HOST FAMILY ORIENTATION GUIDE
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WELCOME LETTER

Dear New Oasis Host Family,

Welcome to the Homestay 360 Program! You have said YES, to the 2015-2016 journey of making your local community global by hosting with New Oasis International Education. New Oasis is happy to welcome you as part of our community. Hosting is a huge responsibility and we thank you for walking with us as pioneers of the ever-changing frontier of global education. Our goal is to provide you with as much information as possible to make your participation in our program a pleasant and successful experience for you and your new international-student family member.

Get ready for a real adventure! As a host family, you are about to participate in one of the most rewarding experiences of your life. As you open your home and warmly welcome your student to participate in your daily activities and become a member of your family, you will be granted the opportunity to share in a unique cultural exchange and gain a friendship that may last a lifetime!

This Host Family Orientation Guide is just that, a guide through this journey. We will answer your questions to help set your mind at ease. By supplying you with helpful tips and valuable information to get you started, New Oasis will continually assist you on this cross-cultural adventure.

We encourage you to read over this guide in preparation for your student’s arrival, and also keep it handy throughout the student’s stay. If at any time you are not sure about something or need assistance in any way, feel free to contact your local New Oasis student coordinator.

Thank you for saying YES to the hosting experience and innovating what it means to be a part of an international student’s life.

Innovating the hosting experience,
The New Oasis Homestay 360 Team
homestay@newoasisedu.com
10 Things to Know About Hosting with New Oasis

1. **Say YES.**
   a. Hosting is a huge commitment. You are taking a teenager into your home who was born and raised into a different set of cultural norms. Saying “Yes” is being open to the learning experience.
   b. Students may feel overwhelmed by all of the expectations placed upon them, at home, at school and from their natural parents. Be generous in your praise and acknowledgement of their efforts. This positive reinforcement promotes a good attitude in the student that can empower them to overcome their challenges and exceed those heavy expectations.

2. **Students are different, but not lesser for it.**
   a. Students come from a different country with different traditions, different foods, and different expectations – not lesser ones. This is an opportunity to share and explain how things are done in the United States, not to pass judgement. Who knows, you may learn a new family custom by saying YES to hosting.

3. **Be encouraging and remember to compromise.**
   a. Your student may hesitate before engaging at home, in school or socially. Encourage them to branch out and try new things. Share some of these experiences with them to help alleviate some of the pressure. Get them out of the house as a family and show them they have an active support network.
   b. Hosting is not an authoritative relationship, it is a growth opportunity. There will be conflict, misunderstanding, and tough days. Remember that it is not always the student’s fault. Compromise, create a new family normal and be welcoming to the experience.

4. **Model the behavior you want to see.**
   a. It sounds basic, but if your student is quiet at dinner, model the question and responses with your family members. Instead of asking “yes/no” questions, ask leading questions that will tap into a more in-depth response like, “What did you learn in Mr. Philips' history class?”

5. **Remember that your student is a teenager.**
   a. It seems basic, but it something you must remember daily. Students are balancing many things. They want to be treated as adults, after all, they traveled thousands of miles to study abroad, but they are also still teens navigating emotions and stress, and need a parent and mentor’s guidance.

6. **Be aware and care.**
   a. Invest in knowing their teachers, what their favorite snacks are, etc. These details may seem small, but shows the student you care for them and are really treating them like members of the family.

7. **Be patient.**
   a. Language and culture barriers can frustrate you and your student. Allow them time to acclimate to their new home, compose themselves and communicate their thoughts. Avoid things like forcing them to eat new foods, finishing their sentences or showing visible frustration.
   b. Learning and practicing a second language 24/7 is emotionally and physically exhausting. Allow breathing room. Review their syllabus, go to parent-teacher night to understand the full scope of their workload and then allow time for students to rest, talk on the phone with their friends and family, or decompress with some gaming.
8. **Be flexible and keep expectations realistic.**
   a. Show flexibility with your student. You both are experiencing a new culture. Communicate and explain misunderstandings. Be flexible and allow your student to have a voice. Rule of thumb: Treat students with respect and they will return the respect.
   b. No child is perfect, host families should have realistic expectations on the student and not set standards so high that the student seems set up to fail.

9. **Be understanding and clear.**
   a. Express openness and understanding when a student is homesick, prefers some alone time, or is struggling in another aspect of their life. Whether the underlying problem is academic or social, there is usually a common theme that can be found which we can address to help the student through their issue.
   b. Do not assume your student knows how to make a bed, open a can of tuna fish, or do a specific chore. Speak clearly, show and model, and repeat. Repeat often and kindly.

10. **Be honest.**
    a. Always be honest with the student. If they are unclear on policies, rules, or laws, be clear and upfront. Honest and calm communication will encourage the student to reciprocate and engage.
    b. To build a lasting relationship based on honesty. When a concern or issue comes up, speak directly to the student before calling your local coordinator. By modeling that behavior, you show the student you are creating and understanding and nurturing home life and establishing strong roots rather than providing “empty talk.”
ABOUT NEW OASIS INTERNATIONAL EDUCATION

New Oasis International Education started with a simple vision—to improve the quality of U.S. study-abroad opportunities for international students. Since its founding in 2008, New Oasis has driven new ways of thinking about international education and continues to grow and change the way students study abroad in the United States. In all we do, we are driven to push further and contribute to the global education movement, while leveraging our knowledge, experience and passion to help enrich the local communities and schools in which we serve.

New Oasis Mission

To bridge the gaps between opportunity and success within international education through industry-leading programs and partnerships, while building trust and fostering goodwill between the local community, international students, alumni and their families.

New Oasis Vision

New Oasis is a place for innovation, where people with a passion for global education strive to adapt and evolve. We provide not just the vision, but the support to make a difference, going where others in the industry have not. We are global citizens, leaders, supporters, and pioneers. We appreciate change and welcome open communication to empower all in our community to learn from each other and benefit through global education.

The New Oasis Academic Support

New Oasis provides support to its students by way of a fully-bilingual academic team, which serves as a group of academic advisors to work closely with each student to ensure academic success. The advisors will be working with your students closely so here are a few things host families should know:

- The academic-support team advises the students in academic study, standardized-test preparation and extra-curriculum participation.
- Each school is assigned a bilingual academic team member who will work individually with your student.
  - They will meet via phone and e-mail.
- Academic team members will call students in the evenings after school but before 8:30 p.m.
- If at times the academic team member is unable to reach the student, they will contact the host family to get assistance.

Friendly Reminder:

Host families are encouraged to work as a team with the academic advisors. If you see a student with poor study habits or frustrated in his/her studies, reach out to your coordinator so collectively, Homestay 360 can find a way to help your student!
The New Oasis Homestay 360 Experience

Homestay 360 is innovating the student and homestay experience by helping students, host families, schools, and natural parents understand their role in the global experience and success of each person involved in this cultural exchange. When a student is placed in a loving, nurturing home, they will have more opportunities to be academically and socially successful. By living with an American family, a student gets the opportunity to hear, see, taste, and feel emotions of a new culture. These experiences in turn will help build a more global and understanding citizen. By hosting a student from a different country, a family gets an opportunity to hear, see, feel and (hopefully) taste a new culture in their local environment, starting a dialogue that will, in turn, help cultivate a truly global community.

STUDENT-SELECTION AND PREPARATION

Every year, thousands of international students come to the United States to study in private high schools. Many of these students also plan to attend college/university in this country upon graduation. Studying in an American high school increases students’ English-language proficiency and introduces them to American culture, making these students more adequately prepared to achieve academic excellence in higher education in the United States.

New Oasis focuses specifically on international students, American host families, and private high schools in the U.S. This program has a network of local high schools with which New Oasis representatives meet annually to gather information regarding available admissions requirements, academics, and extracurricular opportunities, all to enhance the international students’ academic experience.

We have a representative network in China, to help us reach local schools and education agencies. Our team helps us introduce American high schools to students and parents. New Oasis takes pride in its careful screening of each of our applicants. Our representatives in China compile profiles of student applicants based on their academic background, English proficiency, personal interests, skills, and temperament and career goals. These profiles are then used to help match students with prospective host families.

New Oasis goes far beyond simply bringing students to the United States. We all work as a united community ready to support our students, host families, high school administrators, and teachers, when and where they need assistance, to ensure a smooth and successful transition into American culture and the educational system. Our team of professionals, home and abroad, are committed to helping each of our students reach each of their personal academic goals in this country. As we expand and welcome more students from different countries, New Oasis is committed to provide the same caliber of student and support.

Committed to Excellence
Have a concern, comment, or want to share a story?
Email homestay@newoasisedu.com
Understanding the Homestay Stipend
It is imperative for a host family to understand the homestay stipend. New Oasis treats payments to host families as a per diem reimbursement for student’s living costs during the school year of 2015-2016. The per diem reimbursement covers housing expense, food, utilities, toiletry, transportation, expenses for occasional meals out, and family travel. The rate is based on the cost of living standard for each host family’s location. The host family does not need to submit receipts to New Oasis every month. However, we strongly recommend each family keeps all receipts for their records and in case of an IRS audit. If you have questions regarding taxes on your stipend, please consult with your accountant or tax advisor. New Oasis is not authorized to give advice on tax matters.

Some things intended to be covered by the homestay stipend:
- Utilities (electricity, water, gas, internet)
- Basic toiletries (toilet paper, hand soap, etc.), Laundry detergent
- Three nutritious meals per day (including lunches purchased at school)
- Providing or arranging local transportation
- Family functions to engage in the traditional American family life (dinner out, museums, etc.)

Example of Typical Stipend Schedule (10-month hosting, without interruption)
Student arrives on August 15, 2015 and your monthly stipend is $900.00

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<td><strong>$450 (arriving 1 week after student moved in to home- August 22nd)</strong></td>
<td><strong>$900-January 15th</strong></td>
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<td>2nd</td>
<td><strong>$450 – September 15th</strong></td>
<td><strong>$900 – February 15th</strong></td>
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<td>3rd</td>
<td><strong>$900 – October 15th</strong></td>
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<td>4th</td>
<td><strong>$900 – November 15th</strong></td>
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<td>6th</td>
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<td><strong>$900 – June 15th</strong></td>
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Special Note:
If there is temporary hosting or host-family switch any time during the school year, New Oasis uses the per diem rate to calculate the stipend based on the actual number of days hosted.

Example of Stipend Schedule Reflecting Temporary Hosting Needs
Student arrives on August 15, 2015 and your monthly stipend is $900.00. Due to a family emergency, the student stays with a temporary host for 10 days.

