

The Center for Cultural Interchange (CCI)
Academic Year and Academic Semester Programs

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CCI is committed to sustaining environmental resources for future generations. We are proud to be making a difference by using 100% recycled paper for the interior pages of this handbook. The environmental impact, as a result, is: 100% fewer trees used, 43% less energy used, 37% reduction in greenhouse gas emissions, 46% less water used and 49% reduction in solid waste! The paper is acid free, and made without the use of chlorine or chlorine compounds.



To School Administrators:

This booklet is provided to school personnel responsible for receiving academic year and semester exchange students sponsored by the Center for Cultural Interchange (CCI). Included are copies of CCI forms and policies that will be of relevance to the program. The local CCI Area Representative also will be available to school personnel to answer additional questions. The Area Representative is responsible for overseeing the exchange student's program from the student's arrival in the U.S. to his/her departure at the end of the semester or academic year.

CCI has been designated by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) to carry out this cultural exchange program. CCI is required to meet all ECA regulations. The ECA criteria are reprinted in this booklet. CCI strongly supports the spirit and letter of these regulations.

In keeping with the intentions of the U.S. Congress, which passed the legislation authorizing J-1 exchange programs, and of the U.S. Department of State, which authorizes and monitors J-1 exchange programs, the primary focus of CCI's Academic Year Program is cultural exchange. Although student participants are expected to attend an accredited academic high school full-time and to succeed academically, their main benefit from the program is experiencing and learning from the United States cultural environment. Cultural enrichment is the program's primary goal. Students are not expected to enter into a second academic year in the same or another U.S. high school. The program is not intended to provide a means whereby a secondary student from another country can receive a U.S. high school diploma. (Note: Certainly CCI does not object if a high school elects to award a diploma to a deserving exchange student.) The program is not intended to serve as a stepping stone to admission to a U.S. college or university, or as a means to seek permanent residency in this country. Students must leave the U.S. at the conclusion of the program.

On the basis of materials submitted and reviewed, the Council on Standards for International Educational Travel (CSIET) grants full listing to the Center for Cultural Interchange in the 2008-2009 Advisory List. The CSIET mark certifies

that this organization complies with the standards set forth in the CSJET standards for international educational travel programs.

As most school officials are fully aware, exchange students can contribute very positively to the U.S. high school academic environment. CCI recognizes, however, that exchange students also impose at least some additional responsibilities on school administrators. CCI, through its material and local Area Representatives, wants to assist in every way possible to ensure a successful experience not only for the students but also for the schools receiving those students. We hope the appropriate responsible school officials will contact the Area Representatives whenever they have a question or problem.

The CCI Area Representative will provide you an evaluation form on which you can evaluate the program. We kindly urge you to complete this form at the conclusion of the school year. These evaluations are very important to us as we strive to shape our programs to make them as enriching as possible for students, schools and host families.

Thank you!



Megan McGaughey
Director of Student Services/Responsible Officer
Center for Cultural Interchange

Basic Information

CCI's Academic Year Program or Academic Semester Program

CCI's Academic Year and Semester Programs place international high school students with hosts for an academic year or semester. Participants must enroll as full-time high school students at an accredited academic U.S. high school. The students receive J-1 (exchange visitor) visas from U.S. Consulates or the U.S. Embassy in their own countries to authorize their entry into the United States and their enrollment at a U.S. high school. Program dates are determined by school dates, but most full-year students arrive in the U.S. in the middle of August and depart in mid-June. First semester-only students normally arrive in mid-August and leave in mid-January. Second semester students arrive in early January and depart in mid-June.

CCI Exchange students must range in age from 15 to 18½ years. They will enter grade 9, 10, 11 or 12 while in the U.S. Students must meet minimum academic standards and have sufficient English (as determined by their application including: a letter to their host family, English teacher's recommendation, interviewer's report and/or an English language test) to succeed academically in a U.S. high school. Students must demonstrate through application materials, references and personal interviews the ability and motivation to succeed in a cross-cultural environment. CCI exchange students come from a wide variety of countries and students carry accident and health insurance.

