

INSTRUCTION: FIELD TRIPS

Cultural Exchange

I. ISSUE

- A. BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) IS COMMITTED TO PROVIDING CULTURAL EXCHANGE PROGRAMS AS PART OF THE SCHOOL SYSTEM'S OVERALL ACADEMIC PROGRAM. EXCHANGES INVOLVE THE RECIPROCAL AGREEMENT WHERE BCPS STUDENTS ARE SENT TO A HOST INSTITUTION AND STUDENTS FROM THE HOST INSTITUTION ATTEND BCPS. THE CULTURAL EXCHANGE PROGRAM ENHANCES STUDENT ACHIEVEMENT BY PROVIDING OPPORTUNITIES FOR STUDENTS TO DEVELOP CULTURAL AWARENESS, EFFECTIVE COMMUNICATION SKILLS, AND A GLOBAL PERSPECTIVE.

II. PURPOSE

- B. TO ESTABLISH GUIDELINES AND RESPONSIBILITIES FOR CULTURAL EXCHANGE PROGRAMS.

III. [1.] Definitions

- A. *CHAPERONING TEACHER* - IS A TENURED TEACHER WHO HOLDS A CLASS 1 PROFESSIONAL CERTIFICATE FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION AND WHO ACCOMPANIES AND SUPERVISES STUDENTS ON AN APPROVED CULTURAL EXCHANGE OUTBOUND TRIP.
- B. [A. “[*Cultural Exchange Outbound*]” – A CULTURAL EXCHANGE [is a] trip SPONSORED BY BCPS WHERE BCPS [that Baltimore County Public Schools’ (BCPS)] students TRAVEL [take] outside of the United States, RESIDE [which includes students lodging] with a host family or in dormitories, and attend[ing] classes at a school with which BCPS has established reciprocity.
- C. [B. “[*Cultural Exchange Inbound*]” - A CULTURAL EXCHANGE PROGRAM WHERE [is a trip or portion of a trip that involves] foreign students from a school with which BCPS has established reciprocity VISIT

BCPS, RESIDE [lodging] with a Baltimore County host family, and attend[ing] classes at a Baltimore County Public School.

- D. *OFFICE HEAD* – THE DIRECTOR OR COORDINATOR OF A CURRICULUM AND INSTRUCTION CONTENT OFFICE HOSTING A CULTURAL EXCHANGE PROGRAM.
- E. *SELECTION COMMITTEE* – A GROUP CONSISTING OF THE PROGRAM COORDINATOR, SCHOOL ADMINISTRATORS, TEACHERS, PARENTS, AND STUDENTS THAT REVIEWS STUDENT APPLICATIONS, CONDUCTS INTERVIEWS, AND RECOMMENDS STUDENT PARTICIPANTS.
- F. *SPONSORING SCHOOL* – THE BCPS SCHOOL HOSTING A CULTURAL EXCHANGE PROGRAM.
- G. *PROGRAM COORDINATOR* – THE BCPS EMPLOYEE DESIGNATED WITH OVERSIGHT RESPONSIBILITY FOR THE CULTURAL EXCHANGE PROGRAM BY THE PRINCIPAL OF THE SPONSORING SCHOOL OR BY THE OFFICE HEAD.

[C. Responsible Adult Participants

- 1. “The Principal of the sponsoring school” is responsible for developing the reciprocal agreement between BCPS and the foreign school and providing primary oversight of the cultural exchange.
- 2. “The Chaperoning Teacher” is a certificated employee of the Board of Education of Baltimore County who accompanies and supervises students on the trip. The chaperoning teacher assists with planning and implementation of the cultural exchange. The chaperoning teacher ensures compliance with the policies of the Board of Education and the Superintendent’s rules during the outbound cultural exchange.]

IV. GUIDELINES [2. General Requirements for Cultural Exchange]

- A. THE CULTURAL EXCHANGE PROGRAM SHALL ALIGN WITH THE EDUCATIONAL GOALS OF THE SCHOOL SYSTEM AND ALIGN

WITH STUDENT ACHIEVEMENT GOALS OUTLINED IN THE
BLUEPRINT FOR PROGRESS.

- B. PARTICIPATION IN A CULTURAL EXCHANGE PROGRAM IS LIMITED TO BCPS STUDENTS IN GRADES 9-12.
- C. [A.] Students shall not be denied access to cultural exchange opportunities because of gender, race, color, disability, or economic status. Efforts shall be made to find ways to maximize participation of interested and qualified students in these opportunities.
 - 1. Students with disabilities shall be provided equal opportunity for participation in all planned educational, extra-curricular, and recreational activities that take place during the cultural exchange. As part of the planning and implementation process, students with disabilities shall be given the opportunity to participate with students without disabilities to the maximum extent appropriate to the needs of any student with a disability. For this purpose, the student's IEP shall be PROVIDED [available] to staff coordinating and participating in these cultural exchange opportunities.
- [B. Board Policy 5550, *Students: Conduct – Disruptive Behavior*; and Policy 5560, *Students: Conduct – Suspension or Expulsion*, as outlined in the *Student Handbook, Baltimore County Public Schools*, and all other Board policies, Superintendent's rules, and school instructions remain in effect at all times during the outbound cultural exchange.]
- D. [C.] The principal of the sponsoring school or PROGRAM COORDINATOR shall monitor the scheduling and involvement of participating and non-participating teachers and students to make certain that neither instructional time nor school resources are unduly impacted by the cultural exchange.
- E. [D.] EMPLOYEES ARE PROHIBITED FROM PARTICIPATING IN ANY ASPECT OF A CULTURAL EXCHANGE PROGRAM WHEN SUCH PARTICIPATION VIOLATES THE BOARD'S ETHICS CODE. [Each employee of the Board of Education shall review Board Policies 8363, *Ethics Code: Conflict of Interest*; and 8362, *Ethics Code: Gifts*, before taking part in a cultural exchange, and shall disclose any conflicts of interest to the ethics review panel of the Baltimore County Public Schools.]