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<td><strong>$450 – September 15th</strong></td>
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<td>3rd</td>
<td><strong>$600 – October 15th</strong></td>
<td><strong>$900 – March 15th</strong></td>
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<td>4th</td>
<td><strong>$300 – October 15th</strong> $30/day**</td>
<td><strong>$900 – April 15th</strong></td>
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<td>5th</td>
<td><strong>$900 – November 15th</strong></td>
<td><strong>$900 – May 15th</strong></td>
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<td>7th</td>
<td><strong>$900 – December 15th</strong></td>
<td><strong>$900 – June 15th</strong></td>
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<td>9th</td>
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<td>10th</td>
<td><strong>$910 – June 15th</strong> $30*17 days**</td>
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<tr>
<td>11th</td>
<td><strong>Student returned home on June 1, 2016</strong></td>
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Questions about the reimbursement stipend?
Send an email to finance@newoasisedu.com
**Example of Stipend Schedule Reflecting Permanent Host-Family Transfer**

Student Katy moved in with her host family on August 10th. On December 18th, 2015 she moves out from family A and moves in with family B. We assume there are no more family switches for Katy after she moves in with family B and Katy will go back to her country on June 10th, 2016. The payment schedules for family A and family B are as below:

| Family A          | Move In:  
|-------------------|-------------------------------
| 1st Payment       | $450 - August 17th            |
| 2nd Payment       | $450 – September 10th         |
| 3rd Payment       | $900 - October 10th           |
| 4th Payment       | $900 – November 10th          |
| 5th Payment       | $900 – December 10th          |
| 6th Payment       | $240 ($30*8 days) – January 10th |

| Family B          | Move In:  
|-------------------|-------------------------------
| 1st Payment       | $450 – December 25th          |
| 2nd Payment       | $450 – January 18th           |
| 3rd Payment       | $900 – February 18th          |
| 4th Payment       | $900 – March 18th             |
| 5th Payment       | $900- April 18th             |
| 6th Payment       | $690 – June 18th             |

**HOST-FAMILY EXPECTATIONS AND TERMS**

**Quarterly Reports**
The host family is expected to meet with the student coordinator on a quarterly basis to aid in drafting formal reports for natural parents. Pictures are an important element of these reports, so please take photos throughout the student’s stay with your family. These quarterly reports must be taken seriously, as they are the most important communication back to your student’s family.

**Medical Support**
Families should familiarize themselves with New Oasis’ Student Insurance Policy and the local providers. In the event of an illness, or necessary physical, the host family should know where to get proper care for the student that is covered by the student’s insurance. This information is available on the insurance carrier’s website, or via the customer-service number on the insurance card itself.

**Need help finding a provider?**
Call AETNA MEMBER SERVICES at 1-800-231-7729 and ask for their assistance

**Medical Emergency**
In case of a medical emergency, New Oasis expects that the host family will take all necessary actions for the student to receive proper medical care. Once emergency services have been contacted, the student coordinator and/or headquarters should be contacted immediately.

**Helpful hints:**
**ER vs. Urgent Care**
An ER is attached to a hospital and open 24/7, while Urgent Care has extended hours and limited medical resources. If the student uses the ER for non-emergency use they will have to pay 50% after $100 copay. A true medical emergency requires 10% after the $100 copay. It is also important to help the student choose only in-network providers, if students do not they will have a $10,000 individual deductible.
International Students
The host family is expected to host only New Oasis students and may do so only through New Oasis. Students from other programs or private arrangements with current New Oasis students are not permitted. Should either situation arise, the host family is encouraged to contact New Oasis immediately for further discussion.

Gifts
Though some natural parents would like to show gratitude, it is important to understand that large sums of money should not be accepted, or private arrangements made.

Termination of Agreement
Generally, the host family and New Oasis may terminate this agreement with seven (7) days written notice, though New Oasis reserves the right to terminate sooner, should circumstances require. The stipend will be prorated from the date of termination.

HOST-FAMILY PREPARATION
First and foremost, read this guidebook, familiarize yourselves with potential situations you may encounter, and read our helpful tips to prepare yourself and family for the arrival of your student!

Introductory Correspondence:
- You should receive a short, biographical sketch and pictures of your student, whose interests and personality best fit with your family profile.
- If you have received your student’s flight information, you may wish to confirm those arrangements. This always helps ease the parents’ anxiety as they part from their student at the airport. Be sure to include a cell-phone number, if available, for the student to contact you should he/she have any trouble once landing in the U.S. or locating you at the airport.
- Be sure to include pictures! These will also aid your student as they seek to find you at the airport upon arrival.

Pre-Arrival Family Responsibilities:
- Wi-Fi Internet: Please have access codes ready for students upon arrival. Students will be eager to touch-base with their family back home
- Wi-Fi bandwidth should be strong enough to support SKYPE and multiple users
- Provide a private bedroom for the student
  - Furnish with a comfortable bed, a desk with reading lamp, and a dresser
  - Adequate lighting is important, as many students will study and complete schoolwork in their bedrooms
- Other suggested furnishings might include:
  - Bookcase or end table to provide a place for books, etc.
  - Alarm clock
  - Mirror
  - Garbage can

Stay Connected
We Chat is a great FREE social media application that can help communicate with your student.
Coat hanger on the back of door to provide a place for student to place bathroom towels, etc.
- Shower Caddy with shampoo, conditioner, soap, etc. (if student will be sharing a bathroom)
- Remember to stock closet with hangers and have a laundry hamper available.
- Simple decorations, so the student can put his or her own influence on the room once they arrive.

**Some helpful welcome items:**
Mesh laundry bags, toothbrush, toothpaste, deodorant
Please refrain from decorating the student’s room with family heirlooms, antiques, and furniture with significant meaning.

**Establish Home Expectations:**
Have a plan in place for how you would like the student to do their laundry, chores, etc.:
- When the students should bring down garbage from their room
- Keeping their area tidy
- No food in bedrooms, etc.
- Appropriate volume level of music/computer during daytime, evening, and night

**Preparations for Academic Success:**
- Visit your student’s school and introduce yourself to the staff
- Find out which initial supplies your student will need in the first week of school and have the list ready for your student’s initial shopping trip.

**STUDENT ARRIVAL**

**First 30 Days**
Host families need to assist the student coordinator to ensure your student sets up a U.S cell phone, U.S. bank account, and U.S physical and immunization check.

**Getting Acquainted:**
- New students will arrive in the local community after New Oasis New Student Orientation in Virginia. You will meet your student at the airport and take them home. Your student’s flight information will be emailed to you as soon as it is confirmed.
- Give your student a tour of your home, show student how to work the shower and where to store luggage. Point out and explain as much as possible about their new surroundings. Don’t assume they have a complete understanding of your home and its amenities. Remember to explain how things like the bathroom, shower, and toilet and drain work.
- Encourage the student to unpack and help them store their suitcases properly
- Within the first few days, sit down with your student and complete the Getting Acquainted Questionnaire – located in the back of this guide.
- After your student has had time to rest, take them for a tour through your neighborhood. Point out where they will wait for the school bus and any other points of interest.
- Use this time to get to know your student, where they grew up and the similarities and differences they notice in their new home.
Uniforms/Dress Code
If uniforms are required, you should take your student to purchase them as soon as possible. Your student coordinator may assist you if you are unable to do so. Information was sent home to the student’s parents ahead of time and they will have money to purchase the items they need. Please review the school dress code and help the student understand the rules and regulations regarding hair length, style, etc. We want them to be aware of these expectations so they can be successful throughout this new academic venture.

Immunizations
Students need to visit an “in-network” Aetna provider for a U.S. doctor to approve their physicals and ensure all immunizations are up-to-date. At times, the students may need to get certain immunizations that were unavailable to them in their home country.

A host family will receive a Medical Release of Authorization referenced as “B2”, part of your Host Family Agreement. Host families will need to keep this document on-hand when taking the student to seek medical care.

Textbooks
If the school requires the students to purchase books, please assist the student in this process. They are responsible for payment; however, they will need assistance, as the process may be confusing for them.

AIRPORT PICKUP

Luggage Storage/Travel Precautions
Our students are traveling through multiple airports upon their arrival to your home. It is very important to err on the side of caution and take steps to safeguard your rooms from bugs. New Oasis offers the following suggestions to reduce the risk of bringing bed bugs into the home when traveling:
· Student should be encouraged to unpack shortly after arrival, to properly store luggage.
· Luggage should not be placed on bed during the unpacking/packing process.
· Store luggage in closed plastic bags in your basement or garage.

Initial Culture Shock
They may be disoriented or confused at first. To avoid overwhelming them, speak in a relaxed tone and be mindful of their personal space, limiting hugs and other close contact at first.

Discuss with your student how they would feel most comfortable addressing you, for example, “Mom” or “Dad” or by your first or last names, etc.

Be aware that the student’s written English proficiency is usually superior to their verbal skills and it may take time before they feel confident enough to speak English freely. If you see they are confused or nervous, limit your questions and give them time to adjust. If you are struggling to be understood, try writing out your thoughts or questions for your student to read. Above all else, be patient!

Initially, your student may spend a considerable amount of time in their bedroom. Most students are used to being quite independent, entertaining themselves and spending a great deal of time on their academic studies. Encourage interaction and invite your student to participate in family discussions, allowing them time to adjust at their own pace and preventing them from isolating themselves in their room.
INTRODUCTION TO FAMILY LIFE

Expectations and Schedules Defined
As previously mentioned, please complete the Getting Acquainted Questionnaire with your family and student so expectations and schedules are clearly communicated and defined.

Diet and Eating Habits
Meals can be a great source for bonding. Encourage your student to express their likes and dislikes, participate in grocery shopping and maybe even make a dish with you. Be clear in your expectations regarding meal preparation and cleanup, but allow room for growth.

- **Sticky rice!** Your student may be used to eating a lot of rice in their diet, sometimes with all three daily meals. Don’t be surprised if they would like to eat noodles or rice for breakfast! If you don’t own a rice cooker, you might want to invest in one. Although you are not expected to change your diet to accommodate your student, keeping something that is so much a part of their diet available, along with your delicious American cuisine, will really help ease the dietary transition for your student. Make extra and consider keeping a bowl in the fridge for reheating.
- Your student may be more comfortable with chopsticks, rather than utensils. It might be fun to pick up chopsticks for the whole family and ask your student to instruct the family in their use. It is also customary to eat from bowls when using chopsticks, holding the bowl up to the mouth with one hand and eating with the chopsticks from the other or leaning down to the bowl.
- Students enjoy drinking warm or hot tea. Consider purchasing an electric tea kettle and make it available on the counter for daily use.