Host Families are usually two or more people, related by blood or marriage, living in one household, with sufficient accommodations and financial resources to host an exchange student. Occasionally a single person will host, when preapproved by the student and the student's parents. Occasionally two exchange students will be placed with one host family; in such a case, permission in writing is required from the high school, the hosts, and from each student and the students' natural parents as mandated by the U.S. Department of State. The CCI Area Representative screens hosts for suitability and assists them in selecting appropriate students for their families. Hosts are volunteers who provide safe, comfortable and nurturing environments for the students they host.

The CCI Area Representative (AR) is recruited and trained by CCI professional staff to work within her or his community. ARs are independent contractors whose responsibilities include:

- Selecting appropriate host families
- Matching student applicants with the families
- Working with local high schools to enroll students and assist them throughout the year
- Providing orientation to hosts and students
- Monitoring the students throughout the program

of proficiency in the English language, a commitment to treat coursework as important, and the social skills to enjoy participation in social and extra-curricular activities.

- International exchange students must be aware that participating in interscholastic athletic teams means they must comply with district and state athletic eligibility regulations, and that many teams require try-outs.
- The school appreciates the difficulty of a student's plunge into a different language/culture/institution, but exchange students are expected to attain passing grades by the end of their first semester.
- Exchange students; enrollment eligibility will be for one-year only - exchange students and host families are expected to know and must follow all school policies and rules.
- Exchange students must have medical and accident insurance that meets or exceeds U.S. Department of State guidelines.
- Since there is wide variation of graduation policies in the United States, exchange students will understand that they are not guaranteed the ability to graduate or be granted diplomas.

School Responsibilities

- Students on U.S. State Department-sponsored programs (J-1 visas) generally pay no tuition, but they are expected to pay all normal expenses, including standard course and extra-curricular activity fees. The school has no obligation to provide any special services, tutoring, supplies or equipment.
- International exchange students have all rights and privileges accorded to community students - EXCEPT the right to a diploma.
- The school will make every effort to integrate international exchange students into the school's social fabric. In turn, schools shall encourage international exchange students to participate enthusiastically in school activities, to make friends, to make a personal contribution to the school - and to help spread the word about their country and themselves, informally and by making presentations in classes and to community groups and talking to media when asked.

Created by high school and organization members of CSIET, Fall 2002

CSIET: 212 S. Henry Street; Alexandria, VA 22314

CSIET Standards: www.csiet.org.

J-Visa regulations: <http://exchanges.state.gov/education/jexchanges/resources.htm>

This Model School Policy on International Student Exchange has been endorsed by: National Association of Secondary School Principals (NASSP); National Federation of State High School Associations (NFHS) and American Association of School Administrators (AASA).

All schools should reserve right of final approval on all student placements. Additionally, schools should require that each individual student exchange program must:

- Be listed in the most current CSIET Advisory List (for the current list visit www.csiet.org).
- Maintain a network of qualified and trained local representative living in or near the community, with responsibility for each student - and provide orientation and ongoing support for both the host family and student.
- Provide continuing hands-on monitoring and responsiveness - from local representative to national headquarters - including student selection and preparation, selection and screening of host families, ongoing contact with host family and student, and communication with the school and responsiveness to school needs.
- Receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy on timing and requirements.
- Screen and prepare exchange students while monitoring their progress during the school year, responding to issues or problems as they develop.
- Arrange host family placements before exchange students leave their home country. Exchange students are expected to be in their host family and school placements by the first day of classes.
- Personally interview and screen all potential host families, matching student and family interests and personalities.
- Not knowingly place exchange students based on their athletic abilities.
- In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it.
- Provide the school with a complete student application which includes the following:
 - personal letter from the student
 - detailed information on student and natural family
 - proof that the student has sufficient language ability to function in an American classroom
 - original transcript of student's high school grades, with English translation (and this must meet school requirements)
 - necessary medical history, including proof of immunization as required by the school district, any medical/physical restrictions and a recent physical exam with proof of required immunizations

School Expectations for Students on J-1 Visa Sponsorships

- Each exchange student must be qualified to participate in regular classes and maintain a typical schedule - this means an acceptable level

- Collecting and submitting reports to CCI's headquarters
- Providing counseling and problem solving
- Contacting students and hosts at least twice a month.