- [E. Four months prior to the cultural exchange, written permission for students to participate in the cultural exchange, specifying transportation arrangements shall be obtained from parents/guardians.
 - f. One month prior to the cultural exchange, pertinent health information for participating students shall be obtained from parents/guardians. If the cultural exchange is rescheduled, the school shall obtain written permission again.
 - g. The parent/guardian permission form shall state: “The Board of Education shall not be financially liable for losses due to changes or cancellation of the cultural exchange.”
- IV. All aspects of the cultural exchange may only be approved by the Superintendent. The Superintendent reserves the right to cancel the cultural exchange or recall the group, if the circumstances suggest that foreign travel is unsafe or for any reason determined within the Superintendent’s sole discretion.]
- V. PROPOSAL AND APPROVAL
- A. PROPOSALS SHALL ALIGN THE OBJECTIVES OF THE CULTURAL EXCHANGE WITH THE INSTRUCTIONAL PROGRAM TO ENRICH OR EXTEND THE CURRICULUM.
 - B. PROPOSALS SHALL BE SUBMITTED BY A SCHOOL PRINCIPAL OR OFFICE HEAD AND INCLUDE THE FOLLOWING:
 - 1. THE *CULTURAL EXCHANGE PROPOSAL* FORM (RULE 6801, FORM E).
 - 2. THE *CULTURAL EXCHANGE RECIPROCAL AGREEMENT* (RULE 6801, FORM A).
 - (a) THE RECIPROCAL EXCHANGE AGREEMENT SHALL INCLUDE PROVISION FOR STUDENT HOUSING, SELECTION OF HOST FAMILIES, PLANNED ACTIVITIES BEYOND THE SCHOOL DAY, BEHAVIORAL EXPECTATIONS, AND NECESSARY HEALTH INSURANCE AND VACCINATIONS.
 - C. ALL PROPOSALS SHALL BE SUBMITTED NO LATER THAN SIX MONTHS PRIOR TO THE SCHEDULED DEPARTURE DATE.

- D. THE PROPOSAL SHALL BE FORWARDED TO THE ASSISTANT SUPERINTENDENT SERVING THE SCHOOL ZONE WHO WILL REVIEW THE PROPOSAL. BASED ON THE ASSISTANT SUPERINTENDENT'S REVIEW, THE PROPOSAL WILL EITHER BE APPROVED OR REJECTED.
- E. IF THE PROPOSAL IS APPROVED BY THE ASSISTANT SUPERINTENDENT, THE PROPOSAL WILL BE FORWARDED TO THE EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, WHO WILL REVIEW THE PROPOSAL AND EVALUATE THE POTENTIAL SUCCESS OF THE EXCHANGE. IF THE EXECUTIVE DIRECTOR APPROVES THE PROPOSAL, THE PROPOSAL WILL BE FORWARDED TO THE SUPERINTENDENT FOR FINAL APPROVAL.
- F. THE SUPERINTENDENT HAS THE SOLE AUTHORITY TO APPROVE/DENY A CULTURAL EXCHANGE PROGRAM UNDER THIS RULE.

VI. STUDENT APPLICATION AND SELECTION

- A. BCPS STUDENTS WISHING TO PARTICIPATE IN AN EXCHANGE PROGRAM MUST SUBMIT AN APPLICATION AND BE APPROVED BY BOTH THE PRINCIPAL OF THE STUDENT'S HOME SCHOOL AND THE SELECTION COMMITTEE. (RULE 6801, FORM N)
- B. STUDENTS WILL BE SELECTED ON THE BASIS OF THE FOLLOWING CRITERIA: DEMONSTRATED AND CONTINUED STRONG ACADEMIC PERFORMANCE (NO FINAL GRADE BELOW A "C"); TEACHER RECOMMENDATIONS; INTEREST AND APTITUDE FOR LEARNING THE LANGUAGE AND CULTURE OF THE HOST COUNTRY; SUCCESSFUL COMPLETION OF THE APPLICATION AND INTERVIEW PROCESS.
- C. STUDENTS SELECTED FOR PARTICIPATION AS A STUDENT AMBASSADOR SHALL ATTEND ALL ORIENTATION SESSIONS AND SIGN A *STUDENT AMBASSADOR CONTRACT*.

VII. CULTURAL EXCHANGE OUTBOUND - RESPONSIBILITIES

- A. EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, OR HIS/HER DESIGNEE SHALL:
 - 1. REVIEW AND APPROVE ALL PROCEDURES AND FORMS GOVERNING THE CULTURAL EXCHANGE PROGRAM.

2. MONITOR THE STATE DEPARTMENT'S CURRENT TRAVEL WARNINGS. IF THE U.S. DEPARTMENT OF STATE ADVISES AGAINST TRAVEL TO A COUNTRY INVOLVED IN THE CULTURAL EXCHANGE THE EXECUTIVE DIRECTOR SHALL IMMEDIATELY NOTIFY THE SUPERINTENDENT.
3. UPON CONCLUSION OF THE PROGRAM, AND IN CONSULTATION WITH THE PRINCIPAL OF THE SPONSORING SCHOOL OFFICE HEAD, REVIEW AND EVALUATE THE VALUE OF THE CULTURAL EXCHANGE IN TERMS OF:
 - a. ITS CONTRIBUTION TO THE EDUCATION OF THE PARTICIPATING STUDENTS;
 - b. THE CRITERIA INCLUDED IN THE CULTURAL EXCHANGE EVALUATION FORM.
4. SUBMIT THE COMPLETED CULTURAL EXCHANGE EVALUATION FORM TO THE SUPERINTENDENT 60 DAYS AFTER THE CONCLUSION OF THE CULTURAL EXCHANGE.

B. PRINCIPAL OR OFFICE HEAD

THE PRINCIPAL OF THE SPONSORING SCHOOL OR OFFICE HEAD SHALL:

1. DEVELOP AN AGREEMENT WITH THE FOREIGN SPONSOR.
2. ENSURE COMPLIANCE WITH THE *CULTURAL EXCHANGE PLANNING TIMELINE* (RULE 6801, FORM B).
3. IDENTIFY CHAPERONING TEACHERS TO ACCOMPANY AND SUPERVISE STUDENTS ON THE CULTURAL EXCHANGE.
4. OBTAIN THE FINAL APPROVAL FROM THE SUPERINTENDENT WITHIN ONE WEEK OF THE DATE OF DEPARTURE.