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<th>We ask families to have the following staples accessible to students:</th>
<th>Dining out?</th>
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<td>Eggs, milk, juice, bread, rice, noodle, fruit, vegetables, balanced meals (protein, fruits/vegetables, carbs), frozen foods for snacking — waffles, egg rolls, etc.</td>
<td>If you go out to dinner, establish a family budget before ordering (for example: every family member has to order an item under $20)</td>
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Activities within the Host Family Community
Encourage your student to get involved with friends and recreational activities. How they are involved and at what level should depend on a number of factors, such as: the student’s attitude; maturity and grades; your ability to verify the presence of supervision; a safe location and transportation; as well as the general feasibility of participating based on your family’s own schedule.
Some guidelines to keep in mind for safe engagement:

- Your student must seek your permission for activities outside of your presence.
- Your informed consent should take into account the “who, what, when and where”.
- Get to know your students friends. Try to meet them and ask questions about them.
- Sleepovers, or other overnight activities, are entirely acceptable, but have special considerations:
  - You must verify the plans with the supervising adult, if you are not present.
  - You must have contact information on-hand for the supervising adult or venue.
  - The student must bring their insurance card and New Oasis emergency contact info.

Social Life and Curfew

Be sure to introduce your student to neighboring teenagers you know and trust. This is an especially good idea for those host families who have younger children.

Establish a curfew and clearly define the expectations you have for their relationships with other teenagers. Be sure to discuss the need to communicate with you and ask permission in advance, before making plans to do things or making any changes to schedules. Tell them you want to know who they will be with and where they plan on going.

New Oasis does not encourage student dating. However, we do encourage socialization amongst peers. High-school dances and athletic events are a key part of the American High School Experience. Encourage group settings and open communication.

Travel Policy

New Oasis understands the fundamental need of international students to travel, domestically and abroad. New Oasis is committed to fostering a safe travel experience, to the extent reasonably possible. New Oasis will work with its students, families and partner schools to facilitate an effective and accountable travel experience for all parties involved.

To effect this commitment, New Oasis adheres to the following statements of policy:

- The host family must know, or be reasonably informed of, the immediate whereabouts of its student.
- Students must always inform their host family, and New Oasis when circumstances require, of any plans to travel or changes to previously approved travel.
- For travel requiring flight, the student must inform the host family of the flight details (date/time/flight number) prior to confirming ticket purchase.
- New Oasis will approve or deny all Student Travel Requests based on a reasonable understanding of the best interests of the student, giving all appropriate consideration and deference to United States Law, partner school practices and the wishes of the student’s natural parents.
- New Oasis will approve or deny all Student Travel Requests at the earliest reasonable opportunity, not to exceed five days from the date of initial notice or within 24 hours of natural parent approval, as the situation requires.
• New Oasis will deny any travel deemed reasonably unsafe or otherwise not in the best interests of the student, giving consideration to governmental travel advisories and other objective sources when necessary and appropriate.
• New Oasis will maintain records of all Student Travel Requests, including approvals, denials and the reasons for each.
• New Oasis will reasonably permit travel without documentation or notice to New Oasis, if:
  o The travel is within the host family’s geographical community*, and
    ▪ The student is not missing any class time, and
    ▪ The host family knows the destination address and emergency contacts and is able to provide them upon request, or
    ▪ The travel is chaperoned by a host parent or another host-approved adult, or
    ▪ If a day-trip consisting of four or more returning students
  o The travel is for a school-sponsored event, requiring no overnight stay.
• New Oasis will reasonably permit travel with notice to New Oasis, if:
  o The travel is outside of the host family’s geographical community, and
    ▪ The travel is with the host family, and
    ▪ The student is not missing any class time.
  o The travel is for a school-sponsored event requiring overnight stay.
  o The travel is related to the student’s arrival from or departure to their home country at the beginning or end of the academic year.
• New Oasis will reasonably permit travel with documentation, if:
  o The documentation is submitted at least seven days prior to travel, and
  o The student is missing class time, or
  o The student is traveling independently*, or
  o The student is traveling with their natural parents, or
  o The student is traveling with any other party over 25 years of age, or
  o The student is traveling internationally.
• New Oasis will reasonably permit travel that is independent and international with documentation if:
  o the student is 18 and a senior, AND
  o Is traveling for academic or family-related purposes.
• Violations of the statements of policy listed above will result in disciplinary action, up to and including dismissal from the program or termination of relations with New Oasis.

*Geographical Community - A host family’s “geographical community” shall include areas readily accessible by ground transportation (including regional public transportation) that are not within the host’s immediate neighborhood, such as locations of interest in the surrounding region (i.e. a national park two hours away, a library in an adjacent town, etc.)

*Independent Travel - To travel independently, a student must be 18 and be a senior.

Any failure to comply with this policy must be reported to the Homestay Team (homestay@newoasisedu.com) at the earliest reasonable opportunity, but not to exceed 5 business days from the date of first impression, with a subject line bearing the School Name/Student Name/“Travel Concern” (Ex. - “Academic Academy/Billy Lin/Travel Concern”).

Transportation Policy
New Oasis understands the fundamental need of international students to travel in and around their homestay community. New Oasis is committed to helping develop and support safe transportation services for its students, to the extent reasonably possible. New Oasis will work with its students, families and partner schools to facilitate an effective and accountable experience for all parties involved.
To effect this commitment, New Oasis adheres to the following statements of policy:

1. New Oasis will verify the licensure, insurance and driving history of all host parents.
2. Host parents are expected to provide or arrange for their student’s regular transportation to and from school and school-related activities.
3. Host parents may provide transportation for any New Oasis student.
4. Host siblings may provide transportation, if they:
   a. Attend the same school, and
   b. Submit a Motor Vehicle Report (MVR), and
   c. Natural parents approve.
5. Other school members (families, faculty, staff and tutors) may provide transportation with the reasonable approval of the host family. Minor drivers must still meet the standards outlined in commitment #3.
6. Host parents may arrange or approve alternative transportation services as needed, including car services, taxis, rail, train and bus. The student will generally bear the cost of these services.
7. No student, regardless of age or ability, may obtain a driver’s permit or license or engage in the operation of any motor vehicle. This behavior will result in discipline up to and including dismissal from the program.¹
8. Students may ride as a passenger only on any sport vehicle (watercraft, four-wheeler, motorcycle, scooter, etc.) if:
   a. You submit an Activity Waiver to their local coordinator seven days in advance of the anticipated activity, and
   b. The natural parents approve.
9. Students under the age of 18 should not use ride-sharing services (Uber, Lyft, etc.) without an accompanying adult.
10. With permission from Natural Parents and signed Release of Liability, students may utilize a properly licensed-and-insured professional driving service when necessary.
11. Violations of the statements of policy listed above will result in disciplinary action, up to and including dismissal from the program or termination of relations with New Oasis.

¹For purposes of this policy, a motor vehicle is considered to be any automobile, farm vehicle or sport vehicle (watercraft, four-wheeler, motorcycle, scooter, etc.) or any substantially similar means of transportation.

Any failure to comply with this policy must be reported to the Homestay 360 Team (homestay@newoasisedu.com) at the earliest reasonable opportunity, but not to exceed 5 business days from the date of first impression, with a subject line bearing the School Name/Student Name/“Transportation Concern” (Ex. - “Academic Academy/Billy Lin/Transportation Concern”).

This policy is not intended to supersede any limitations or expectations imposed by the State And Federal Government; in case of conflict or confusion, New Oasis defers entirely to those applicable government standards.
Manners

Magic words: “Thank you” and “Please”

American children are trained from birth to say the magic words: “please” and “thank you.” These words are often the ultimate expression of politeness. In China, polite expressions are normally reserved for strangers or a person in a higher position of authority (like teacher or manager) or in a formal situation (like during a meeting/flight). They represent a social distance, so using these expressions between friends or family may sound strange to some students. It is easy for us, as Americans, to misunderstand and think Chinese students or parents are impolite or cold. In reality, our students just have other ways of expressing warmth and gratitude with which we are unfamiliar. For instance, the Chinese emphasize actions over words to show appreciation, so your student may prefer gift giving or paying for a meal as opposed to just saying, “thank you”.

Standards in Dress, Manners and Lifestyle

Styles and standards of dress for an international teenager generally mimic that of an American teenager. They prefer name brands and may be accustomed to spending large sums on their clothing and accessories.

Sharing with siblings may be new to most students, as the majority of our students typically come from single-child families. Be patient and encourage positive interactions between the student and other family members. Be sure to communicate openly and discuss any problems that may occur.

Engage your student in conversations which address the differences and similarities they see between your family and their own in the matters of manners, traditions, benefits and drawbacks of single-child families, regard for the less fortunate, elder care, etc. It is here where you will find the opportunity to give your student true knowledge of what it is to be an American. Share your family stories and your heritage with your students. At all times, be respectful of your student’s ideas as you encourage meaningful discourse and discussion.

Religion

Feel free to share your beliefs with your student, but do not pressure a student to change their belief. Actively engage your student in discussing their particular beliefs, but please respect their differences and boundaries. Students are encouraged to accompany their host families to their place of worship. This is a great way for them to meet and observe other families and experience new religious customs. Here, you have a great opportunity to converse and ask your student about their perspective on religion and any customs they may have.

Youth groups and other services may be great for socialization, but may also be a great strain on the students who are struggling to keep up with their schoolwork or SAT/ACT or TOEFL studies. Extend an invitation and encourage them to participate, but allow them to decline if they wish not to attend. Be sure to understand their reasons for not wanting to participate, and monitor what they will be doing otherwise. If you are concerned this behavior reflects larger issues of isolation or withdrawal, please discuss this with your student coordinator.

Computer, Laptop, Internet, Cell Phone & Electronics Usage and Safety

The use of smartphones and computers has drastically changed the cultural immersion of students. New Oasis encourages host families and students come up with a suitable computer usage arrangement, addressing limits on place (computer must be used in a public area of the home, in the student’s bedroom, etc.) and time (New Oasis
encourages a limited amount of time on the computer to help keep your student actively involved in family activities and discussion).

*Encourage your student to have English as the primary setting on their personal devices. School-issued devices must be in English.*

Students must establish a local phone number while studying in the United States. If they wish to set up a cell-phone contract here, they may do so. With your permission, the student may use your home address on the contract, but they must supply their own credit card to secure the contract. It may be best for the students to purchase a phone that has reloadable minutes rather than a contract. Please help the student in making this decision, but make sure you are comfortable with the arrangements as well.

*New Oasis discourages host families from adding a student to their family cell phone plan.*

**Handling Money and Expenses**

Students will arrive with cash/card and will need your help to set up a bank account. The student should not deposit funds in your account or open a joint account with you. Inform your student that it is not safe to carry a large amount of cash. Students are responsible for their own personal expenses, like hanging out with their friends. However, when accompanying the host family on outings, the host family is expected to cover the student’s expenses as they would their own children.

