as we can ensure their safety and welfare, which is our highest priority.

A great majority of exchange students who come to the United States to attend high school enjoy positive life-changing experiences, grow in independence and maturity, improve their English language skills, and build relationships with U.S. citizens. As with other Exchange Visitor Program categories, the underlying purpose of the

Secondary School Student program is to further U.S. public diplomacy and foreign policy goals by encouraging this positive academic and social interaction. Experience has shown that foreign students who participate in this program share the knowledge and goodwill derived from their exchange experience with fellow citizens upon return to their home countries. The age and vulnerability of high school exchange students and the long-term importance of these programs necessitates increased quality of sponsor program administration through both the promulgation of clear and enhanced regulations and continued Department oversight of sponsor activities and compliance. The Department believes that the increased specificity in this Final Rule and the establishment of minimum industry standards will improve the quality of exchange student placements and promote the health, safety and well-being of this most vulnerable group of exchange visitors. The Department, the Congress, the American public, and members of the exchange community share a common goal of ensuring a safe and positive exchange experience for every foreign student participating in this exchange program.

As a first step in the rulemaking process to adopt enhanced program safeguards, the Department published in the *Federal Register* an Advance Notice of Proposed Rulemaking (ANPRM) soliciting comments from sponsors and the general public on current best practices in the industry (see 74 FR 45385, September 2, 2009). The ANPRM focused on six areas: (1) Utilization of standardized information on a sponsor-developed host family application form; (2) a requirement for photographs of all host family homes (to include the student's bedroom, living areas, kitchen, outside of house and grounds) as a part of the host family application process; (3) the appropriateness of host family references from family members or local coordinators, and the feasibility of obtaining one reference from the school in which the student is enrolled; (4) whether fingerprint-based criminal background checks should be required of all adult host family members and sponsor officers, employees, representatives, agents and volunteers who come, or may come, into direct contact with the student and whether guidelines regarding the interpretation of criminal background checks are needed; (5) the establishment of baseline financial resources for potential host families; and (6) the establishment of limitations on the composition of

potential host families. In response to the ANPRM, 97 parties filed comments, and the Department, in turn, identified 16 discrete issues that it believed merited specific public comment. These issues and the proposed regulatory language addressing each matter were consolidated into a Notice of Proposed Rulemaking (NPRM) (see 75 FR 23197, May 3, 2010). The Department received a total of 1,698 comments in response to the NPRM. Of this number, 1,265 comments, or 74% of the total comments, were submitted by individuals self-identifying with three sponsor organizations: Rotary International (600 comments); American Field Services (451 comments); and Youth for Understanding (214 comments). Collectively, comments from persons associated with these three sponsor organizations opposed: Obtaining FBI fingerprint-based criminal background checks for adult members of potential host families; the prohibition of single adults hosting exchange students; the prohibition of removing exchange students' government issued documents, personal computers, and telephones from their possession; and the change of required maximum distance of local coordinators from exchange students from 120 miles to one hour's drive. Sponsor organizations, industry associations, state law enforcement agencies, and other interested members of the public submitted the remaining 433 comments. The Department also hosted a public meeting on June 17, 2010, to discuss the Notice of Proposed Rulemaking. The Executive Directors of the Alliance and Council on Standards for International Educational Travel (CSIET) and a representative of the National Center for Missing and Exploited Children provided statements on behalf of their respective organizations. Eleven (11) other individuals spoke at the public meeting, including directors of three organizations, two local Rotary leaders, four exchange program volunteers, and one current exchange student. The Department received twelve (12) written comments from attendees following the public meeting.

Analysis of Comments

1. Standard Host Family Application Form. The Department proposed that a new regulatory provision be added at § 62.25(j)(2) to require the use of standard information fields on sponsors' host family application forms. The information set forth at Appendix F to Part 62, "Information to be Collected on Secondary School Student Host Family Applications," includes all data fields that, at a minimum, must be collected.