C. PROGRAM COORDINATOR

THE PROGRAM COORDINATOR WILL OVERSEE ALL PHASES OF THE EXCHANGE. COORDINATION WILL INCLUDE:

1. ORGANIZING THE COMMITTEE FOR THE SELECTION OF STUDENTS AND TEACHER CHAPERONES.
2. DEVELOPING A PLAN FOR APPROPRIATE FUNDRAISING ACTIVITIES.
3. ACTING AS THE LIAISON WITH THE RECIPROCATING FOREIGN INSTITUTION AND ACTING AS THE BCPS CONTACT PERSON FOR THE EXCHANGE.

4. PROVIDING APPLICATION FORMS AND REGISTRATION MATERIALS TO INTERESTED STUDENTS.
5. IDENTIFYING CHAPERONING TEACHERS TO ACCOMPANY AND SUPERVISE STUDENTS ON THE CULTURAL EXCHANGE AND NOTIFYING TEACHERS OF THEIR ACADEMIC AND EMPLOYMENT RESPONSIBILITIES.
6. COORDINATING TRAVEL, TRIP CANCELLATION INSURANCE, HEALTH/ACCIDENT INSURANCE, AND LODGING.
7. PREPARING, DISTRIBUTING, AND COLLECTING ALL PERTINENT INFORMATION, INCLUDING PARENT PERMISSION, HEALTH HISTORY, AND AUTHORIZATION TO CARRY AND SELF-ADMINISTER MEDICATION FORMS.
8. COORDINATING AND PRESENTING ALL ORIENTATION MEETINGS WITH STAFF, PARENTS, AND STUDENTS.
9. DEVELOPING AN EMERGENCY ACTION PLAN IN THE EVENT A STUDENT BECOMES INJURED OR FALLS ILL DURING THE EXCHANGE.
10. ENSURING COMPLETION OF STUDENT CULMINATING PROJECTS AND REQUISITE EVALUATIONS.
11. MAINTAINING ALL REQUISITE FORMS UNTIL THE CONCLUSION OF THE PROGRAM AND IN ACCORDANCE WITH BCPS RECORDS RETENTION SCHEDULE.
12. SCHEDULING, AT A MINIMUM, FOUR (4) MANDATORY PRE-TRAVEL ORIENTATION SESSIONS TO INFORM STUDENTS, CHAPERONING TEACHERS, AND PARENTS/GUARDIANS ABOUT THE CULTURAL EXCHANGE AND THEIR RESPONSIBILITIES.
 - a. ORIENTATION SESSIONS SHALL BE MANDATORY FOR THE STUDENT PARTICIPANT AND HIS/HER PARENTS/GUARDIANS.
 - b. THE MANDATORY ORIENTATION SESSIONS WILL INCLUDE THE FOLLOWING:
 1. STUDENT BEHAVIOR EXPECTATIONS.
 2. THOSE EXPENSES, NOT INCLUDED IN THE COSTS, SUCH AS REQUIRED INOCULATIONS, PASSPORT/VISA EXPENSES, AND PERSONAL EXPENSES.
 3. PARENT FINANCIAL RESPONSIBILITY IN THE EVENT A STUDENT IS REMOVED FROM

PARTICIPATION IN THE PROGRAM FOR ANY REASON.

- c. REVIEW, AS PART OF THE PRE-TRAVEL ORIENTATION SESSIONS, THE ACADEMIC AND EMPLOYMENT RESPONSIBILITIES OF THE CHAPERONING TEACHERS AND THE STUDENTS IN TERMS OF THE CULTURAL EXCHANGE'S CONTRIBUTIONS TO THE EDUCATION OF THE PARTICIPATING STUDENTS.
- d. INTRODUCE THE KEY COMPONENTS OF THE CULMINATING PROJECT BASED ON THE CULTURAL EXCHANGE STUDENT PROJECT PROPOSAL FORM. (RULE 6801, FORM C)
- e. REVIEW OPERATIONAL AND ACADEMIC EXPECTATIONS BEFORE AND DURING THE CULTURAL EXCHANGE BY REFERENCING THE CULTURAL EXCHANGE EVALUATION FORM (RULE 6801, FORM D).

D. CHAPERONING TEACHER

CHAPERONING TEACHERS SHALL ACCOMPANY THE STUDENTS ON THE EXCHANGE PROGRAM AND SHALL BE RESPONSIBLE FOR:

- 1. COMPLETING THE *CULTURAL EXCHANGE CHAPERONE AGREEMENT* (RULE 6801, FORM F).
- 2. ATTENDING ALL REQUISITE ORIENTATION SESSIONS.
- 3. DEVISING A PLAN, APPROVED BY THE PRINCIPAL OF THE SPONSORING SCHOOL OR PROGRAM COORDINATOR, FOR MAINTAINING DAILY AND EMERGENCY COMMUNICATIONS WITH PARTICIPATING STUDENTS DURING THE CULTURAL EXCHANGE.
- 4. NOTIFYING THE SCHOOL NURSE OF THE CULTURAL EXCHANGE IN SUFFICIENT TIME TO REVIEW THE LIST OF PARTICIPANTS IN TERMS OF STUDENT HEALTH INFORMATION, AND TO DEVELOP A PLAN FOR ADMINISTRATION OF MEDICATIONS OR MEDICAL TREATMENT.
- 5. MAINTAINING AN ADDITIONAL COPY OF THE CULTURAL EXCHANGE PARENT/GUARDIAN PERMISSION FORM, WITH EMERGENCY CONTACT INFORMATION, AND THE

STUDENT HEALTH HISTORY FORM FOR EACH PARTICIPANT
FOR THE DURATION OF THE CULTURAL EXCHANGE.