Host families are required to provide lunch for their student at school. If the student wishes to purchase a lunch at school rather than pack, the host family should work with the student to come up with a plan suitable for their family, addressing to whom the money is paid and how often. Extras added to the meal will be purchased by the student separately.

*Borrowing of funds between the student and the host family is strictly prohibited. Should a student make such a request, the student coordinator should be notified.*

**INTRODUCTION TO ACADEMIC LIFE**

**Academic Requirements and Course Adjustments**

The student’s parents, assisted by New Oasis, have selected the school based in part upon the academic requirements of the school and the student’s ability to meet those requirements. Students are required to enroll in a curriculum which includes: mathematics, science, English literature, physical education and U.S. history/government. A student may be considered for advancement in mathematics or science based on mastery of subject material which may require schedule adjustment. Some schools may also require a religion or Bible class as part of the required core curriculum. Students will also be able to enroll in elective courses offered by their particular school.
Schedules may already be in place for your student. Any and all changes in the academic schedule must be discussed and approved by the New Oasis Academic Team.

**Homework and Study Schedules**

We strongly encourage students and host families to carry on daily conversation and interaction. Your student may wish to remain in their room each evening for study or relaxation, but this can hinder their mastery of the language and development of social skills. Many schools post their students’ homework and grades on the internet or have a homework telephone line to assist students and parents alike. Let your student know that you have access to their homework requirements and suggest that you review them together to start, ensuring they have a proper understanding of the homework assignments. Offer to assist your student, but allow them to choose the amount of help that is given.

The New Oasis Academic Team will be tracking your student’s academic progress. That said, you should also keep track of the student’s academic performance as you would your own child, discussing with their teachers any concerns you may have. Please communicate with your student coordinator regularly and keep them informed of any difficulties you believe your student may be encountering.

**Language Difficulties and Tutoring**

Many students will arrive with an Electronic Language Translator. Initially, these devices may be a tremendous aid for the student in academic or social situations. However the student should moderate their use of these devices, as most schools prohibit their use in the classroom and prefer a paperback multi-language dictionary instead. Be sure to address the use and restrictions with your student and coordinator.

If tutoring is needed, per your judgment, the student’s request or the school’s recommendation, reach out to your student coordinator and they will be happy to make the necessary arrangements. It is important to identify areas of academic need early, before it becomes a crisis, so please do not hesitate to initiate this process.

All tutoring requests must be approved by natural parents before tutoring can begin.

Most students make concrete progress on their transition within the first three months of arrival, but all students will struggle at first. To help manage this effort and aid success, keep communication open with the teachers and inquire about receiving homework assignments online. Encourage your student to reach out to their classmates to help stay on top of work and understand concepts. Diligence and patience will see you through!

**Testing: TOEFL and SAT**

Your student will also be preparing for college-entrance examinations. The TOEFL® - *Test of English as a Foreign Language™*, is required of all foreign students applying to colleges and universities in the United States. It includes sections on reading, writing, speaking, and speaking proficiency. Students may take this test several times to get the best score. Some students may have already taken the TOEFL exam before entering an American high school.
In addition, students will also be preparing for the ACT/SAT. Students may take the ACT/SAT as many times as they like, but different colleges have different standards on how the various scores are considered. Studying for these tests is critical for a student’s success. Be sure to ask about these tests and let your student know you are ready to assist them if needed.

**Expectations Regarding TOEFL/SAT Exams:**

*New Oasis expects the student to communicate when and where they wish to take these exams (we recommend the local test sites) and to communicate with the host family before securing a seat so the host family can transport the student to and from on the day of the test.*

**Extracurricular Activities**

New Oasis generally encourages student participation in extracurricular activities, such as school sports, academic competitions or performances. These activities can help the student establish a peer group, provide a platform for low-pressure language development and begin to truly build confidence. Levels of participation should be decided between the student and host, respecting the capacity of each party to support the activities. If the host cannot arrange transport or the student cannot maintain an acceptable GPA, the amount of time dedicated to these activities should reflect these concerns.

**Friendly reminder:**

Host families should encourage and participate in student’s activities. It means a great deal to the student when someone is cheering in the stands for them!

**Tuition and Fees**

All tuition payments are covered by New Oasis. Any additional school fees are the student’s responsibility, covering things like field trips, yearbook purchases or graduation events. Meal plans are the only exception; this expense remains with the host and is factored into your stipend. Check with your student coordinator, should you have any questions.

**Social Adjustments**

Encourage your student to be outgoing and look for opportunities to engage their classmates. Be sure to ask your student about their school day and whom they have met. If your student is not particularly outgoing and you do not have children the same age as your student, perhaps you could arrange a few initial outings and have your student invite others from school or youth group to join them for a trip to the movies, dinner, theme park, roller skating, bowling, etc.
MEDICAL CARE INFORMATION

New Oasis understands student medical issues may be complex and burdensome. With that in mind, we have created a guide for finding medical providers and managing student care data. Please review this guide before a need arises to help ensure an efficient and safe response. Thank you for your continual support and care of our students!

Before you take the student to the doctor:
1. Get the student insurance ID card and B2 file ready.
2. Please find a medical provider in the AETNA Network
   a) Go to www.aetna.com
   b) Click on “Find a Doctor” link located in the middle, top of the page
   c) Click on “Search Our Public Directory” link located on the center of the page
   d) Click on “A plan offered by my employer or organization (includes small group plans purchased on exchange in Maryland, Delaware, and District of Columbia)”
   e) Search for the desired type of medical professional and enter a zip code
   f) In the “Select a Plan” drop box, select the plan “Open Choice PPO” located under the “Aetna Standard Plans” list and click the “Search” button
3. OR you can call AETNA MEMBER SERVICES at 1-800-231-7729 and ask for their assistance.

At the doctor’s office:
1. Show the student insurance ID and B2 file.
2. Have the student pay the copay if the copay is required.
3. Copy the student’s parents name from the B2 file and enter into the Billing Information Form
4. Enter New Oasis address and contact number in the billing information fields.
5. Ask the provider to file the claim directly with the insurance carrier.

After the visit:
1. If there is co-insurance required (beyond copay paid at doctor visit), please inform your coordinator about the visit. New Oasis home office will receive bills from the provider due to this visit.
2. Just in case you do receive any medical bill for the students, please let your coordinator know and e-mail or mail the bill(s) to New Oasis home office. New Oasis will contact the natural parents and take care of the remaining payments.

New Oasis Contact Information for Medical Bill:
Bill to: (NATURAL PARENTS NAME from B2)
New Oasis International - Student Medical Billing
607 Herndon Parkway, Suite 210, Herndon VA 20170
Phone: 703-429-4664
Fax: 703-439-2668
Email: hr@newoasisedu.com
PROGRAM RULES AND DISCIPLINARY PROCEDURES

Program Enrollment
Once enrolled in the program, a student may not withdraw or temporarily leave the program without the written approval of New Oasis. New Oasis reserves the right to refuse re-entry into the program. Should a student choose to withdraw or voluntarily leave the program, the student may not return to the program, to any New Oasis-affiliated school, or to a New Oasis host family and no program fees will be refunded.

Hosting Multiple Students
New Oasis host families sign a ten-month contract to host exclusively with New Oasis. During this ten-month period, host families are not permitted to host other students outside of the New Oasis community.

If hosting more than one New Oasis student, the students must be of the same gender and have their own separate living spaces.

Photo and Promotion Release
If you or your student have signed the Media Release Form, your image or testimony may be used by New Oasis for marketing purposes (local news articles, video presentations, web-site posting, etc.).

Disciplinary Procedures
New Oasis has set clear standards for its student’s behavior and further respects and enforces the rules of your home and school. Violations of these rules, by any party, are taken seriously and will be addressed promptly with actions, up to and including dismissal from the program or termination of relations with New Oasis. If you are aware of behavior that is contrary to the rules and expectations established by New Oasis or have reason to believe that such behavior is likely imminent, by any party, please let your local coordinator know.

Student Coordinators
A student coordinator is present in your community to serve as the first line of support for you and your student. They will meet with your student on a monthly basis and join you in your home once a quarter for a group discussion. They are also available outside of these regular events to provide support as needed. They will also coordinate several events throughout the year designed to develop their student community and provide cultural experiences to your student.

The student coordinator also works closely with the school, monitoring the student’s behavior and academic performance. They will help the student’s New Oasis academic advisor develop and execute plans designed to help your student achieve at their highest potential, whether it be tutoring or finding new ways to challenge them.

Academic Advisors
Your student’s academic advisor will serve as their primary New Oasis resource for questions or needs relating to in-class performance, study strategies, course selection and subject matter issues as they arise. They also contribute to and host online workshops and webinars, addressing a variety of academic issues, from substance to strategy. The academic advisor will be in regular contact with your student, via e-mail and phone call. In an effort to respect the student’s obligations and the family’s schedule, academic phone calls will generally be limited to traditional business hours and, at the very latest, will be made prior to 8:30 p.m.
The academic advisor will also actively monitor your student’s in-class performance, getting feedback directly from teachers to help inform their support efforts.

**Admissions Team**
The New Oasis Admissions Team manages all student interviews, applications, enrollment paperwork and Visas. Communicating with each of our partner schools, these are the primary point of contacts for school updates, new student information and student inquiries. They work closely with the New Oasis team in China, as well as guide Korean, Vietnamese and other international students through the application process.

**Finance & Human Resources**
The New Oasis Finance and Human Resource teams manage all student and host family stipend, payments, and medical claims.

**Contact Us**
- Homestay – homestay@newoasisedu.com
- Academics – academics@newoasisedu.com
- Finance – finance@newoasisedu.com
- Marketing – marketing@newoasisedu.com
- Overall support – support@newoasisedu.com

**Headquarters contact/mailing address:**
New Oasis International Education
607 Herndon Parkway, Suite 210
Herndon, VA 20170
Phone: (703) 429-4664
Fax: (703) 935-1268

**Stay Connected!**
Facebook.com/newoasisedu
@NewOasisEdu
@NewOasisEdu
www.newoasisedu.com
Understanding the Student Experience

How to use this section:
New Oasis wants to empower host parents to feel confident when faced with hosting challenges as well as understand your role as mentor and guide. Your student will look to you to model behavior- be a strong example of caring global citizen.

This appendix lays out the various areas in which you may reasonably expect student issues to occur. Each section will address a particular area (i.e. food, culture, classroom, etc.), provide a brief statement of the relevant policies, and most importantly, walk you through specific situations and how to begin resolving them.

Please be aware, these are only guidelines. Situations are frequently fluid, changing from moment to moment and are based on a unique set of circumstances. If at any time you feel you need additional support, contact your local student coordinator. New Oasis wants its host families to understand their value and be prepared to address any situations that may occur while hosting.