The Department received 93 comments, 85 of which supported this change indicating that it is important that all sponsors collect the same information on potential host families. The eight parties opposing this proposal argued that sponsor organizations are sufficiently able to determine information to be collected on the Host Family Application without guidance from the Department. The Department disagrees with these eight parties. Based on the Department's administration of this program, the collection of uniform information by all sponsors will establish a consistent, program-wide base for evaluating potential host families. Having considered all points of view on this issue, the Department hereby adopts, without change, this proposed language set forth at § 62.25(j)(2).

2. Requiring Photographs of the Host Family Home. The Department proposed that a new regulatory provision be added at § 62.25(j)(2) to require sponsors to photograph the exterior and grounds, kitchen, student's bedroom, bathroom, and family or living room of the potential host family's home as part of the host family application. The Department received 81 comments, 38 of which supported this change. Parties supporting this proposal explained that requiring photographs of the host family home would provide an objective visual means of evaluating the suitability of the home and is currently a standard practice of many sponsors. Many of the parties who did not support this requirement submitted comments that were general in nature, *i.e.*, merely voicing opposition to the proposal but without an explanation. A few comments stated that requiring photographs was an invasion of privacy. The Department disagrees with comments opposed to this proposed change and has determined that the safety of students outweighs any privacy issues that could be raised. The Department hereby adopts, without change, this proposed language set forth at § 62.25(j)(2).

3. Personal Character References for Host Family Applicants. As a procedural safeguard, the Department proposed that a new regulatory provision be added at § 62.25(j)(5) to eliminate host family members, and sponsor representatives from serving as character references for potential host families. The Department received 45 comments, 37 of which supported this change. Parties who did not support this requirement submitted comments that were general in nature, *i.e.*, merely voicing opposition to the proposal but without an explanation. The

Department believes that the obtainment of personal character references from family members and persons affiliated with the sponsor organization does not provide a sufficiently impartial recommendation of a family's suitability to host. Having considered all points of view on this issue, the Department thereby adopts, without change, the proposed language set forth at § 62.25(j)(5).

4. **Measuring Host Family Financial Resources.** The Department proposed that a new regulatory provision be added at § 62.25(j)(6) to prohibit the placement of exchange students with host families receiving financial needs-based government subsidies for food or housing and to require that program sponsors collect the range of annual household income of potential host families on the host family application. The Department received 150 comments, 43 of which supported the collection of host family financial information. No comments were received opposing prohibiting a family that receives needs-based government subsidies for food or housing from hosting exchange students. Parties opposed to the proposed change regarding collection of information on host family income expressed the following concerns: Host families would not want to disclose their annual income levels; the requirement of such disclosure could discourage families from hosting; and income level is not a determinant of whether a family will be a good host family. The Department disagrees with those comments opposed to collecting household income information and has determined that the benefits of knowing a potential host family's range of income is an important factor in assessing a family's financial ability to care for an exchange student and outweighs any concerns that such information collection would discourage some families from hosting. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(j)(6).

5. **Criminal Background Checks.** The Department proposed that a new regulatory provision be added at § 62.25(j)(7) to require that all potential host family adults (age 18 or older) complete an FBI fingerprint-based criminal background check before the family is able to host an exchange student. The Department received 882 comments, 160 of which supported this change. Opponents of the proposed FBI fingerprint-based criminal background check requirement suggested it would "criminalize" host families participating in the program and could potentially

reduce by as much as 30% the number of families willing to host. This estimate was calculated by sponsors and industry trade associations involved in the program through surveys of current host families. Opponents also suggested that this proposal could not be executed in a timely, cost effective, or convenient manner as there is no existing mechanism for such checks to be performed directly by placement organizations. Supporters of this proposed requirement explained that the extra level of protection that FBI fingerprint-based criminal background checks of host family adults would provide exchange students far outweighs the inconveniences that such checks would impose on host families.

The Department notes that the proposal to require FBI fingerprint-based criminal history checks for all adult members of potential host families is responsive to public demands for the increased protections and reflects a trend at both the state and federal levels towards requiring FBI fingerprint-based criminal background checks for volunteers working with children. Specifically, the Congress created the Child Safety Pilot Program to be administered by the National Center for Missing and Exploited Children (see the National Child Protection Act/ Volunteers for Children Act) to provide a national means to complete FBI fingerprint-based criminal background checks on volunteers working with children, a category that includes adult members of potential host families.