E. PARENT/GUARDIAN

THE PARENT/GUARDIAN OF THE STUDENT PARTICIPANT SHALL
BE RESPONSIBLE FOR:

1. ATTENDING ALL ORIENTATION SESSIONS.
2. COMPLETING THE FOLLOWING FORMS:
 - a. CULTURAL EXCHANGE PARENT/GUARDIAN PERMISSION FORM (RULE 6801, FORM G).
 - b. CULTURAL EXCHANGE STUDENT HEALTH HISTORY FORM (RULE 6801, FORM H).
 - c. IF APPLICABLE, CULTURAL EXCHANGE AUTHORIZATION CARRY AND SELF ADMINISTER MEDICATION/MEDICAL EMERGENCY FORM (RULE 6801, FORM I).
3. THE COST OF TRAVEL TO AND FROM THE HOST COUNTRY, REQUISITE INOCULATIONS, PASSPORT/VISA EXPENSES, MEDICAL/TRAVEL INSURANCE (MANDATORY), AND ANY PERSONAL COSTS ASSOCIATED WITH THE TRIP.
4. ALL FINANCIAL COSTS ASSOCIATED WITH RETURNING THE STUDENT PARTICIPANT TO THE UNITED STATES FOR DISCIPLINARY OR OTHER REASONS.

F. STUDENT PARTICIPANT

THE STUDENT PARTICIPANT SHALL:

1. ADHERE TO THE BCPS STUDENT CODE OF CONDUCT AT ALL TIMES WHILE PARTICIPATING IN THE CULTURAL EXCHANGE PROGRAM. (SEE, BOARD OF EDUCATION POLICY 5550, BEHAVIOR)
 - a. VIOLATIONS OF THE STUDENT CODE OF CONDUCT MAY RESULT IN IMMEDIATE DISMISSAL FROM THE PROGRAM.
 - b. IN THE EVENT A STUDENT IS DISMISSED FROM THE PROGRAM OR IS SENT HOME FOR ANY REASON PRIOR TO THE CONCLUSION OF THE PROGRAM, THE STUDENT'S PARENTS/GUARDIANS SHALL ASSUME ALL FINANCIAL RESPONSIBILITIES FOR RETURNING THE STUDENT TO THE UNITED STATES.

2. DEVELOP A CULMINATING PROJECT, APPROVED BY THE PRINCIPAL, IN WHICH THE STUDENT IDENTIFIES A THEME RELATED TO THE CULTURE AND DOCUMENTS, IN JOURNAL FORM, THE STEPS USED TO COMPLETE THE PROJECT. (RULE 6801, FORM C)
3. UPON CONCLUSION OF THE CULTURAL EXCHANGE, THE STUDENT SHALL MAKE A FORMAL CULMINATING PRESENTATION, AS WELL AS A WRITTEN SUMMARY, WHICH INCLUDES THE PURPOSE OF THE PROJECT AND SUMMARIZES THE KNOWLEDGE GAINED AS A RESULT OF THE EXPERIENCE.
 - a. THE EVALUATION OF THE STUDENT CREATIVE PRESENTATIONS SHALL BE COMPLETED BY THE PRINCIPAL OR PROGRAM COORDINATOR AND BE BASED ON THE BALTIMORE COUNTY PUBLIC SCHOOLS' PERFORMANCE TASK RUBRICS, UTILIZING THE RUBRICS PROVIDED APPROPRIATE TO THE PRESENTATION.

[4. Cultural Exchange Outbound

A. Cultural exchange must be based on educational goals and shall be approved by the Superintendent. The cultural exchange shall be aligned with student achievement goals as outlined in the *Blueprint for Progress*. An essential component shall be extensive documentation by the participating students of the relevance of the cultural exchange to the curriculum and instructional program. Each participating student shall develop a culminating project, approved by the principal, in which the student identifies a theme related to the culture, plans a creative presentation of the information utilizing technology, and documents, in journal form, the steps used to complete the project. Upon conclusion of the cultural exchange, the student shall make a formal culminating presentation, as well as a written summary, which includes the purpose of the project and summarizes the knowledge gained as a result of the experience. Options for creative presentations of student learning shall be developed and submitted by the principal of the sponsoring school as part of the approval process. These options may include, but not be limited to, oral reports, oral reports with visuals, scrapbooks, slide shows or photo essays, multimedia presentations, and development of a Web page. The principal of the sponsoring school participating in a reciprocal cultural exchange shall:

1. Develop an agreement with the foreign sponsor, utilizing the cultural exchange agreement form to govern the exchange which includes

student housing, selection of host families, planned activities beyond the school day, behavioral expectations, and necessary health insurance and vaccinations.

2. Make provision for travel insurance and trip cancellation insurance in the event that students are unable to participate in the cultural exchange.
3. Identify chaperoning teachers to accompany and supervise students on the cultural exchange.
4. Utilizing the Cultural Exchange Planning Timeline Form, schedule four (4) pre-travel orientation sessions to inform students, chaperoning teachers, and parents/guardians about the cultural exchange. At least one of the orientation sessions shall be mandatory for students who plan to participate and their parents/guardians. At the mandatory orientation session, the following information, at a minimum, shall be disseminated: (A) Student behavior expectations, (Including Board Policy 5550, *STUDENTS: Conduct - Disruptive Behavior* and Policy 5560, *STUDENTS: Conduct – Suspension and Expulsion*); (B) Those expenses, not included in the costs, such as required inoculations, passport/visa expenses, and personal expenses. The chaperoning teacher shall review item (A) with the understanding that in the event that a student is sent home for disciplinary reasons or at the request of a parent/guardian, parents/guardians shall assume all financial responsibilities for returning the student to the United States.
5. Review, as part of the pre-travel orientation sessions, the academic and employment responsibilities of the chaperoning teachers and the students in terms of the cultural exchange's contributions to the education of the participating students. Introduce the key components of the culminating project based on the Cultural Exchange Student Project Proposal Form. Review operational and academic expectations before and during the cultural exchange by referencing the Cultural Exchange Evaluation Form.
6. Develop a plan that aligns the objectives for the cultural exchange to the instructional program. The sponsoring principal shall complete and submit the Cultural Exchange Proposal Form at least

six months prior to the proposed date of departure. Once the Cultural Exchange Proposal Form has been approved, additional forms shall be completed as follows:

A. By the chaperoning teacher:

1. Cultural Exchange Planning Timeline Form
2. Cultural Exchange Chaperone Agreement Form

B. By the parent/guardian:

1. Cultural Exchange Parent/Guardian Permission Form
2. Cultural Exchange Student Health History
3. If applicable, Cultural Exchange Authorization to Administer Medications/Treatments Form

Copies of all completed forms shall be retained in school files until the conclusion of the cultural exchange, and then in accordance with the applicable records retention schedule.