Regional Directors supervise Area Representatives who report to them. Some regions also have a **Regional Manager** who assists the Regional Director and works more closely with ARs in their area. Responsibilities of the Regional Directors (RDs) and Regional Managers (RMs) include recruiting and training ARs and helping them answer questions and solve problems. Regional Directors are full-time administrators who supervise Regional Managers and Area Representatives. Regional Managers are generally part-time, year-round employees. Regional Directors are supervised by the CCI National Office.

CCI's National Office, or headquarters, is located in Chicago, Illinois. Staff there are responsible for processing applications and visa paperwork, communicating with international partners, and assisting Regional Directors, Regional Managers and Area Representatives. The Director of Student Services and Director of Placement Services coordinate with the Regional Directors and are responsible for the overall administration of the Academic Year and Semester Programs.

Important Program Activities

Orientation is required for all exchange students. The student will receive an orientation before arrival in the U.S. CCI's partner in the student's home country provides this orientation. In addition, soon after the student arrives in the U.S. (usually within two weeks) the Area Representative will meet with the student to provide an orientation session. Students are required to attend this initial orientation. The AR will also provide a host family orientation, which should occur prior to the student's arrival. Returning and new hosts alike must participate in host family orientation sessions.

A Midyear Meeting is required for all exchange students. Midway through the academic year, usually around the middle of January, the AR will schedule the midyear meeting, an opportunity for students to assess the program to date and discuss adjustment issues with their AR and other students in the area, if there are any.

A Re-entry Meeting is required of all exchange students. Near the end of the program, typically in May, the AR will schedule the re-entry meeting for students. Students evaluate the program and begin preparing for the challenges of returning home and re-entering their own culture.

Miscellaneous Activities are optional. The AR may, from time to time, be able to arrange some special activities for the students. Such activities could include theme-oriented parties (e.g., at Halloween), trips to nearby points of interest, meetings with civic officials, or other excursions. Student attendance at these activities usually is optional, although students are encouraged to attend. Often, host family members are invited to participate in these activities. Host families who have ideas for activities or gatherings with other exchange students and host families are welcome to make suggestions to their AR.

Community Service is optional. Community service can be a great way for students to give back to the community. Previous students have volunteered to help at nursing homes, libraries, community youth centers, state parks, reforestation projects, environmental clean-ups, and the like. We encourage schools to help the students find ways to become involved in your community. If they do, tell their AR about it! We love to stay updated on students' activities.



Greenheart is CCI's environmental and social initiative. Greenheart promotes the health and welfare of the earth and its people through cultural exchange, ethical travel, responsible consumerism, and community service. It is a symbol of love and respect for planet Earth. Some ARs will plan Greenheart projects for students and host families.

Students also have the opportunity to participate in a Greenheart Spring Break trip, organized by CCI.

Graduation and Diploma Policy

The Center for Cultural Interchange cannot and does not guarantee to participants in its Academic Year Program and Academic Semester Program that they will receive diplomas or will graduate from U.S. high schools. This condition is clearly stated in our literature, and participants and their parents sign the Conditions of Participation form acknowledging and agreeing to this condition. Furthermore, participants agree not to apply pressure on school authorities to grant them diplomas.

However, it is important to note that students are always placed in classes that correspond with the students' academic level and background. The student's transcripts are provided to the school which thoroughly document the coursework the student has completed, along with the results of the student's efforts (i.e., A, B, C, D or Failure).

The dynamics of the placement process do NOT allow CCI to guarantee to any student that he or she will be placed in a school that will grant the student a diploma. Many schools in the United States do not, as a matter of policy, grant

the exchange program. Once this relationship is formed and articulated, problems can usually be managed effectively and ultimately resolved.

International exchange students offer an exciting resource. Many schools have created special events and programs to encourage all students to get to know these guests from other cultures and expand their own horizons and interests. Such efforts also help exchange students feel comfortable in an all-new life by taking full advantage of their opportunities.

International youth exchange programs internationalize American high schools - one exchange at a time. Thank you for your support of these seminal programs. You are helping to mold our next generation of world leaders.

Number of International Exchange Students

American high schools should strive to accept international exchange students each year. The number of international exchange students that a high school will accept and the timing/deadlines for the process vary. These guidelines suggest a middle ground that recognizes the needs of schools and exchange programs, taking into account the increasing difficulty of securing early student applications and host family commitments. Ideally, schools should work toward a goal of 1% of the total student population being comprised of exchange students. Acknowledging that school conditions vary locally, it is important to set a personal goal that best fits each school community.