Given the National Center for Missing and Exploited Children's limited authorization and resources to perform these checks, a number of cost, administrative, and statutory issues need to first be addressed before this proposal can be adopted. Accordingly, the Department will conduct further fact-finding and analysis on this matter and will not adopt at this time the proposed language set forth at § 62.25(j)(7). The existing requirements for criminal background checks remain. As a matter of clarification, sponsors must verify that each member of the host family household eighteen 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). See <http://www.nspok.gov>.

6. **Host Family Composition.** The Department proposed that a new regulatory provision be added at

§ 62.25(j)(9) to prohibit single adults without a school-aged child living in the home or without a child who visits the home frequently from hosting exchange students. The Department received 1,190 comments, 77 of which supported this change. Supporters of this proposed change believe that the placement of an exchange student or students with a single adult without a school-aged child who lives in or frequently visits the home necessarily increases potential risk to the exchange student as there is no additional person in the home with whom the student can communicate, should the relationship with the host parent become strained or abusive. However, parties opposing this proposal argued that the exclusion of single adults without school-aged children in the home or who frequently visit is discriminatory and would unnecessarily eliminate approximately ten percent (10%) of current host families many of whom, sponsors reported, provide excellent experiences for their exchange students and who tend to repeatedly volunteer to participate in this exchange program. This potential reduction of host families was provided by trade associations involved in this program through a survey of current host families.

The Department notes that numerous public comments submitted by sponsor organizations outlined best practices regarding the placement of exchange students in single adult host homes, including additional screening measures for single adults. Having considered competing points of view, the Department finds that the language set forth at § 62.25(j)(9) should be amended to impose additional screening procedures for exchange student placements involving single adult parents with no school-aged children in the home, including a secondary level of review by an organizational representative other than the individual who recruited and selected the applicant. Such secondary review should include demonstrated evidence from 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 the community. Finally, both the exchange student and his or her natural parents must agree in writing to any placement with a single adult host parent without a school-aged child in the home. These additional screening procedures for single adult homes will be monitored by the Department over an experimental period of not more than three years, following which the success of this approach will be further reviewed and

any necessary adjustments will be considered for adoption.

7. Local Coordinator Training Course.

The Department proposed that a new regulatory provision be added at § 62.25(d)(1) to require that all local coordinators complete a training program, to be developed and administered by the Department. The Department received 108 comments, 65 of which supported this proposal. The Department notes that local coordinators, who serve as representatives (as either employees or volunteers) of program sponsors and who have responsibility for obtaining school enrollment and locating and recruiting host families, are the critical component in a successful exchange program. Local coordinators exercise a degree of independent judgment when determining whether a potential host family is capable of providing a comfortable and nurturing home environment for an exchange student, whether that family is an appropriate match for the student, and whether it has adequate financial resources to undertake hosting obligations. Opponents of this proposed change explained that the local coordinator training programs currently offered by sponsors are sufficient and that a Department-administered training course is redundant. The Department disagrees with those comments and determines that a uniform and program-wide local coordinator training course will better ensure that all agents and employees placing exchange students on behalf of a sponsor are equally educated and informed of their responsibilities. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(d)(1).

8. Number of Students and Host Families for Whom a Local Coordinator May Be Responsible. The Department sought public comment on whether limiting the number of student and host family placements that a local coordinator may oversee would enhance the quality of host family placements. The Department received 61 comments, 17 of which supported this proposal. Opponents of the proposal opined that such a ratio was a decision best left to, and most accurately set by, the sponsor organization. The Department agrees with the 44 parties opposing this proposal, and, having considered all points of view on this issue, does not adopt this requirement.

9. Athletic Participation in the United States. The Department proposed that a new regulatory provision be added at § 62.25(h)(2). This provision would

prohibit exchange student selection and placement based on athletic ability. The Department received 37 comments, 35 of which supported this proposal.