Items marked with “📝” have been discussed with students at New Student Orientation.

Throughout this Student Experience Guide, there is frequent reference to “engaging” your student and practicing “active listening.” These are critical-action items, but may not be implicitly understood if you have never needed to act on them before.

- Engaging
  - Presence alone is not sufficient in most situations. Students know if you are distracted and are giving divided attention. Show them you are 100% available in the moment by practicing good habits, such as:
    - Eye contact
    - Being attentive to your own body language
    - Making meaningful contributions to the conversation
    - Pushing the student to give full answers that are well thought out and articulated

- Active Listening
  - Be an active partner in the conversation, not a passive one. Your students are expecting a mentor, not a sponge. While sitting there listening may benefit you, it benefits only you. Active listening helps foster better relations with the speaker and develop a deeper understanding of the situation at hand. In practice, this could take several forms of verbal expression:
    - Understanding - “What I am hearing you say is...”
    - Empathy - “That must be difficult for you...”
    - Collaboration - “What do you think about this...?”
    - Suggestion - “Wouldn’t it be great if...?”

Combined with physical expressions, such as eye contact and nodding, this behavior shows the student you are not just listening, but actually hearing and understanding. You are now viewed as a partner, someone invested in their cause. For more on active-listening skills, visit sites like Mind Tools, SkillsYouNeed, or any other credible resource.
In the following section, you will see Student Coordinator Scenario Studies. These are to provide insight as to the New Oasis mediation style so you are familiar of the process if you need to enter the mediation phase of a situation.

Section 1: United States Law
Policy Highlights & Considerations:

- **You and your students are expected to adhere to United States Law, to not associate with individuals that break the law and to avoid even the appearance of illegal behavior.**
- **Any student found guilty of violating a State or Federal Law will be disqualified from the program and returned to his/her country, with all costs borne by the student’s parents.**
- **Any host parent reasonably suspected or convicted of such behaviors shall have the student removed from their home immediately.**

Criminal offense
While cooperating with the legal process and proper authorities, the coordinator must escort the student out of the country at the earliest possible opportunity, taking the student and all of their belongings to the airport and remaining until the student boards their flight. No personal belongings should remain with the host family. The coordinator will complete a detailed Incident Report and share with their regional manager, host family and partner school.

Violence, threats of violence or other dangerous behavior
If the student is violent, threatening or exhibiting other dangerous behavior, the student coordinator must contact the regional manager and local authorities where appropriate, as soon as possible, and ensure the student and host family are safe. Once general safety is confirmed, the student must see a doctor to assess if they are safe to stay in the community. If they are not safe, they must leave the program and be removed from the host family as soon as possible. If they are cleared to return to school and the host family accepts their return, the coordinator must verify the student has a doctor-prescribed plan to maintain their wellbeing, including professional therapy. If a new host family is needed, the student will stay in a respite home (coordinator or another family) while a new host family is found. While searching for a new host family, the respite providers and prospective hosts must be made aware of the original incident and subsequent plan for wellbeing. The coordinator will complete a detailed Incident Report and share with their regional manager, host family and partner school.

Use of controlled substances
The coordinator will complete a detailed Incident Report and share with their regional manager, host family and partner school. Within 48 hours of filing the incident report, the coordinator must escort the student out of the country, taking them and all of their belongings to the airport and remaining until the student boards their flight. No personal belongings should remain with the host family.

Use of alcohol or tobacco
The coordinator will write an Incident Report to document the offense, sharing copies of the report with the regional manager and the host family. The coordinator will then meet with the student and host family to reaffirm New Oasis program expectations. All illicit materials are to be collected and discarded. New Oasis includes e-cigarettes/vaping in this category. New Oasis will also respect any “Zero Tolerance” policy practiced by its partner schools.
Theft of physical or intellectual property

The coordinator will write an Incident Report and provide copies to the regional manager, host family and partner school (if incident occurred on or involves school property). The coordinator will then meet with the student and host family to reaffirm New Oasis program expectations. If the student is formally arrested and found guilty in a court of law, you must inform the school’s SEVIS PDSO/DSO. Further, the student may face immediate deportation and be banned from future entry into the country. If the student is not immediately deported, they will be dismissed from New Oasis at the earliest opportunity allowed by law and the relevant authorities.

*New Oasis considers theft of intellectual property to be the unauthorized use or reproduction of any other person’s work, in whole or in part.

Section 2: Student/Host Family Interaction

Policy Highlights & Considerations:

- Students should respect your lifestyle and actively participate in family activities.
- Encourage your student to speak freely and discuss any concerns they have in regards to the host family’s rules or chores.
- Your student likely comes from a single-child home and is used to attention and deference. Consider this when addressing behaviors and attitudes.

Student is unable or unwilling to engage host family

Take time to observe your student. Is student stressed over school? Not feeling well? Possible causes of this behavior are: homesickness, lack of confidence in English abilities and failure to bond with host family. Be aware of the student’s responses and follow up regularly for progress. Attempt to talk to student and listen to their concerns. Find what interests the student and make it a family outing. Hosting is sharing experiences, not just the student doing what your family likes. If it does not improve contact local coordinator.

An argument at home leads to raised voices or shouting

Call a family timeout. After taking some time to reflect, together with student, discuss what led to the escalation of the argument. Talk through ways moving forward the family will communicate. If it does not improve, contact your local coordinator.

Student refuses to assist around the house

Talk with your student. Have them explain what it is they are being asked to do, and why they find it unreasonable. If the requests are reasonable, explain to the student that chores are a regular part of American life and will help them build a better relationship with your family. Be aware of the students concerns. If lack of study time is mentioned, the student may need assistance with time-management strategies. Be sure chores are reasonable, clearly explained, and work is evenly delegated between family members.


**Scenario Study: Obstinacy**

Your student, Sara, has been in your home for two weeks now, but is having some trouble adjusting. She seems unwilling to even consider helping with chores. Today, it led to a very unpleasant interaction with her and now you two are not talking. You had not intended to get so upset about this, but Sara seemed to be so stubborn.

After an hour or two, you knock on Sara’s door and let her know you would like to try and talk it out. You apologize for how your last conversation turned out and hope a second attempt could be useful (although you still fairly certain is was not your fault).

After some time, you and Sara are able to sit down at the kitchen table together. You ask her to explain how she is feeling, let her know that you want to understand this from her perspective. Pretty bluntly, Sara says that she is here to study, not be a slave. You are upset by the statement, visibly so, but manage to keep it to yourself for the moment. She goes on to say that, at home, she never has to do these things; she is expected to go to school and focus on her studies.

Giving yourself a moment to collect your thoughts, you say, “It sounds like this is a very new experience for you. Does it make you feel uncomfortable?” Sara nods.

You let her know that it was not your intent to make her feel like a slave or even the slightest bit uncomfortable. You explain that you view her as part of the family and that you are asking her to do the same things you ask your other child to do.

“I thought you were just being rude, like maybe you thought you were better than us or didn’t like us.”

“No,” Sara responds, “I like you just fine. I am just very busy with my schoolwork!”

“So the chores, on top of the school-work were a little overwhelming for you?”

“Yes, very much so.”

“Well, how about we try this: once a week, after all of your homework is done, take a few minutes to straighten up your room? Once you settle in some more, if you begin to feel more comfortable, we can add another chore or two. How does that sound?”

“Yeah, that’s not a big deal. I can probably do that.”

You smile, “Perfect! Thank you for letting me know how you feel. If you ever feel that way again, please let me know and we can talk about it.”

“Sounds good to me!”

**Student is chronically late for school and family events.**

Speak with your student and try to determine whether this behavior is reflective of a time-management issue or an emotional one. Ask the student to describe their daily routine. Help them cut out wasteful activities or develop more efficient study strategies. The student may also be staying up late to communicate with friends and family in their home country. Work with them to craft a more practical schedule, perhaps limiting late-night chats to one or two days a week. Do not try to stand between the student and their relations. Simply redirect them to more healthy strategies. Be sure to remind the student that it is also a matter of respect for their host families. Some students are not used to sharing schedules with siblings, so they may not be aware of the various obligations faced by their host parents.
**Student or host family does not respect private space/personal belongings**

An effective and fruitful relationship cannot form if neither party feels respected, so ensure they are able to voice their concerns without interruption. New Oasis expects the student to have a semi-private space within their room. Host families are allowed to enter when it is reasonable to do so, but must try to respect the student’s boundaries where possible. The student should have reasonable access to common areas of the house, but may be barred from entering the parents’ bedroom. Generally, neither party is permitted to go through the other’s personal effects or mail, unless there is a genuine, compelling health or safety concern (i.e. “I thought I smelled marijuana in their room.”).

**Host family is holding or wants to hold student’s Passport/Visa**

The student should be the sole holder of these documents. Please refrain from holding these documents for your student. Encourage responsible storage of important documents.

**Host family restricted internet access**

New Oasis requires you to have sufficient bandwidth available to facilitate digital homework and communication, such as Skype. However, the student and host family should work together to define healthy limitations. If the student is regularly staying up late into the night chatting with friends and family, this can directly impact the quality of their academic performance and cultural acclimation. In this instance, the host family may reasonably restrict access in a variety of ways. Confiscating a student’s digital devices will rarely be considered a reasonable means of limiting access.

**Gift-giving/Exchanges**

Make sure they understand there is no obligation to engage in any exchange of gifts. Encourage them to participate in family traditions and be open to new experiences, but host families may not demand, nor will New Oasis require, the student to spend money in this context.

**Host family does not include student in trips/events**

There are a variety of possible reasons for this behavior, ranging from the student actively removing themselves from host family activities to the host family just not enjoying the students company. Generally, encourage your student to remain involved and the host family to remain inclusive. If finances are an issue for either party, coordinate with your extended community to make any necessary temporary arrangements.

**Host family alleges student damaged home**

New Oasis will coordinate compensation for property damaged above and beyond a reasonable level of wear and tear. The reasonableness of such wear and tear will be determined on a case by case basis and is generally understood to be any sign of use that may be remedied through ordinary effort or use of household cleaning products.

Some general examples of reasonable wear and tear are:

- A carpet stained by foot traffic or food stuff
- Water rings left on furniture
- Bedding faded due to washing/age
- Accidentally broken dinner plate/cup
Some general examples of compensable damage are:

- Carpet/bedding stained or faded due to bodily fluid
- Window blinds broken through misuse, accidental or otherwise
- Water damage due to misuse of toilet/tub/sink, accidental or otherwise
- Damage to the home resulting from behaviors previously addressed with student
- Damage to the home resulting from gross carelessness or deliberate malice

Family expectations regarding use of property or premise must be communicated to the student clearly. Unspoken or assumed rules cannot be effectively enforced or supported.