Timing Of Placement Process

- The school asks that organizations contact the school each year to indicate an interest in placing exchange students. Exchange organizations should provide schools with advance notice of their intent to place.
- The school is to be notified as soon as Student and Host Family match-ups are confirmed.
- Recognizing the timing of school staffing and resourcing, exchange organizations should submit Student and Host Family applications as early as possible or up to two weeks prior to the school's start date. However, acknowledging the difficulty of securing Host Family commitments, the school will try to accept applications until school starts. (Note: The U.S. State Department federal J-visa regulations permit the placement of exchange students up to August 31 of each year.)

Selecting Student Exchange Programs

- The school reserves the right to work with exchange organizations that have proved their commitment and responsiveness.
- The school will also be open to new organizations that demonstrate a serious commitment to the school and community.

School Expectations Of Student Exchange Program

CSIET MODEL SCHOOL POLICY

on

INTERNATIONAL STUDENT EXCHANGE

Introduction

The Council on Standards for International Educational Travel (CSIET), in partnership with the secondary-school community, has developed the following document to assist American schools in the process of administering successful international student exchange programs. CSIET, a national non-profit foundation, is dedicated to promoting quality international youth exchanges that enrich local high school communities. The CSIET Model School Policy was developed with valuable input from individual high school administrators, exchange program managers, and national advocates for youth exchange. These suggested guiding principles will provide a foundation for local school policies and encourage every U.S. school to engage in international youth exchange programs.

Benefits of International Youth Exchange

Current events clearly show how much more interconnected all of us are to the whole world. This gives schools ever more impressive reasons for accepting international exchange students enthusiastically and using them as resources to broaden student and community perspectives on the world.

Youth exchanges provide foreign exchange students with an American experience, giving them a more balanced understanding of our country. They encourage new perspectives for the school's own students that open their minds to the world. More importantly, these 'connections' help teenagers on both sides of exchange grow and gain maturity.

The concept of exchange programs began more than half a century ago with the Fulbright-Hays Act. High-level officials have supported international student exchange every year since. These cross-cultural experiences offer unique opportunities for American schools to help their students and communities:

- Learn first-hand about other cultures and customs
- Create life-long friendships across cultures
- Gain new perspectives on our country and the world
- Begin to understand how tightly connected the peoples and countries of the world are to each other, something our world seriously needs
- Open young minds to the importance of understanding other languages and other cultures, particularly with respect to career and personal opportunities

At the same time, schools have a right to expect that international exchange students and student exchange programs to adhere to guidelines that will minimize problems and make success more likely. In all international exchange programming, the human dynamic may sometimes complicate matters for administrators. However, the critical element is the ongoing relationship between the exchange program and the school - as well as the responsiveness of

diplomas to exchange students. Each year additional schools adopt the same policy, which, they feel, protects the integrity of their academic programs.

CCI, along with the U.S. Department of State's Bureau of Education & Cultural Affairs, respects and supports the policies of each school. Schools do agree, however, to provide letters confirming that, as a matter of policy, they do not grant diplomas to exchange students.

CCI cannot and will not re-place students to accommodate their wishes to receive a high school diploma.

Moreover, students are not permitted to seek a diploma or equivalent degree during the term of the school semester or academic year through a GED or high school completion program. Such programs are time-intensive, and deter the student from adequate social and family integration. In cases where a student is able to participate in one of the above-mentioned programs after the school year or semester has ended, he or she would be permitted to do so if the course can be completed before the conclusion of the program. However, the responsibility to carry out the effort is entirely the student's.

Participants agree to focus on their current cultural interchange and academic year and not on their desire for further education in the U.S. Students agree as a condition of their J-1 visa to return to their home country at the end of their academic year program and not to change their visa status while in the U.S. on CCI's program.

Applicants unable or unwilling to accept and abide by the above policy should not apply to the program. Active participants already in the U.S. who cannot abide by the above policy risk dismissal from the program and early repatriation without financial recompense.