Comments in support of this requirement noted that this proposal is an existing CSIT provision and that the adoption of this standard would establish a uniform policy across the Secondary School Student program industry. The two parties opposed to this requirement provided no explicit reasons. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(h)(2).

10. Prohibition of Payments to Host Families. The Department proposed that a new regulatory provision be added at § 62.25(d)(6) to prohibit payments to host families for hosting exchange students. The Department received 141 comments, 122 of which supported this proposal. Parties who supported the proposal cited the established Secondary School Student program practice of not paying host families to ensure that host families are involving themselves in the program with the correct motives, i.e., for the experience, and not for compensation. The parties who opposed this requirement suggested that host families were providing a service for which the family should be compensated. The Department disagrees with the 19 parties opposing this proposal and maintains its position that hosting an exchange student must remain a volunteer activity. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(d)(6).

11. Separate Orientation for Host Families. The Department proposed that a new regulatory provision be added at § 62.25(d)(9). This provision would clarify that sponsors must conduct the host family orientation at the end of the host family application process, i.e., after the host family has been fully vetted and accepted into the program. The Department received 519 comments, 75 of which supported this proposal. Parties opposed to this proposed change argued that the host family orientation is often used as the initial recruitment session. The Department disagrees with those comments opposed to requiring a separate host family orientation and has determined that a separate orientation, to be conducted following the recruitment, screening, and selection of host families, will better ensure that the host family fully understands and accepts the obligations it assumes when

choosing to host an exchange student. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(d)(9).

12. Additional Visit to Host Family Homes. The Department proposed that a new regulatory provision be added at § 62.25(d)(12) to require that a visit to the host family home be conducted, within two months of placement, by an organizational representative of the sponsor other than the local coordinator who screened and selected the host family and made the placement. The Department received 91 comments, 31 of which supported this proposal. Opponents focused on additional administration and cost burdens for sponsors required for a second organizational representative to make these visits. The Department disagrees with those comments opposed to this proposed change and has determined that the enhanced monitoring outweighs any possible administrative inconveniences. The Department also recognizes that some sponsors will need to adjust their current business models to satisfy this new requirement but has determined that this requirement is a minimal cost to sponsors. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(d)(12).

13. Local Coordinator Distance from Exchange Students. The Department proposed that a new regulatory provision similar to that which has been successfully incorporated into the Au Pair category regulations be added at § 62.25(d)(5) to require that no secondary school student placement be made beyond one hour's drive of the home of the local organizational representative responsible for monitoring the student. The Department received 54 comments, 22 of which supported this proposal. Opponents of this change explained that such a requirement would serve only to the limit number of exchange student placements in rural locations, especially the Mountain West region. The Department agrees with those comments opposed to this proposed change. Having considered all points of view on this issue, the Department does not adopt this requirement.

14. Restrictions on Local Coordinators. The Department proposed that a new regulatory provision be added at § 62.25(d)(10) to limit the functions and responsibilities of a local coordinator. Such limitations would prohibit a local coordinator from performing the duties of both a host family and a local coordinator/area

supervisor for an exchange student; or performing the duties of both a host family for one sponsor and a local coordinator for another. A local coordinator would also be prohibited from performing the duties of a local coordinator for a student if the coordinator also holds a position of direct authority over the student that is not related to or arising from the coordinator's placement of a student with a host family. Many local coordinators are teachers and principals in the schools where a student is placed. The Department received 62 comments, 31 of which supported this proposal. Opponents specifically argued that school officials (both teachers and principals) best know the school and student environment in which exchange students will be immersed and to exclude such a cohort needlessly eliminates some of the most important volunteers in the Secondary School Student program. The Department adopts, without change, the proposed language set forth at § 62.25(d)(10)(i) and (ii) but finds that the language set forth at § 62.25(d)(10)(iii) should be amended so that principals and teachers are not excluded from serving as local coordinators. However, a teacher cannot serve as a local coordinator for a student in his/her class. A principal cannot serve as a local coordinator for a student in his/her school. The Department also notes that students are placed in U.S. boarding schools.