7. The Executive Director of Special Programs, PreK–12, or designee, shall review and approve all procedures and forms governing the cultural exchange. The Executive Director of Special Programs, PreK–12, or designee shall monitor the U.S. Department of State's current travel warnings. If the U.S. Department of State advises against travel to a country involved in the cultural exchange, the Superintendent reserves the right to cancel the cultural exchange or recall the group.
8. The chaperoning teacher shall devise a plan, approved by the principal of the sponsoring school, for maintaining daily and emergency communications with participating students during the cultural exchange.
9. Within one week of the date of departure or principal of the sponsoring school shall obtain the final approval from the Superintendent.
10. The chaperoning teacher shall notify the school nurse of the cultural exchange in sufficient time to review the list of participants in terms

of student health information, and to develop a plan for administration of medications or medical treatment.

11. The chaperoning teacher shall maintain an additional copy of the Cultural Exchange Parent/Guardian Permission Form, with emergency contact information, and the Cultural Exchange Student Health History Form for each participant for the duration of the cultural exchange. The original of these documents shall be maintained at the school.
12. Upon conclusion of the cultural exchange, the Executive Director of Special Programs, PreK–12, or designee, in consultation with the principal of the sponsoring school, shall review and evaluate the value of the cultural exchange in terms of its contribution to the education of the participating students. The evaluation of the entire cultural exchange shall be based on the criteria included in the Cultural Exchange Evaluation Form. The evaluation of the student creative presentations shall be based on the Baltimore County Public Schools’ performance task rubrics, utilizing the rubrics provided appropriate to the presentation. The completed Cultural Exchange Evaluation Form shall be submitted to the Superintendent 60 days after the conclusion of the cultural exchange.]

VIII. [5.] Cultural Exchange Inbound - RESPONSIBILITIES

- A. THE PRINCIPAL OF THE SPONSORING SCHOOL OR PROGRAM COORDINATOR SHALL BE RESPONSIBLE FOR THE FOLLOWING WHEN THE SCHOOL PARTICIPATES [Cultural exchange is based on educational goals and shall be approved by the Superintendent. Schools participating] in a reciprocal cultural exchange FOR [shall address the following with regards to] students coming to the States, staying with host families, and attending A BCPS SCHOOL [Baltimore County Public Schools. [B. The principal of the sponsoring school shall be responsible for: Final]:
 1. IDENTIFYING AND SELECTING [Selection of] host families FOR THE FOREIGN STUDENTS AND, IF APPLICABLE, THE TEACHER CHAPERONES ACCOMPANYING THE STUDENTS.
 2. IDENTIFYING ALTERNATE HOST FAMILIES IN THE EVENT THE HOST FAMILY CANNOT FULFIL ITS COMMITMENT.
 - a. HOST FAMILIES WILL BE SELECTED IN ACCORDANCE WITH PROCEDURES ESTABLISHED

- BY THE OFFICE OF WORLD LANGUAGES. [As part of the process of selecting a host family, the principal of the school or designee shall conduct a home visit interview utilizing the Cultural Exchange Host Family Interview Form.]
- b. Families wishing to host foreign students must complete the Cultural Exchange Host Family Application Form and be able to host the student for the entire exchange.
 - c. When appropriate, host families shall also be provided for chaperones accompanying the foreign students.
 - d. Alternate host families shall be identified in case a host family cannot fulfill its commitment.
- 3. [C.] ENSURING parents/guardians of students coming to BCPS HAVE [Baltimore County Public Schools shall] provideD documentation of the necessary vaccinations and home contact information for the host family [and the principal of the sponsoring school].
 - 4. [D. The principal of the sponsoring school shall communicate] COMMUNICATING to the principal of the reciprocal school the costs of mandatory health insurance which allows inbound students to be treated in the United States for the duration of the cultural exchange.
 - 5. [E. The principal of the sponsoring school, in collaboration with the principal of the reciprocal school of inbound students,] COLLABORATING WITH THE PRINCIPAL OF THE RECIPROCAL SCHOOL TO CREATE [shall provide] a schedule of activities FOR THE INBOUND STUDENTS prior to the beginning of the cultural exchange.
 - a. [Included in] The schedule of activities shall INCLUDE [be] the anticipated costs to the inbound students, number of participants, beginning and ending times of the activities, and other arrangements, such as transportation.
 - 6. [F. The principal of the sponsoring school shall make] MAKING provisions for foreign students to participate in the regular school day activities and extra-curricular activities of the Baltimore County School that they are visiting.

IX. CANCELLATION

- A. THE SUPERINTENDENT RESERVES THE RIGHT TO CANCEL THE CULTURAL EXCHANGE OR RECALL THE GROUP, IF THE CIRCUMSTANCES SUGGEST THAT FOREIGN TRAVEL IS UNSAFE

OR FOR ANY REASON DETERMINED WITHIN THE SUPERINTENDENT'S SOLE DISCRETION.

- B. NEITHER THE BOARD OF EDUCATION, THE SUPERINTENDENT OR THE SCHOOL SYSTEM SHALL BE FINANCIALLY RESPONSIBLE FOR LOSSES DUE TO CHANGES OR CANCELLATION OF THE CULTURAL EXCHANGE

Rule

Superintendent of Schools

Approved: 01/09/2007

REVISED: _____

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

CULTURAL EXCHANGE RECIPROCAL AGREEMENT [RULE 6801]

Today's students must possess the knowledge and skills necessary to compete and interact with individuals anywhere in the world. We are committed to providing a Cultural Exchange Program that will enable our students to: value, understand, and respect cultural similarities and differences; acquire greater understanding of the knowledge and skills necessary to be successful; acquire effective communication skills that will enable them to successfully interact with people from other cultures.