When compensable damages are alleged, the host or student must contact their local coordinator at the earliest available opportunity and file an Incident Report. The host should provide the coordinator access to the alleged damage or provide sufficient alternative evidence, including pictures of said damage and an estimate of cost or receipt for repair/replacement. If a pattern of behavior is alleged, the host should be prepared to refer back to documented instances.

Too hot/cold

Speak with the student to determine whether they are uncomfortable due to the temperature or are using this as a means to vent about other, less obvious issues. Be sure the student understands the practical considerations involved in maintaining a house temperature (cost, age of house, comfort of other residents, etc.). Host families are expected to make reasonable accommodations for their student, but New Oasis generally respects the host family’s house rules.

Babysitting

Your student should not be used as the default babysitter for your family. While the student may assist in certain practical scenarios (mom forgot something at the office, dad has to go pick up dinner, etc.), they must not be the regular sitter of choice to enable the desired host-parent activity or planned family event.

Section 3: School-related Situations

Policy Highlights & Considerations:

- Regular outreach to your student and school can minimize, or prevent entirely, a number of academic issues. The academic coordinator is your partner in these efforts. Effective outreach, and the results of that outreach, should be regularly discussed with them. Problems usually result from a traceable pattern of behavior, so frequent monitoring and early intervention are the key to changing this behavior. Encouraging open and informed conversation between all parties involved is the best strategy for both remedy and avoidance.

General apathy

If you observe, or are alerted to your student underperforming or disengaging from their studies, talk with the student and keep in mind the following possible causes: homesickness, alienation/isolation, language barriers and lack of challenge. For the first two situations, engage your student on an elevated basis, communicating more frequently and asking the “why” questions. Encouraging students to think beyond their initial answers or comments will help them process their thoughts and ideally lead to more confident and fruitful interactions. For the last two situations, elevate your engagement, but also reach out to your local coordinator for advice.
Absenteeism
If your student is routinely missing school time, for any reason, contact your local coordinator. During your conversation with your student, your primary tool should be active listening (i.e. “What I am hearing you say is...”), supplemented with probing questions (“Can you tell me some more about...?”). Avoid questions that affirm your initial assumptions and let the student lead the initial conversation. Regardless of the underlying issue, the student’s academic success and emotional well-being are implicated. An effective plan of action should include input from the New Oasis academic coordinator, school counselor and, where possible, the school’s international office. Support any plan of action with regular student/school followup and performance monitoring. As a host family, if the student is sick, you will need to call the school to provide an “excused absence.”

TOEFL
The TOEFL (Test of English as Foreign Language) is a test used to gauge your student’s English proficiency. The student will take this test prior to arrival in your community (available within their New Oasis profile) and will likely take it again during their stay with the hopes of reporting a higher score to their colleges of choice. Scoring is from 0-120, based on proficiencies in Reading, Listening, Speaking and Writing categories; in the case of multiple tests, only the highest score will be submitted different schools have different standards, so scores should only be judged in the context of where the student would like to shop them. Good preparation and reliable transportation are the keys to your student’s success, so quality coordination with the academic team and host family is critical. To learn more about the TOEFL and stay up-to-date on TOEFL matters, please visit: http://www.ets.org/toefl.

SAT/ACT
An effective SAT/ACT prep strategy should be based on your student’s unique strengths and weaknesses, developed by their academic coordinator with input from you and the school. Your task as the student coordinator is to check in with the student on a regular basis to ensure the strategy is being utilized and is generating success. Any relevant information should be passed directly to the academic coordinator so strategies can be adjusted without delay. Different schools require different tests (SAT vs ACT), so be sure your student is studying for the test accepted by their college of choice. Unlike the TOEFL, if the student takes multiple tests, each score will be submitted and considered for college admissions purposes. When the time for actual testing has arrived, make sure that the student and host family have made the necessary transportation arrangements.

College-application process
The college-application process is about completing necessary documents and writing admissions essays. Your student is responsible for managing this process, though you should actively support your student throughout. This can be a stressful and hectic process for them, leading to a loss of focus on current high-school obligations, missed application deadlines, etc. The academic coordinator and high-school college admissions team (where available) are critical partners in managing this process. Encourage frequent communication between each party.

Extracurricular activities
Your student is encouraged to participate in their school community, beyond the classroom. Visit with your student and learn firsthand in what they are truly interested. If your student is hesitant to participate, help them verbalize their concerns when appropriate. Explain the broader context of the college admissions process and how these activities will help improve their standing. Then, facilitate discussion between the student and local community service to determine what opportunities are practically viable. As always, the student should coordinate their schedule with your family and be respectful of your family’s ongoing obligations.
Translation programs/Devices

Your student might use a translation program or device to aid them in their language development, such as in-browser translation apps, recording devices or a handheld digital translation dictionary. Each school may have unique rules regarding these devices, so your collaboration with the student should address these directly. While any agreed-upon restrictions may form the baseline for the student’s behavior, an effective immersion strategy will feature regular opportunities to engage directly with others on a social basis.

English as primary language

During their stay, your student is expected to use English as their primary language, in school and at home. This encompasses a broad range of things, from their class notes to the file-names they designate on their laptops. If your student is unable or unwilling to begin this transition, speak with them and try to understand what the barriers are from their perspective. In the case of a genuine inability, reach out to their academic coordinator and the relevant school representative to develop a plan tailored to the student’s level of need. If the student is simply unwilling, your primary tool should be active listening (i.e. “What I am hearing you say is ...”), supplemented with probing questions (“Can you tell me some more about ...?”). There may be a variety of underlying causes, from homesickness to fear of embarrassment. Try to identify your student’s particular issue and work with them to resolve it.

Section 4: Hygiene

Policy Highlights & Considerations:

- Issues of hygiene are inherently sensitive and should generally be handled with patience and clarity.
- Maintaining student health is the bottom line, but respecting community/cultural standards is the goal.

Showering

Your student is expected to bathe on a regular basis, in a manner sufficient to maintain socially acceptable levels of cleanliness. If a concern is raised about their bathing habits, speak with the student and, in a tactful but clear manner, outline the relevant expectation. Issues of personal appearance and cleanliness can be uncomfortable to discuss, but it only harms the student further to avoid them or speak about them in roundabout terms. Be prepared to spell out the actual steps needed to clean oneself (frequency, application of soap/shampoo, amounts used, etc.). During your conversation, be aware that there may be underlying causes for this behavior other than lack of understanding, such as discomfort with their host family, body-image issues and so on. Be sensitive to these possible feelings and support the student where appropriate.

Brushing teeth

Your student is expected to brush their teeth on a daily basis, in a manner sufficient to maintain socially acceptable levels of cleanliness. If a concern is raised about their breath/dental hygiene, speak with the student and in a tactful but clear manner, outline the relevant expectation. Issues of personal appearance and cleanliness can be uncomfortable to discuss, but it only harms the student further to avoid them or speak about them in roundabout terms. Be prepared to spell out the actual steps needed to clean one’s teeth (use of toothpaste, brushing method, etc.).
Deodorant
Your student is expected to apply deodorant on a regular basis, at minimum daily. If a concern is raised about their level of odor, speak with the student and, in a tactful but clear manner, outline the relevant expectation. Issues of personal appearance and cleanliness can be uncomfortable to discuss, but it only harms the student further to avoid them or speak about them in roundabout terms. If possible and where appropriate, guide the student toward a mild, low-odor deodorant, as even perfumes and fragrances can be unpleasant in certain amounts.

Washing clothes
Your student is expected to wash their clothes on a regular basis, in a manner sufficient to maintain socially acceptable levels of cleanliness. If a concern is raised about the cleanliness of their clothes, speak with the student and, in a tactful but clear manner, outline the relevant expectation.

Puberty-specific
Throughout their stay, your student is likely going through puberty. The changes they are undergoing and the hormones that influence them may amplify the existing tensions and anxieties common to the study-abroad experience. Take these stresses into account when trying to understand and support your student.

Below, see some specific issues, broken down by gender (neither affects gender exclusively, but one may experience them more frequently or acutely):

Young Men:
Facial Hair - Encourage healthy grooming habits. Visual aids may help, as would input from the host father or brother when available. Regardless of personal taste, your student must adhere to any applicable standards set by their school.
Sweat - While sweating is not unique to young men, heightened levels of physical activity tend to punctuate this issue for them. Make sure your student is aware of their sweat and are taking all appropriate measures necessary to maintain proper hygiene.
Masturbation - A particularly awkward conversation to have, but one that may hopefully be dealt with by instilling in your student an understanding of personal space, hygiene and respect you’re your host family. New Oasis neither condemns nor condones this behavior on its own, but situations that discomfort the host family or are clearly outside acceptable standards of decency must be met with swift and frank discussion. If you are either unable or unwilling to have this conversation, reach out to your fellow coordinators for guidance.
Increased Appetite - Teens are generally ravenous, but young men in particular given their typically heightened levels of activity. Encourage the student to go grocery shopping with you.

Young Women:
Period/Menstruation: A particularly awkward conversation to have, but one that may be had effectively in an understanding and private manner. Be prepared to have a thorough and frank discussion as it is likely your student has little-to-no experience with items like tampons or pads and their use/disposal. Direct your student to wrap the sanitary product in tissue or toilet paper and dispose of in the bathroom trashcan. Under no circumstances should they attempt to flush it. Any stray blood should be cleaned with cleaning spray and toilet paper, and then flushed down the toilet.
Cramps/Fatigue: Your student may experience cramps and fatigue during their menstrual cycle and may lead them to try and stay home. While understandable, they are still accountable to their school’s attendance policy and are responsible for making up any missed work. This is a monthly occurrence, so missing school each month can quickly create a bad situation for the student. Encourage them to monitor the discomfort and begin to establish a context for it, as they will better manage their discomfort through preparation and experience. This discomfort will be regular for most students, well into adult life, so learning to manage it now can help them greatly down the road.

Shaving: Your student may not shave on a regular basis. While Western cultures encourage this sort of grooming, your student likely did not anticipate this need until they reach college. Empower the host mother to have this conversation with your student, introducing them to the proper methods and tools needed. Your student should be allowed to assume this custom at their own pace, as it can be a very personal experience. Indications that this conversation may be more urgent are general shyness about experiences like pool parties, wearing shorts or participating in gym class.

Acne/Blemishes: Your student’s complexion may be affected by their new diet, water, climate and stress, leading to acne and other blemishes. Encourage your student to manage these issues with daily face-cleaning and drinking water frequently (6-8 glasses daily). In more serious cases, a dermatologist may be recommended. While student insurance may not cover this, it may greatly help them manage the issues and be worth the investment.