15. Removing Exchange Student Property. The Department proposed that a new regulatory provision be added at § 62.25(d)(8) to prohibit the removal of exchange students' government issued documents, personal computers, and telephones from their possession. The Department received 550 comments, 68 of which supported this proposal. Comments opposed to this proposed requirement argued both that students often do not understand the importance of safekeeping their government issued documents and that confiscating cell phones and computers is a time-tested and acceptable disciplinary action for host parents. Comments supporting this proposed requirement explained that exchange students should always have access to their telephones and computers to maintain contact with parents, authorities, or friends in case of a problem, thus viewing such access as a safeguard for the student. Federal law prohibits the removal of official governmental documents from foreign nationals. The Department agrees with the comments opposed to these proposed requirements regarding the removal of cell phones and computers

and has determined that the language set forth at § 62.25(d)(8) should be amended to delete the prohibition against removing an exchange student's personal computer or cell phone. However, under no circumstance is a sponsor or a host family permitted to prohibit a student from communicating with his/her natural parents and families by telephone and e-mail.

16. Limits to Advertising. The Department proposed that new regulatory provisions be added at § 62.25(m)(3) and (4) to prohibit sponsors from including personal data, contact information, or photographs of potential exchange students on web sites or in other promotional materials and would require sponsors to ensure that access to student profiles be password protected and available only to potential host families who have been fully vetted and selected for program participation. The Department received 103 comments, 27 of which supported this proposal. Parties supporting this proposal stated that prohibiting the use of photographs and personal information of potential exchange students for recruiting un-vetted host families would better ensure the safety of exchange students as it makes such information more difficult for predators to access. Opponents stated that use of photographs in a restricted and limited manner is essential for host family recruiting. Opponents also described this type of "photo-listing," or using a photograph with a student's first name but no last name, address, or contact information to be a safe and responsible practice and one widely used in the U.S. adoption of children process. The Department disagrees with those comments opposing this proposed change and notes that the family selection process in the U.S. adoption system is much more lengthy and comprehensive than the selection of exchange student host families, and is therefore an inexact comparison. Having considered all points of view on this issue, the Department hereby adopts, without change, the proposed language set forth at § 62.25(m)(3) and § 62.25(m)(4).

Finally, in drafting the Proposed Rule, the language contained in section 62.25(n) Reporting Requirements, paragraph 3 was amended to clarify the information the report was to contain. The Department views this as a clarification and not a change in requirements. Currently, a sponsor cannot prepare a report on changes in student placement with more than one host family or school without having the data, requested in the proposed rule, readily available. Likewise, a sponsor

cannot perform requisite monitoring of a student without having this information on each student in their exchange program. In addition, consistent with the current process required for completion of the Placement Reports, this report is being requested in electronic format to enable the data submitted from all sponsor organizations to be compared and analyzed. The Department received no comments on this section of the proposed requirement and hereby adopts the proposed language set forth at 62.25(n)(3) as stated. For additional clarification, a final sentence was added to reflect the date by which the report is required. The sentence reads: This report is due by July 31 for the previous academic school year.

Administrative Procedure Act

The Department of State is of the opinion that the Exchange Visitor Program is a foreign affairs function of the U.S. Government and that rules implementing this function are exempt from section 553 (Rulemaking) and section 554 (Adjudications) of the Administrative Procedure Act (APA). The U.S. Government policy and longstanding practice have supervised and overseen foreign nationals who come to the United States as participants in exchange visitor programs, either directly or through private sector program sponsors or grantees. When problems occur, the U.S. Government is often held accountable by foreign governments for the treatment of their nationals, regardless of who is responsible for the problems. The purpose of this rule is to protect the health and welfare of foreign nationals entering the United States (often on programs funded by the U.S. Government) for a finite period of time and with a view that they will return to their countries of nationality upon completion of their exchange programs. In support of its position that this Final Rule involves a foreign affairs function of the U.S. Government, the Department of State represents that failure to protect the health and welfare of these foreign nationals will have direct and substantial adverse effects on the foreign affairs of the United States. Given this foreign affairs function exemption, the Department of State considers that it is under no legal obligation to provide public notice and comment with respect to proposed regulations. Nonetheless, in this instance, the Department of State offered reasonable opportunity for public notice and comment.