Each year, students will have an opportunity to participate in a cultural exchange program between our schools. To ensure that the experience is positive and meaningful, students who participate will:

- Act with maturity, serving as positive role models and ambassadors for our school, state/province, and country.
- Adhere to all student policies and procedures of our respective schools and school systems.
- Reside with host families who will provide a safe and secure environment and experiences that will extend students' knowledge of the country's history, traditions, and culture.
- Secure health insurance and all needed vaccinations ensuring their health and safety during their stay in our respective countries.

We look forward to welcoming your students and staff to our school and community.

BALTIMORE COUNTY PUBLIC SCHOOLS <ENTER NAME OF RECIPROCATING SCHOOL>

Signature of Principal [of Baltimore County
Public School] OR C & I DIRECTOR

Signature of Principal [of Reciprocating School
School]

Date

Date

Signature of Superintendent [of Schools]

Signature of Additional Authorizing Official

Date

Date

Last Revised: 2.28.12

CULTURAL EXCHANGE PROGRAM - PLANNING TIMELINE

[RULE 6801]

The sponsoring principal OR C&I OFFICE HEAD and chaperoning teacher shall complete the items listed on the timeline, according to their respective responsibilities. Immediately prior to departure, provide a completed copy to the Executive Director, Special Programs[, PreK–12].

[Name of] Home School/C&I OFFICE: _____

Dates of Cultural Exchange: FROM _____ TO _____

Sponsoring Principal/[Or] C&I OFFICE HEAD: _____

Name of Foreign Host School _____ Country _____

Address of Host School _____

Chaperoning Teacher(s) _____ Alternate _____

☐ Timeline Completed _____

Signature - Executive Director of Special Programs[, PreK–12]

Date Completed	Initial	
		At least six months prior to trip:
_____	_____	1. Schedule a pre-planning conference with the Office of the Executive Director, Department of Special Programs[, PreK–12].
_____	_____	2. In consultation with the Executive Director of Special Programs, [PreK-12,] obtain necessary signatures on the Cultural Exchange Agreement form.
_____	_____	3. In consultation with the Executive Director of Special Programs, [PreK-12,] identify dates of the cultural exchange.
_____	_____	4. Determine that reasonable appropriate accommodations that are handicap accessible are available.
_____	_____	5. Complete the Cultural Exchange Proposal form and collect the Cultural Exchange Chaperone Agreement form.
_____	_____	6. Obtain Superintendent's signature [or Designee] on the Cultural Exchange Proposal form.
_____	_____	7. If approval is granted, forward the Cultural Exchange Proposal form to the Executive Director of Special Programs[, PreK–12].
_____	_____	8. Conduct an initial information meeting.
_____	_____	9. Develop a plan for appropriate fundraising activities, reviewing county fundraising procedures.
_____	_____	10. Obtain student commitment to the cultural exchange.
_____	_____	11. Arrange transportation.
		Five months prior to the trip:
_____	_____	1. Compile a packet of materials that includes cultural exchange

Date Completed	Initial	
		information regarding detailed financial information, payment deadlines, travel and trip cancellation and refund policies, passport, visa, vaccination requirements, transportation for the Cultural Exchange Agreement.
		<p>2. Conduct pre-travel student/parent orientation meetings to address the following:</p> <ul style="list-style-type: none"> ▪ Student Behavior Expectations, (including Board Policy 5550, Students: Conduct-Disruptive Behavior and Policy 5560, Students: Conduct- Suspension and Expulsion) ▪ Provisions for return of students to the United States ▪ Cultural exchange cancellation policy, availability of travel insurance, and the refund schedule ▪ Expenses, not included in the costs, such as required inoculations, passport/visa expenses, and personal expenses ▪ Options for student culminating projects.
		Four months prior to the trip:
		1. Determine if the necessary travel documents have been obtained and, in the case of passports, duplicate the first page (to accompany the chaperoning teacher on the trip) as an emergency precaution.
		2. Conduct a travel orientation meeting to discuss luggage limitations, clothing and electrical appliance requirements, packing guidelines, and housing.
		3. Collect the Cultural Exchange Parent/Guardian Permission form and money. Follow site-based deposit procedures for all funds as indicated in Rule 3125.
		4. Finalize housing arrangements. If applicable, obtain a list of host families.
		5. Consult the Executive Director of Special Programs, [PreK–12] for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.
		6. Conduct meeting with students and chaperoning teachers to review academic expectations based on the Cultural Exchange Student Project Proposal Form and the Cultural Exchange Evaluation Form.
		Three months prior to the trip:
		1. Monitor student progress on academic expectations.
		2. Send student project proposals to appropriate curriculum office(s) for validation.
		One month prior to the trip:
		1. Confer with school nurse on students’ health histories, authorization for medications or medical treatments, and plan for administration. Collect the Cultural Exchange Student Health History form and Cultural Exchange Authorization to Administer Medications/Treatments form.
		2. Develop a “telephone tree” for notifying parents/guardians of a safe arrival as well as a contingency plan for emergency communication

Date Completed	Initial	
		with participants and their families.
_____	_____	3. Consult the Executive Director of Special Programs, [PreK–12] for the most recent U.S. Department of State’s Travel Warnings regarding foreign travel advisories.
		4. Complete rubric chart, Cultural Exchange Evaluation, before the exchange, to assess readiness.
		One week prior to the trip:
_____	_____	1. Obtain final approval from the Superintendent [or Designee].
_____	_____	2. Notify teachers, activity coordinators, the school nurse, the cafeteria manager and others affected by the trip.
_____	_____	3. Prepare information regarding: <ul style="list-style-type: none"> ▪ Master list of those planning to participate ▪ Emergency telephone contacts, including back-up access to cellular phone ▪ Travel arrangements
_____	_____	4. Check transportation tickets and travel documents for accuracy.
_____	_____	5. Distribute to chaperoning teachers the master list of participants, including emergency contact and specific health information, as necessary, for each participant.
_____	_____	6. Compile the following to be retained at school/OFFICE: <ul style="list-style-type: none"> • Original copies of permission and health forms • Final arrangements including flight information • Emergency contacts • Housing information • Parent/guardian contact numbers
		One to three days prior to trip:
_____	_____	1. Discuss with students behavior expectations, rules and policies, itinerary, appropriate attire, drop off and pick up information, and emergency procedures.
_____	_____	2. Confer with chaperoning teachers regarding trip specifics.
_____	_____	3. Consult the Executive Director of Special Programs, [PreK–12] for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.
		Day of trip:
_____	_____	1. Review all necessary travel documents prior to airport check-in.
_____	_____	2. Review with parents/guardians the “telephone tree” and contingency plan for emergency communication.