English Proficiency Tests

Assessment Steps

The Center for Cultural Interchange assesses each student's English language ability through four possible avenues:

1. The administration of a standardized English Test, such as the Secondary Level English Proficiency Test (SLEP)
2. An oral interview, ranging from 15 minutes to an hour, conducted in English by a fluent English speaker
3. A writing sample (the Dear Family letter portion of the student application)
4. English Teacher's recommendation

It should be kept in mind that these measures must be interpreted along with other factors in order to be useful. The student's previous academic training, prior study of other foreign languages, motivation, ability to adjust cross culturally, living situation, and a multitude of other factors will have an impact upon his or her academic success.

Secondary Level English Proficiency (SLEP) Test

The SLEP test measures two primary areas: understanding spoken English and understanding written English. It is designed for use with students entering grades seven through 12 whose native language is other than English. SLEP is a norm-referenced test containing 150 multiple choice questions.

In the first of the SLEP's two sections, recorded samples of spoken English are used to test listening comprehension and do not rely heavily on written material. In the second section, reading comprehension, vocabulary and grammar are measured; questions are based on written or visual materials, including a cartoon, line drawings, fill-in-the-blank passages, and a literary passage.

Students in CCI's Academic Year Program are required to achieve a score of at least 45 on the SLEP test. As of the 2005-2006 school year, CCI has only accepted Form 4, 5 or 6 of the SLEP test. The Language Proficiency scale is as follows:

- Low Intermediate Proficiency Level - scaled score 37 to 44. Percentile rank is generally between 30 and 50. Student can speak and understand some English. He or she can construct sentences, but must be conscious of the process to do so. Control of structure and vocabulary is limited.
- High Intermediate Proficiency Level- scaled score of 44 to 50. Percentile rank is generally between 50 and 70. Student can speak and understand English, but may have some difficulty performing ordinary class work in English. He/she can construct sentences to express his/her needs and ideas.
- Advanced Proficiency Level- scaled score is 51 to 67. Percentile rank is generally 70 or above. Student can speak and understand English.

Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language™ (TOEFL) measures the ability of non-native speakers to use and understand English. Most people take the TOEFL test as a requirement for admission into colleges and universities where instruction is in English. In addition, many government agencies, scholarship programs and licensing/certification agencies use TOEFL scores to evaluate English proficiency.

summary suspension and termination of the sponsor's Exchange Visitor Program designation.

- (2) A summation of all situations which resulted in the placement of exchange student participants with more than one host family or school placement; and
- (3) Provide a report of all final academic year and semester program participant placements by August 31 for the upcoming academic year of January 15 for the Spring semester or calendar year. The report must provide at a minimum, the exchange visitor student's full name, Form DS-2019 number (SEVIS ID #), host family placement (current U.S. address), and school (site of activity) address.

From the Federal Register, Volume 71, No. 64/ Tuesday, April 4, 2006/ Rules and Regulations. Prepared by the Center for Cultural Interchange, Chicago, Illinois.

- (6) Ensure that the host family has adequate financial resources to undertake hosting obligations;
 - (7) Verify that each member of the host family household eighteen years of age and older has undergone a criminal background check; and
 - (8) Maintain a record of all documentation, including but not limited to application forms, background checks, evaluations, and interviews, for all selected host families for a period of three years.
- (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;
 - (2) Provide all selected host families with a copy of Department of State-promulgated Exchange Visitor Program regulations; and
 - (3) Advise all selected host families of strategies for cross-cultural interaction and conduct workshops which will familiarize the host family with cultural differences and practices.
- (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 for 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 Department of State. Under no circumstances may more than two exchange students be placed with one host family.
 - (2) Sponsors must advise both the exchange student and host family, in writing, of the respective family compositions and background of each, whether the host family placement is a permanent or temporary placement, and facilitate and encourage the exchange of correspondence between the two prior to the student’s departure from the home country.
 - (3) In the event of unforeseen circumstances which 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) Placement report.** 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 abuse of an exchange student participant. 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

The TOEFL test measures English language proficiency in reading, listening, speaking and writing. An Internet-based version of the test is now available. In areas where access to the Internet is limited, a paper-and-pencil version of the test is administered however; it does not include the speaking component of the Internet test.

SLEP and TOEFL Score Equivalents

SLEP Total Scaled Score	Expected TOEFL (computer based) Scaled Score
64-67	250-300
58	213
53	173
47	133
42	97
37	65

Although a relationship exists between performance on the SLEP and the TOEFL, the instruments are not equivalent measures to be used interchangeably. This chart is a guideline, and is most helpful when interpreted alongside the writing sample and oral interview assessment provided by CCI.