Regulatory Flexibility Act/Executive Order 13272: Small Business

As discussed above, the Department believes that this rule is exempt from the provisions of 5 U.S.C. 553, and that no other law requires the Department to give notice of rulemaking. Accordingly, the Department believes that this rule is not subject to the requirements of the Regulatory Flexibility Act (5 U.S.C. 601, et seq.) or Executive Order 13272, section 3(b).

However, the Department has examined the potential impact of this rule on small entities. Entities conducting student exchange programs are classified under code number 6117.10 of the North American Industry Classification System. Some 5,573 for-profit and tax-exempt entities are listed as falling within this classification. Of this total number of so-classified entities, 1,226 are designated by the Department of State as sponsors of an exchange visitor program, designated as such to further the public diplomacy mission of the Department and U.S. Government through the conduct of people to people exchange visitor programs. Of these 1,226 Department designated entities, 933 are accredited degree granting academic institutions, none of which we believe to be a small entity under the terms of the Regulatory Flexibility Act and the remaining 293 are for-profit or tax-exempt entities. Of the 293 for-profit or tax-exempt entities designated by the Department 131 have annual revenues of less than \$7 million dollars, thereby falling within the purview of the Regulatory Flexibility Act. Of these 131 entities 61 conduct secondary school student activities. This Rule will involve additional costs for these 61 entities. These costs arise from the additional staff time needed to photograph host family homes, additional screening procedures for single adult family homes, ensuring that an orientation is conducted after a potential host family has been fully vetted and accepted and an additional home visit to the host family by an organizational representative within two months of placement of the student in the home. The Department estimates these additional requirements will involve approximately four additional hours of staff time, per student and at an estimated \$20 per hour will cost \$80 additional per student participant. These 61 small entities program some 3,750 students annually. Thus at an additional \$80 per student these 61 entities will incur \$300,000 in additional administrative costs.

Although, as stated above, the Department is of the opinion that the

Exchange Visitor Program is a foreign affairs function of the United States Government and, as such, that this rule is exempt from the rulemaking provisions of section 553 of the APA, given the projected costs of this rule (discussed under the Executive Order 12866 heading below) and the number of entities conducting student exchange programs noted above, the Department has determined that this rule will not have a significant economic impact on a substantial number of small entities.

Unfunded Mandates Reform Act of 1995

This rule will not result in the expenditure by State, local and tribal governments, in the aggregate, or by the private sector, of \$100 million in any year and it will not significantly or uniquely affect small governments. Therefore, no actions were deemed necessary under the provisions of the Unfunded Mandates Reform Act of 1995.

Executive Order 13175—Consultation and Coordination With Indian Tribal Governments

The Department has determined that this rulemaking will not have tribal implications, will not impose substantial direct compliance costs on Indian tribal governments, and will not pre-empt tribal law. Accordingly, the requirements of Section 5 of Executive Order 13175 do not apply to this rulemaking.

Small Business Regulatory Enforcement Fairness Act of 1996

This rule is not a major rule as defined by 5 U.S.C. 804 for the purposes of Congressional review of agency rulemaking under the Small Business Regulatory Enforcement Fairness Act of 1996 (5 U.S.C. 801–808). This rule will not result in an annual effect on the economy of \$100 million or more; a major increase in costs or prices; or significant adverse effects on competition, employment, investment, productivity, innovation, or on the ability of United States-based companies to compete with foreign-based companies in domestic and export markets.

Executive Order 12866

The Department is of the opinion that the Exchange Visitor Program is a foreign affairs function of the United States Government and that rules governing the conduct of this function are exempt from the requirements of Executive Order 12866. However, the Department has nevertheless reviewed this regulation to ensure its consistency with the regulatory philosophy and

principles set forth in that Executive Order.