Signature of Sponsoring Principal
or C&I OFFICE HEAD

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

Date Completed	Initial	Following cultural exchange:
		1. Provide opportunities for students to present their culminating projects.
		2. Consult with the principal OR PROGRAM COORDINATOR to complete the Cultural Exchange Evaluation form.
		3. Submit copy of the completed Cultural Exchange Evaluation form to the Superintendent within 60 days.

Signature of Sponsoring Principal
or C&I OFFICE HEAD

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

CULTURAL EXCHANGE PROGRAM - STUDENT PROJECT PROPOSAL

I. Background

Through information provided in the cultural exchange orientation sessions, students will be assuming academic responsibility for involvement in the cultural exchange program. The goals of cultural exchange will help students:

- Value, understand, and respect cultural differences and similarities through an in-depth experience in another culture.
- Examine global connections and the interactions of varied cultures; including issues and consequences that cross cultures.
- Acquire and demonstrate effective communication skills to successfully interact with people of other cultures.

II. Project

One of the major responsibilities of participating students in the cultural exchange program will be to design a culminating project which will be completed during the exchange. The key components of the project are:

- Identification of an area of emphasis and a theme for investigation.
- Development of a creative and informative presentation summarizing the results of the investigation.
- Participation in weekly meetings with the chaperoning teacher during the exchange in which progress for completion of the project will be discussed.
- Documentation of the process for project completion through maintaining a journal while participating in the cultural exchange.
- Presentation of the culminating project, including a summary of what students learned to audience(s) upon completion of the cultural exchange.

III. Proposal Format (Directions)

In order to begin the process of defining the culminating project, the participating students will need to complete the attached form prior to meeting with the chaperoning teachers. There will be several opportunities to meet and revise the project prior to and during the actual cultural exchange.

Student Name _____ Grade _____ Date _____

1. Select one of the following as an area of emphasis that will focus learning while participating in the cultural exchange. Explain why you are interested in investigating this specific area:

Political
 Social
 Economic
 Aesthetics (Art, Music, Theater, etc.)
 Cultural
 Other

2. Identify a theme for your area. For example:

<u>Area</u>	<u>Theme</u>
Social	The contrast of urban vs rural life

3. Review the attached curriculum links regarding the Social Studies, [Foreign] WORLD LanguageS, ENGLISH/LANGUAGE ARTS [and English] programs. In the space provided, identify the goals, standards, and/or indicators that your culminating project is aligned to and will address.

4. Identify a creative method by which you will present your information. Some possible methods include:

- Oral Reports
- Oral Reports with Research
- Scrapbooks
- Slide Shows/Photo Essays
- Multimedia
- Web page
- Other

Explain why you have selected this presentation method as an effective means of communication.

5. Based on the purpose of your culminating project, identify some potential audience(s) for your presentation. Explain why you have identified each audience.

Curriculum Links

[Voluntary] State Curriculum [Foreign] WORLD Languages

- Standard 2.1: Demonstrate a knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.
- Standard 2.2: Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.
- Standard 3.1: Reinforce and further knowledge of other disciplines through a language other than English.
- Standard 3.2: Acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.
- Standard 4.1: Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Core Learning Goal Social Studies: Government: Peoples of the Nation and World

Goal 2: Peoples of the Nation and World: The students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

Indicator 2.2.1: The student will analyze advantages and disadvantages of various types of governments throughout the world.

Goal 3: Geography: The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

Goal 4: Economics: The student will demonstrate an understanding of the historical development and current status of economic principles,

institutions, and processes needed to be effective citizens, consumers, and workers.

Indicator 4.1.1: The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.

Core Learning Goal English: Composing in a Variety of Modes

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 2.2.1: The student will use a variety of prewriting strategies to generate and develop ideas.

Indicator 2.2.2: The student will select and organize ideas for specific audiences and purposes.

Indicator 2.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Indicator 2.2.5: The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.

Indicator 2.3.3: The student will use systematic process for recording and documenting information.

CULTURAL EXCHANGE PROGRAM EVALUATION

[RULE 6801]

This report should be prepared by the chaperoning teachers and reviewed by the principal of the sponsoring school/OFFICE HEAD after the conclusion of the cultural exchange.

School:	_____
Chaperoning Teachers:	_____
Principal of Sponsoring School:	_____
Reciprocal School:	_____
Destination:	_____
Dates of Exchange:	From _____ to _____

I. Please comment on these operational aspects of the cultural exchange:

A. Describe the strengths and weaknesses of the planning process in relation to ease of using the planning timeline.

B. Were there any accidents or unusual incidents? ☐ YES ☐ NO If YES, give details.

C. Was there any unacceptable or disruptive behavior which misrepresented the standards of the Baltimore County Public Schools?

☐ YES ☐ NO If YES, give details.

D. What kinds of planned activities beyond the school day did the students experience?

E. If applicable, were students placed appropriately with host families?

___ YES ___NO If NO, give details.

II. Submit a report to the school nurse, returning the first aid kit and any other medical equipment, and verifying medications or treatment administered.

III. Please comment on these educational aspects of the cultural exchange:

A. Based on your experiences as chaperoning teachers, how would you evaluate the value of the cultural exchange to the education of the participating students?