Weight gain/loss: Teens are generally ravenous, but young women tend to face body image issues more acutely. During your conversations with them, ensure they are eating a well-balanced diet in appropriate amounts. Be sensitive to the host family’s input as well, as the student’s level of consumption may be beyond their experience and taxing on their grocery budget. If the family notices the student is rarely eating, please have a conversation about proper nutrition and the need for energy to be successful in school and activities. Be observant; if your student’s weight continues to fluctuate in an unhealthy manner, be prepared to intervene and work with the student, host family and regional manager to develop a healthy eating habit, supported by counseling if necessary.

Maintaining personal spaces (bedroom, bathroom)
Your student is expected to keep their personal spaces in such a state as to permit and promote good study and hygiene habits. As a host family, and set firm expectations with reasonable consequences. If there is a persistent issue, visit with the student and give them an opportunity to discuss the situation. Some students have not had this responsibility before, and may resist being told what to do with their own space. Some suggested talking points are:

- This is a habit necessary to grow into a fully independent person.
- It is a matter of respect for the host family’s property and way of life.

Using the bathroom
Some common issues that arise, such as what can or cannot be flushed down a toilet (i.e. paper products, feminine-hygiene products, food, etc.), can be easily identified and remedied through open conversation and clear direction. Habitual issues, such as leaving water running, will require more frequent reminders and followup.
Section 5: Food
Policy Highlights & Considerations:

- You must provide three meals a day and reasonable access to snacks between meals.
- In matters of preference, there is no such thing as wrong. Do not argue with a student or diminish their opinions. Rather, encourage positive expression and challenge them to be open to new experiences.
- Talk openly with student about likes/dislikes

Student cooking
Your student is encouraged to prepare meals with their host family. However, your student should not use major appliances (oven, dishwasher, garbage disposal, and microwave) without the consent and training of your family. For safety purposes, you shouldn’t assume any prior knowledge on the part of the student. When cooking, your student should have free, reasonable use of the staple ingredients found within the home. Any additional or exotic ingredients should be purchased by the student.

Student doesn’t like host food
If your student frequently complains, have a calm and open conversation with them. During your conversation, be aware that there are many possible causes for this behavior (homesickness, culture shock, misdirected stress/anxiety, etc.) but allow the student to tell their own story. Your principal tool should be active listening (i.e. “What I am hearing you say is ...”), supplemented with probing questions (“Can you tell me some more about ...?”). Once your student has had an opportunity to explain, encourage more constructive forms of self-expression with the family. Acknowledge your student’s opinions, and then challenge them to try new things or become more involved in grocery shopping/meal preparation.

Scenario Study: Articulating/Understanding Preference

You and your student, Brian, are having a conversation about food. People can have very particular preferences when it comes to cuisine, so practice using positive, illustrative language and be mindful of each other’s stated preferences and context clues. While not a guarantee of immediate success, it can help pave the way for future constructive dialogue.

Suggested:
- Brian: “I have never had this before. It is different. I am not sure I like it.”
- Host: “I can see by your expression you might not like that. What about it don’t you like?”
- Brian: “This is great! What is it called?”
- Host: “I know you may not like it, but this is what we have made for dinner tonight. If you really don’t like it, let me know and we can try and make you something really quick.”

Not Suggested:
- Brian: “This is disgusting.”
- Host: “Stop making faces and eat it.”
- Brian: Nodding or shaking his head, without comment
- Host: “This is America. This is what we eat and you will like it.”
Meals - lunch, over the weekend and restaurants
You are expected to provide your student with three meals per day, including lunch, all weekend and any meals eaten out. This expectation is outlined in the Master Agreement signed by each family prior to commencement of hosting duties.

For meals eaten out, set reasonable limits on spending before entering the restaurant. While the student may spend their own money to order more, such behavior may be viewed as inconsiderate (larger order delaying dinner service, unseemly gratuitous spending, etc.). Your student may also express a desire to pay for themselves or for the family altogether in an effort to be polite or show appreciation. While admirable, this may still cause tension. Encourage the student to express this desire prior to entering the restaurant.

Cold food/leftovers
If your student is hesitant to eat leftover portions, encourage them to express their reasoning. Some students believe cold food is bad for their health (reheating does not change this characteristic), while others are simply not accustomed to eating leftovers. In either instance, encourage them to be open to new experiences and judge for themselves only after giving a genuine effort.

When/Where to eat (i.e. not bedroom/bathroom)
If your student is in the habit of eating at odd times or in inappropriate areas, set practical and firm guidelines with the student. Each family has different expectations regarding eating schedules and areas, so focus on facilitating conversation as opposed to suggesting solutions. New Oasis baseline requirements are three meals per day, plus readily available snacks. Every student/host combination will develop a unique relationship within those rules. That said, coaching your student toward traditionally approved habits never hurts (keep food to the kitchen/dining room, do not take food into the bathroom, do not eat after 10 p.m., etc.).

Section 6: Student Behavior/Emotion
Policy Highlights & Considerations:
- Regular student engagement may enable you to recognize changes in their mood or behavior that may be symptomatic of larger concerns.
- Providing your student opportunities to vent or “decompress” are important and can be very useful if done constructively; each vent should be accompanied by a solution-oriented conversation.

Dating
While New Oasis does not encourage dating, it is a common part of adolescence and the typical American high-school experience. If your student wishes to engage in this behavior, they must abide by any standing house rules of the host family, and any relevant school policy. Should neither of these concerns be present, if your student does decide to date, encourage a group outing with their peers. New Oasis prohibits students from engaging in sexually active behavior, so avoiding 1-on-1 situations is the best option.

Homesickness
Your student may experience homesickness during their stay, typically within the first 30 days, though each student is different. They may express this feeling through a variety of behaviors:
- Excessive communication with parents, friends from home
- Social isolation/withdrawal
• Erratic behavior
• Aggressive rejection of host family customs/culture
• Refusing to unpack

Collaborate with your student to create a plan of action that mitigates these behaviors. For instance, if they spend too much time communicating with family and friends from home, develop a communication schedule, carving out pre-arranged times for calls, limited to a couple times a week. Your task is not to halt these behaviors cold-turkey, but to create opportunities that make them less necessary (e.g., inviting the student to an event, rather than taking away their gaming console). Allow the student to process their emotions, while concurrently making sure they have the outlets and opportunities necessary to build a new, positive outlook.

**Stress**
If your student is experiencing continuous or heightened stress, help the student identify the source of their stress and then collaborate with them on a mitigation plan. Depending on the root cause of stress, this could be a revised study strategy, a framework for a potentially difficult conversation or even an adjusted diet. Stress is frequently a result of multiple factors collectively pressuring the student. Do not assume any one approach is guaranteed success and support your efforts with regular outreach.

**Excessive gaming**
Excessive gaming is any amount of gaming that prevents your student from achieving their fullest academic, social and personal potential. Two students may have very different limits, so resist generalized assessments. If your student is excessively gaming, talk to them and facilitate an open discussion. Often, students view gaming as a personal-escape strategy, entering into a private world all their own. Attempts to encroach on this boundary may be taken personally, creating a seemingly disproportionate amount of resistance. Work with your student to develop a reasonable gaming strategy, including place/time restrictions (no gaming at the table, after 11 p.m., until homework is complete, etc.). If the excessive behavior continues, reach out to your regional manager for additional guidance.

**Internet usage (porn, violence)**
If you perceive a problem with your student’s internet habits, reaffirm New Oasis program guidelines and work with your student to craft a reasonable set of internet-accountability controls. Your family should create proportional repercussions for this behavior, such as place/time restrictions on internet access (an absolute ban on internet access is not permitted, so restrictions must be well-considered and practical). If this behavior continues, reach out to your student coordinator.

**Misuse/Abuse of social media/Digital interaction**
If you come to learn your student is engaging in risky or inappropriate behaviors online speak with them and be prepared to engage in frank discussion. Examples of such behaviors are:

- Cyber-bullying (using social media to threaten or demean others)
- Sharing inappropriate or personal information
- Conducting financial transactions with unverified third-parties
- Downloading unapproved media to school-owned devices

Your student is expected to respect themselves, their community and their school-owned devices. Any behavior that shows otherwise is expressly forbidden. Reaffirm New Oasis program guidelines and work with your student to craft a reasonable set of internet accountability controls. Create proportional repercussions for this behavior, such as place/time restrictions on internet access (an absolute ban on internet access is not permitted, so restrictions must be well-considered and practical). Follow up with your student coordinator regarding the incident or pattern of behavior and file a formal Incident Report.
**Disrespectful/Rude student**

If your student is displaying disrespectful or rude behavior, speak with them and be honest and provide an opportunity to discuss the situation. During your conversation, be aware there are many possible causes for this behavior (homesickness, culture shock, cultural misunderstanding, misdirected stress/anxiety, etc.) but allow the student to tell their own story. Your principal tool should be active listening (i.e. “What I am hearing you say is ...”), supplemented with probing questions (“Can you tell me some more about ...?”). Once your student has had an opportunity to explain, encourage them towards more constructive or culturally sensitive forms of self-expression. If an apology is necessary, provide some sample verbiage and be sure to follow up with the aggrieved party to ensure the apology was actually made.

**Scenario Study: Rudeness**

Your family, including your student, Sam, is out for a nice dinner. When it comes time to order, Sam simply points at the menu and tells the waiter, “I want this.” The waiter is somewhat taken aback by Sam’s apparent lack of tact, as are you, interpreting this as privileged or rude behavior. He has acted this way in the past as well, and you begin to wonder if Sam is just generally entitled and ill-mannered.

Afterwards, you ask Sam how he felt things were going, dinner and his stay so far generally. He says he really enjoyed dinner, that your family treats him very well and he is happy. Sensing no tension from Sam, you ask him directly about his manner with the waiter.

“Sam, I know you said you had a good time, but we were concerned about the way you spoke with the waiter. We feel you were a bit rude. Can you help me understand this?”

“Really? I just told him what I wanted. Everyone else did, too. How was that rude?”

“Ok, it appears we have a misunderstanding. When communicating with a waiter, or anybody for that matter, it is considered polite to ask for the thing you want, even if you know they must give it to you anyway.

For instance, instead of telling the waiter, ‘I want this...’ you could say, ‘May I have this...?’ Or, rather than telling us that you are staying after school for a club event, you could ask, ‘Is it ok if I stay after school today for...?’ Even though you already know we’ll probably say yes, asking their permission is considered polite and shows respect.”

“Oh, I had no idea!”