International Grading Scales

USA	A	B	C	D	F
Thailand					
Brazil	9-10	7-8.9	5-6.9	3-4.9	0-2.9
France	17-20	12-16	8-11	4-7	1-3
Germany*	1-2 or 12-15	2-3 or 9-11	3-4 or 6-8	4-5 or 3-5	5-6 or 0-2
Hungary	5	4	3	2	1
Japan					
Korea	90-100	80-89	70-79	60-69	00-59
Mexico	E 10 100 MB 9 90-9	B 8 or 80-89	R 7 or 70-79	S 6 or 60-69	N 5 or 50-59
Poland	5-6	4	3	2	1
Russia	5	4	3	-	2
Spain*	8.5-10	7-8.5	5-6	3-5	1-3
Vietnam	8-10	6-7	5	-	0-4

These grades are guidelines, and should not be interpreted as exact equivalents to American grades.

*German and Spanish Grades also are referred to by name from A to F:

- German: sehr gut, gut, ausreishend, mangelhaft, ungenugend
- Spanish: Sobresaliente (100-92), Notable (91-83), Bien (82-74), Suficiente (73-65), Insuficiente (64.9-33), Muy deficiente (32.9-0)

Spanish grading system

These grades should not be interpreted as the exact equivalent of American grades. The Suficiente “SF” can be translated as satisfactory and does not imply poor performance. The Spanish educational system fails nearly 30% of all students on their first attempt at final exams, and gives them three additional chances to pass. Students are allowed to go on to their next year in school with two “failures.” Our experience has shown that Spanish students obtain at least one grade higher in the U.S. school system.

In some cases, students from countries other than Spain either will not receive credit for their year of study, or might receive credit on an individual basis or by passing required examinations when they return home. Spanish students, on the other hand, must enroll in a course schedule that will allow them to receive credit, or “convalidate,” upon their return to Spain. The following page lists the courses required for convalidation of 9th, 10th and 11th grade students. Spanish students in the 12th grade also must follow these course requirements, as well as enroll in and pass any required courses for graduation if the U.S. school they are attending will allow them to graduate.

We strongly recommend that all exchange students take U.S. History as an important part of the cultural exchange. All students must also take an English course throughout the year.

Credits and Classes for Spanish Exchange Student Convalidation as stated by the Spanish Ministry of Education effective 1993

Spanish exchange students in the 9th, 10th and 11th grades must select a minimum of four courses from the categories: Chemistry, Geography, Greek, History, Latin, Life Science, Literature, Mathematics, Philosophy, Physics. For 9th, 10th and 11th grade students only, Biology and Geology are counted in the category of Life Science. Not more than one subject per category will count toward convalidation.

Spanish exchange students in the 12th grade must select a minimum of four courses from the following categories and at least three courses must be from the same Group.

Group A: Biology, Chemistry, Geology, Math, Mechanical Drawing, Physics

Group B: Art History, Greek, History, Latin, Literature, Math, Philosophy

The Spanish Ministry of Education expects the student to obtain a high school diploma, if the school’s policy allows diplomas to be awarded to exchange students. If a diploma is not awarded, the student then is required to take and pass at least five courses (four from the A or B groups, and at least three within the same group). When a school offers a diploma, the student must take and successfully complete the school’s required courses for graduation.

- (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) Age and language appropriate information on how to identify and report sexual abuse or exploitation;
 - (3) A detailed profile of the host family in which the exchange student is placed. The profile must state whether the host family is either a permanent placement or a temporary arrival family;
 - (4) A detailed profile of the school and community in which the exchange student is placed; and
 - (5) An identification card, which lists the exchange student’s name, United States host family placement address and telephone number, and a telephone number which affords immediate contact with both the program sponsor, the program sponsor’s organizational representative, and Department of State in case of emergency. Such cards may be provided in advance of home country departure or immediately upon entry into the United States.
- (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.
- (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 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 the parameters of their participation, duties, and obligations;
 - (2) Utilize a standard application form that must be signed and dated by all potential host family applicants which provides a detailed summary and profile of the host family, the physical home environment, family composition, and community environment. Exchange students are not permitted to reside with relatives.
 - (3) Conduct an in-person interview with all family members residing in the home;
 - (4) Ensure that the host family is capable of providing a comfortable and nurturing home environment;
 - (5) Ensure that the host family has a good reputation and character by securing two personal references for each host family from the school or community, attesting to the host family’s good reputation and character;