The Department has identified potential costs associated with this rule beginning with the requirement that sponsors collect photographs documenting the exterior and interior of a potential host family home. Although many sponsors currently collect such photographs as part of the host family application and vetting process, not all designated sponsors do so. Those sponsors that do collect this photographic documentation find that the cost of doing so is not substantial as the photographs are taken by the local coordinator with digital cameras, uploaded electronically, and attached to the host family application that is in turn sent to the sponsor for evaluation and further vetting. For program sponsors not currently following this practice, the cost of doing so will be associated with the purchase of a digital camera for those local coordinators that do not own or have access to one (or a telephone with camera capability). The Department does not believe this will be a substantial cost to sponsors. No comments received cited cost as an objection to photo use.

The Department also identifies the costs associated with the implementation of enhanced training for local coordinators, the individuals acting as agents of program sponsors in screening, selecting, and monitoring host family placements. The Department will develop a training program for all local coordinators at a projected one-time development cost to the Department of \$100,000. An additional cost of this rule is the time required for these individuals to take this training. While some local coordinators receive payment for placing exchange students, others do not. In determining costs for required training, the Department places a value of \$20 per hour on the time spent in taking this required training and thus finds that if all volunteers and agents (estimated at 4,000 individuals) spend three hours each taking the proposed training, then the aggregate cost would be approximately \$240,000. Finally, the Department notes that there will be an increased cost arising from the requirement that each host family home be visited within the first or second month of the student's placement in the home by a representative of the sponsor other than the local coordinator who screened and selected the host family and arranged the placement. The Department recognizes that the sponsor will utilize its existing local coordinator network and that the identifiable cost of this proposal will be related to the

additional cost of travel for this sponsor representative, which the Department anticipates to not be substantial.

The Department has examined the costs and benefits associated with this rule and declares that educational and cultural exchanges are both the cornerstone of U.S. public diplomacy and an integral component of U.S. foreign policy. The Secondary School Student exchange programs conducted under the authorities of the Exchange Visitor Program promote mutual understanding by providing foreign students the opportunity to study in U.S. high schools while living with American host families. Not only are the students themselves transformed by these experiences, but so too are their families, friends, and teachers in their home countries. By studying and participating in daily student life in the United States, Secondary School Student program participants gain an understanding of and an appreciation for the similarities and differences between their culture and that of the United States. Upon their return home, these students enrich their schools and communities with different perspectives of U.S. culture and events, providing local communities with new and diverse perspectives. Secondary School Student exchanges also foster enduring relationships and lifelong friendships which help build longstanding ties between the people of the United States and other countries. In reciprocal fashion, American secondary school students are provided opportunities to increase their knowledge and understanding of the world through these friendships. Participating schools gain from the experience of having international students in the classroom, at after-school activities, and in their communities. Although the benefits of these exchanges to the United States and its people cannot be monetized, the Department is nonetheless of the opinion that these benefits outweigh the costs associated with this rule.

Executive Order 12988

The Department has reviewed this regulation in light of sections 3(a) and 3(b)(2) of Executive Order 12988 to eliminate ambiguity, minimize litigation, establish clear legal standards, and reduce burden.

Executive Orders 12372 and 13132

This regulation will not have substantial direct effects on the States, on the relationship between the national government and the States, or on the distribution of power and various responsibilities among the various levels of government. Therefore, in

accordance with section 6 of Executive Order 13132, it is determined that this rule does not have sufficient federalism implications to require consultations or warrant the preparation of a federalism summary impact statement. The regulations implementing Executive Order 12372 regarding intergovernmental consultation on Federal programs and activities do not apply to this regulation.

Paperwork Reduction Act

The information collection requirements contained in this rulemaking are pursuant to the Paperwork Reduction Act, 44 U.S.C. Chapter 35 and OMB Control Number 1405-0147, Form DS-7000.

List of Subjects in 22 CFR Part 62

Cultural exchange program.

■ Accordingly, 22 CFR part 62 is to be amended as follows:

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 e-mail;

(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.

(c) *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 address

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 extra-curricular 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. Sponsors 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?

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

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

k. 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)

e. If yes, with which household resident?

f. Describe the student's bedroom

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.