**Depression**

If you suspect your student may be depressed, reach out to the local student coordinator. Some signs your student may be depressed are (though not limited to):

- Unusual irritability or sensitivity
- Withdrawal from social engagement
- Disinterest in activities once found enjoyable
- General apathy or lack of energy
- Changes to established routines
- Poor academic performance
- Increasingly high-risk behavior
Provide your student with access to counseling services and check in regularly to make sure they attend covered under New Oasis medical plan. Engage the full New Oasis community, including the local coordinator and school counselor, to provide all necessary support and follow up. National Library of Medicine, March 4, 2015

Self-Harm/suicidal thoughts
If you suspect your student is considering self-harm or has already done so, reach out to your local student coordinator and medical provider. Some signs your student may be considering or performing self-harm are (though not limited to):

- Concealing the whole of their body, regardless of heat or discomfort
- Unexplained cuts, scrapes or bruises
- Signs of hair-pulling
- Signs/symptoms of depression

If the student’s health is not in immediate danger, provide them with access to counseling services and make sure they are evaluated by a medical professional. If the student’s health is in immediate danger, arrange or provide transportation to the emergency room for quick assistance. Engage the full New Oasis community, including the local coordinator and school counselor, to provide all necessary support and follow up. National Health Service, July 23, 2013

Parental expectations regarding weight
Some natural parents have very strict expectations for their child’s physical appearance, expressing themselves in ways that might be harmful to the students’ self-esteem and general outlook. Regular conversations with your student, as well as fostering an open and positive relationship between them and your family, can help identify such an unhealthy behavior early on in the process and potentially mitigate its impact. If you become aware of this occurring, reach out to your local coordinator to initiate outreach to your students’ parents. New Oasis can take measures to educate natural parents about the many factors contributing to body-change and the highly sensitive emotions surrounding it. Ensuring the student has positive reinforcement from your family is the best method to counter or even prevent any lasting, emotional harm.

Eating disorder (include indicators)
If you suspect your student may have an eating disorder, reach out to your local coordinator and Homestay Team for immediate consultation, in addition to submitting a formal Incident Report. Some indicators of such a disorder are (though not limited to):

- Physical
  - Unusual fluctuations in weight
  - Low energy / Fainting
  - Signs of vomiting (bad breath, puffy face, discoloration)
- Mental
  - Preoccupation with eating habits/body weight
  - Distorted body image
  - Inflexible eating habits
  - Emotional eating (consumption rises or falls in direct correlation to strong positive/negative feelings)
● Behavioral
  ○ Frequent trips to the bathroom around meal-time
  ○ Unusual dieting behavior
  ○ Secretive behavior relating to consumption
  ○ Extreme sensitivity to comments about body shape/eating habits

If the student’s health is not in immediate danger, provide them with access to counseling services and make sure they are evaluated by a medical professional. If the student’s health is in immediate danger, arrange or provide transportation to the emergency room for quick assistance.

National Eating Disorders Collaboration, May 9, 2014.

Section 7: Money
Policy Highlights & Considerations:
  ● Students should avoid carrying large sums of money directly on their person.
  ● Money/income is generally a taboo subject in American culture. The host family may need encouragement to proactively engage your student on the subject, addressing budgets and responsible spending habits.

Poor spending habits
If your student displays poor spending habits (frequent frivolous purchases, carrying excessive amounts of cash, using unverified online shops, etc.) speak with them and explain the inherent risks of this behavior. While the student is generally within their rights to purchase goods, safety is paramount. We would rather deny a purchase and manage an unhappy student, than permit unsafe behavior and manage a student who has been physically or digitally victimized or an irate natural parent whose funds have been squandered. The best practice is to engage with your student early on, explaining exactly why such behavior is inappropriate or risky. Until they understand the context, all they likely hear is someone telling them, “No.”

Online purchases
If your student frequents online stores, make sure they understand safe practices for such behavior. While they may research goods broadly, encourage them to make actual purchases from reputable online dealers, such as Amazon, iTunes or Alibaba, to name only a few. Personal or financial information provided to unknown vendors may lead to identity theft or outright financial loss. Make sure the student understands that you, as the host parent, have the right to inquire about any packages sent to or from their home, as well as the safety purposes that make this necessary and appropriate. If the student’s personal or financial information is believed to be compromised, help your student contact their bank and begin managing the situation. Inform your local student coordinator who will submit an Incident Report.
Section 8: Medical Issues
Policy Highlight & Considerations:

- When a student’s health or safety is implicated, communicate details via phone and then follow-up via email when able. E-mails, especially in the evening, may go unread and stall critical response efforts.
- Working ahead of time to identify local, in-network providers can save headaches down the line.
- Your student’s insurance covers mental health services. Ensure they are aware of the service and that there is no stigma surrounding its use.

Student is ill
If your student falls ill, ensure they receive all necessary care. Make sure the student has their insurance card and, where possible, obtains care from an in-network care provider. By contract, the host parents have limited guardianship over the student and are able to approve most care needed for routine illness. Complete an Incident Report and follow up with the student to monitor their recovery. If the student is likely to miss school, make sure the school is notified.

Student has extended hospital stay
If your student’s illness or injury necessitates extended hospital admission or medical observation, ensure they receive all necessary care. Make sure the student has their insurance card and, where possible, obtains care from an in-network care provider. By contract, the host parents have limited guardianship over the student and are able to approve most care needed for routine illness. At the earliest available opportunity, reach out to your regional manager and Homestay Director and complete an Incident Report. Ensure the school is aware of the student’s situation and follow up regularly with your student and host family to make certain they are adequately supported.

Student was in a car accident
If your student is involved in a car accident and suffers injury, ensure they receive all necessary care. Make sure the student has their insurance card and, where possible, obtains care from an in-network care provider. By contract, the host parents have limited guardianship over the student and are able to approve most care needed for routine illness. If the student is likely to miss school, make sure the school is notified. Complete an Incident Report and follow up with the student to monitor their recovery. For your Incident Report, it is vital to detail whether your student’s driver was an approved New Oasis driver, a community member, a peer (licensed or just permitted), etc.

Student wants a dentist
If your student requests non-emergency dental care, they must receive an estimate prior to accepting any services. Dental care is not covered by their New Oasis-provided insurance and must be paid out of pocket, therefore requiring the approval of their natural parents. Once your student has an estimate, reach out to your local student coordinator with the details, initiating the natural parent approval process.
Section 9: Misc.

Lost/Expired Passport/Visa
If your student reports a lost, damaged or expired passport or Visa, immediately inform your local student coordinator and contact homestay@newoasisedu.com for specific guidance on next steps. Regarding passport renewal, this is generally done by your student over the summer in their country of origin. To avoid issues of expiry, it is best practice to ensure your student has a passport with no less than six months authorization remaining.

Form I-20
If your student reports a lost or damaged Form I-20, immediately inform your local student coordinator and contact the school’s SEVIS PDSO/DSO. Request the school’s PDSO/DSO print and sign a new copy. Once the student has their new copy, coach them on proper storage for important documentation.

Change of Status (i.e. United States Permanent Resident Card, Green Card, USCIS Form I-551)
If a student reports a change of immigration status, immediately inform your local student coordinator and contact the school’s SEVIS PDSO/DSO. Visit with the student to verify the nature of the status change, as well as the context surrounding it.

Closing Words from the Homestay 360 Team
Innovating the student and homestay experience is an ever-changing task. This list will continue to grow as we learn new ways to advocate for students, and bridge the gaps between opportunities and success in international education. It is the work by you, the host family and mentor, that impacts the lives of our students daily and transforms them from international students to global citizens.
New Oasis Homestay 360 thanks you!
GETTING ACQUAINTED QUESTIONNAIRE

Please review the following questionnaire with your student. Allow the student to ask the questions so they can start having an honest and open conversation with you. Encourage the student to take notes so they can reference the conversation in the future. This questionnaire is meant to be a guide. Please add more questions or take some out as your family situation demands. It is to be viewed as a tool to help start a conversation!

**Waking and Sleeping Schedules**
- What time do you [host family] get up?
- What time will I need to leave for school in the morning?
- Will others be sleeping when I awaken?
- What time do you [host family] go to bed?
- Are weekend times different?
- Must I have my lights out by a certain time?

**Bedroom, Bathroom and Family Space Defined**
- What time is best for me to shower?
- Is there a limit to the time I may spend in the bathroom?
- Is there a limit to the time I spend in the shower?
- Will I be sharing a bathroom, if so, with whom?
- Is the water pressure or temperature affected if two people are using the water at the same time or if the dishwasher or washer is running during shower times?
- Is there anything else I should know about the plumbing?
- How do I turn off the toilet if it starts to overflow?
- Am I able to move things around in my room?
- May I attach things to my walls? What do I use?
- May I have food or drink in my bedroom?
- Are there certain areas/rooms in the home which are private?

**Meals**
- What times do we eat breakfast? Lunch? Dinner?
- Am I permitted to help myself to snacks and drinks outside of mealtimes? Must I ask first?
- Will I prepare my own breakfast?
- What foods may I prepare for my breakfast?
- What arrangements have been made for school lunches, do I make it myself?
- Or purchase from school, and how is it paid for?
- How may I help in preparation and/or cleanup?
- Am I required to eat all foods served to me? How would I decline something if I do not care for it?
- These are some of the foods I like the most:

**Chores/Laundry**
- How often would you like me to clean my room? To what extend?
- What other areas am I responsible to keep clean?
- Where do I put my dirty laundry?
- Would you like me to care for my own laundry? If so, how do I operate the washer and dryer? Is there a particular wash day?
**Computer/E-mail**
Should I have any further restrictions for usage other than those stated in the handbook?
May I use the family printer? What restrictions are there?
Is there a certain place where it is best for me to use my computer?
Are there certain restricted sites?

**TV, Video Equipment**
Are there restrictions I need to know? Is there a limit to time used?

**Telephone/Cell Phone**
May I use the home phone with my prepaid international calling card?
May I use the home phone for local personal calls?
Are there any restrictions?

**Socialization/Curfew**
May I invite friends over? On school nights or just weekends? May they stay overnight?
Is it necessary to seek permission to go out? To stay after school?
If I need to make a change in the schedule, whom should I contact?
What time is curfew on school nights? Weekends?

**Transportation**
How do I get to school?
If I travel on the bus, what number and where do I get on and off?
Are you willing to provide transportation to allow me to stay after school or visit with friends?
Are there limits on the number of nights I am allowed to go out on weeknights? On weekends?
Are there certain days that you do your shopping?

**Dress Code/Uniforms**
Does my school have a dress code or require uniforms?
What about hair coloring and jewelry or piercings?
Do you have restrictions on swimwear apparel?
Will I need to dress up for church? Other occasions?

Are there any other things you wish to share with me about your personal habits, likes & dislikes, special needs, or family situations?

Do you have any questions for me?