- (5) Adhere to all regulatory provisions set forth in this Part and all additional terms and conditions governing program administration that the Department may from time to time impose.
- (e) **Student selection.** In addition to satisfying the requirements of §62.10(a), sponsors must ensure that all participants in a designated secondary school student exchange visitor program:
- (1) Are secondary school students in their home country who have not completed more than eleven 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 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 participant 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 participant 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) Sponsors must maintain copies of all written acceptances and make such documents available for Department of State inspection upon request.
 - (4) 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.
 - (5) 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.
 - (6) Upon issuance of Form DS-2019 to a prospective participant, the sponsor accepts full responsibility for placing the student, except in cases of voluntary student withdraw 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 the home country, with the following information:

GROUP A –

Biology

Anatomy
 Biology
 Cell Biology
 Ecobiology Lab Science
 Ecobiology
 Genetics
 Lab Biology
 Marine Biology
 Molecular Biology
 Physiology
 Science Topics

Chemistry

Chemistry
 Lab Chemistry

Physics

Lab Physics
 Physical Science
 Physics

GROUP B -

Art History

Art History

Geography

Geography
 Physical Geography
 Social Geography

Greek

Latin

History

American History
 American Studies
 Current Issues
 Economics
 Government
 History

Geology

Earth Science
 Geology

Mechanical Drawing

Architectural Design
 Architectural Problems
 and Drawing
 Industrial Design
 Machine Drafting
 Mechanical Drawing

Natural Sciences

Astronomy
 Botany
 Geology & Astronomy
 Life Science
 Marine Science
 Meteorology
 Natural Resources
 Oceanography
 Zoology

U.S. History

U.S. History and Geography
 World History
 World History and Geography
 World Studies

Philosophy

Anthropology
 Ethics
 Man Measure
 Philosophy
 Psychology
 Sociology

Literature

American Literature
 British Literature
 English

Mathematics (The only subject that can count in either GROUP A or B)

Algebra	Elementary Functions
Analysis	Geometry
Arithmetic	Math Analysis
Calculus	Mathematics
Computer Mathematics	Trigonometry

If the student is taking one course first semester and a different one second semester, but both are equivalent to the same course in the Spanish system, it will be considered one full course. Example: A student taking Psychology first semester and Sociology second, would be credited as having taken a Philosophy course for the entire year.

**U.S. Department of State Criteria for
Secondary School Student Exchange Visitor Program**

Sec. 62.25 Secondary School Students.

- (a) Introduction.** This section governs Department of State designated exchange visitor programs under which foreign national secondary school students are afforded the opportunity for up to one year of study in a United States accredited public or private secondary school, while living with an American host family or residing at an accredited U.S. boarding school.
- (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 terms are defined in §62.2
- (c) Program eligibility.** Secondary school student exchange visitor programs designated by the Department of State must:
- (1) Require all participants to be enrolled and participating in a full course of study at an accredited educational institution;
 - (2) Allow entry of participants for not less than one academic semester (or quarter equivalency) nor more than two academic semesters (or quarter equivalency) duration; and
 - (3) Be 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 in the second semester of a U.S. academic year if specifically permitted to do so, in writing, by the school in which the exchange visitor is enrolled. Both the host family and school must be notified prior to the exchange student's arrival in the United States that the placement is for either an academic semester or year, or calendar year program.
- (d) Program administration.** Sponsors must ensure that all officers, employees, representatives, agents, and volunteers acting on their behalf:
- (1) Are adequately trained and supervised and that any such person in direct personal contact with exchange students has been vetted through a criminal background check;
 - (2) Make no student placement beyond 120 miles of the home of a local organizational representative authorized to act on the sponsor's behalf in both routine and emergency matters arising from an exchange student's participation in the exchange visitor program;
 - (3) Ensure that no organizational representative act as both host family and area supervisor for any exchange student participant;
 - (4) Maintain, at minimum, a monthly schedule of personal contact with the student and host family, and ensure that the school has contact information for the local organizational representative and the program sponsor's main office; and