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DEPARTMENT OF HOMELAND SECURITY

Coast Guard

33 CFR Part 165

[Docket No. USCG-2010-0901]

RIN 1625-AA00

Safety Zone: Epic Roasthouse Private Party Fireworks Display, San Francisco, CA

AGENCY: Coast Guard, DHS.

ACTION: Temporary final rule.

SUMMARY: The Coast Guard is establishing a temporary safety zone in the navigable waters of San Francisco Bay 1,000 yards off Epic Roasthouse Restaurant, San Francisco, CA during a fireworks display in support of the Epic Roasthouse Private Party. This safety zone is established to ensure the safety of participants and spectators from the dangers associated with the pyrotechnics. Unauthorized persons and vessels are prohibited from entering into, transiting through, or remaining in the safety zone without permission from the Captain of the Port or her designated representative.

DATES: This rule is effective from 10:45 a.m. through 9:30 p.m. on November 5, 2010.

ADDRESSES: Documents indicated in this preamble as being available in the docket are part of docket USCG-2010-0901 and are available online by going to <http://www.regulations.gov>, inserting USCG-2010-0901 in the "Keyword" box, and then clicking "Search." They are also available for inspection or copying at the Docket Management Facility (M-30), U.S. Department of Transportation, West Building Ground Floor, Room W12-140, 1200 New Jersey Avenue, SE., Washington, DC 20590, between 9 a.m. and 5 p.m., Monday through Friday, except Federal holidays.

FOR FURTHER INFORMATION CONTACT: If you have questions on this temporary rule, call or e-mail Ensign Liz Ellerson, U.S. Coast Guard Sector San Francisco; telephone 415-399-7436, e-mail DI1-PF-MarineEvents@uscg.mil. If you have questions on viewing the docket, call Renee V. Wright, Program Manager, Docket Operations, telephone 202-366-9826.

SUPPLEMENTARY INFORMATION:

Regulatory Information

The Coast Guard is issuing this temporary final rule without prior notice and opportunity to comment pursuant to authority under section 4(a) of the Administrative Procedure Act

(APA) (5 U.S.C. 553(b)). This provision authorizes an agency to issue a rule without prior notice and opportunity to comment when the agency for good cause finds that those procedures are "impracticable, unnecessary, or contrary to the public interest." Under 5 U.S.C. 553(b)(3), the Coast Guard finds that it would be impracticable to publish a notice of proposed rulemaking (NPRM) with respect to this rule because the event would occur before the rulemaking process would be completed. Because of the dangers posed by the pyrotechnics used in this fireworks display, the safety zone is necessary to provide for the safety of event participants, spectators, spectator craft, and other vessels transiting the event area. For the safety concerns noted, it is in the public interest to have these regulations in effect during the event.

Basis and Purpose

The Epic Roasthouse Private Party is scheduled to take place on November 5, 2010, on the navigable waters of San Francisco Bay, 1,000 yards off Epic Roasthouse Restaurant, San Francisco, CA. The fireworks display is meant for entertainment purposes. This safety zone is issued to establish a temporary restricted area on the waters surrounding the fireworks launch site during loading of the pyrotechnics, and during the fireworks display. This restricted area around the launch site is necessary to protect spectators, vessels, and other property from the hazards associated with the pyrotechnics on the fireworks barges. The Coast Guard has granted the event sponsor a marine event permit for the fireworks display.

Discussion of Rule

During the set up of the fireworks and until the start of the fireworks display, the temporary safety zone applies to the navigable waters around the fireworks site within a radius of 100 feet. From 8:45 p.m. until 9:30 p.m., the area to which the temporary safety zone applies will increase in size to encompass the navigable waters around the fireworks site within a radius of 1,000 feet.

The effect of the temporary safety zone will be to restrict navigation in the vicinity of the fireworks site while the fireworks are set up, and until the conclusion of the scheduled display. Except for persons or vessels authorized by the Coast Guard Patrol Commander, no person or vessel may enter or remain in the restricted area. These regulations are needed to keep spectators and vessels away from the immediate vicinity of the fireworks barge to ensure



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