B. What recommendations would you make for future cultural exchanges?

IV. Attach the following documentation regarding student accountability:

A. Documentation of the creative presentations including the appropriate scoring rubrics as indicated in Rule 6801, Performance Task Rubrics.

B. Student responses to the following:

1. How do you think this experience in cultural exchange will enable you to successfully interact with people of different cultures, and also enable you to value, understand, and respect cultural similarities and differences?
2. How did you integrate into the culture and meet members of the community? (For example, clubs, sports, etc.)
3. Describe the cultural differences and challenges you encountered and how you addressed them.
4. Describe any cultural awareness tips for future students. Describe the type of student for whom this program is best suited.

What suggestions would you have for future students participating in a cultural exchange?

5. How accurate were your expectations for cultural exchange both academic and personal? Be specific.
6. How has your participation in this program affected your career plans or interests?
7. Choose either a social studies Core Learning Goal or [Voluntary] State Curriculum standards for [foreign] WORLD languageS and describe how your culminating project addressed learning for that goal or standard. Give specific details from the cultural exchange to support your response.

Chaperoning Teacher Signature

Date

Chaperoning Teacher Signature

Date

Sponsoring Principal/OFFICE HEAD Signature

Date

A copy of this completed form, along with the attachments, to be submitted by the EXECUTIVE DIRECTOR, SPECIAL PROGRAMS [principal] to the Superintendent.

CULTURAL EXCHANGE EVALUATION: BEFORE THE EXCHANGE

This form should be used as a rubric by the sponsoring principal/OFFICE HEAD and chaperoning teachers to evaluate readiness for the cultural exchange. For those categories related to the students, indicate the number of students in each score point in the blank provided.

Score	Logistics/ Pre-Travel	Student Readiness for Cultural Exchange	Theme of Culminating Project	Validation of Theme of Culminating Project Alignment with Curriculum	Creative Presentation	Validation of Creative Presentation alignment with Curriculum
4	The timeline and all pre-travel forms were completed according to the prescribed schedule.	Student attended four pre-travel /orientation sessions, and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline. _____	Student developed a theme related to appropriate multiple VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . An extensive rationale was provided. _____	The theme and standards/core learning goals are totally validated by Offices of World Languages and Social Studies.	Student provided appropriate presentation format, extensive rationale, and demonstrated understanding of technology involved. _____	The creative presentation is totally validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a Variety of Modes.
3	The timeline and most pre-travel forms were completed according to the prescribed schedule	Student attended three pre-travel /orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline. _____	Student developed a theme related to several VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC. Adequate rationale was provided. _____	The theme and standards/core learning goals are somewhat validated by Offices of World Languages and Social Studies.	Student provided appropriate presentation format, appropriate rationale, and some understanding of technology involved. _____	The creative presentation is mostly validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Revisions are necessary.
2	The timeline and some pre-travel forms were completed according to the prescribed schedule	Student attended two pre-travel /orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline. _____	Student developed a theme related to a single VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . Limited rationale was provided. _____	The theme and standards/core learning goals are validated by either the Office of World Languages or the Office of Social Studies. Revision is required.	Student provided appropriate presentation format, weak rationale, and limited understanding of technology involved. _____	The creative presentation is somewhat validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Revisions are necessary.
1	The timeline and few pre-travel forms were completed according to the prescribed schedule	Student attended one or more pre-travel/orientation sessions but did not secure all vaccinations, visas, passports, in accordance with time frame stated in the timeline cultural exchange. _____	Student developed a theme not relating to appropriate VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . No rationale was provided. _____	The theme and standards/core learning goals are not validated by either the Office of World Languages or Social Studies and both offices require revision.	Student provided appropriate presentation format, no rationale, and no understanding of technology involved. _____	The creative presentation is not validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Another mode of presentation is required.
0	Neither the timeline nor the pre-travel forms were completed according to the prescribed schedule.	Student did not attend any pre-travel/orientation sessions. _____	Student developed no theme or rationale. _____	No submission was made to the Office of Social Studies or the Office of World Languages.	Student did not select an appropriate presentational format. _____	No submission was made to the Office of Language Arts.

[V]SC – [Voluntary] State Curriculum
CLG – Core Learning Goals

CULTURAL EXCHANGE EVALUATION: DURING THE EXCHANGE

This form should be used as a rubric by the chaperoning teachers. For those categories related to the students, indicate the number of students in each score point in the blank provided.

CULTURAL EXCHANGE EVALUATION: AFTER THE EXCHANGE

Score	Journal Documentation of Weekly Meetings with Cultural Exchange Advisor During the Exchange	Student Participation in Classes and Field Trips During the Exchange	Documentation of Daily Communication
4	Student met weekly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended all classes and activities as outlined in the cultural exchange proposal. _____	Daily communication with all students was maintained throughout the entire cultural exchange.
3	Student met fairly regularly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended most classes and activities as outlined in the cultural exchange proposal. _____	Daily communication with most students was maintained throughout the entire cultural exchange.
2	Student met occasionally with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended some classes and activities as outlined in the cultural exchange proposal. _____	Daily communication with some students was maintained throughout the entire cultural exchange.
1	Student met rarely with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange. _____	Student attended few classes and activities as outlined in the cultural exchange proposal. _____	Daily communication with few students was maintained throughout the entire cultural exchange.
0	Student neither met with the cultural exchange advisor nor made revision to the culminating project.	Student attended no classes or activities as outlined in the cultural exchange proposal.	Communication was not maintained as planned.

This form should be used as a rubric by the chaperoning teachers and sponsoring principal/OFFICE HEAD OR PROGRAM COORDINATOR to evaluate the reciprocal exchange. For those categories related to students, please indicate the number of students in each score point in the blank provided.

Score	Assessment of Cultural Exchange/Teacher	Assessment of Culminating Project	Student Reaction to the Cultural Exchange Experience
4	The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Extensive comments were made regarding the educational value as well as recommendations for future cultural exchanges.	Student submitted a draft of the culminating project which was accepted without revision. The student presented the project as designed to multiple audiences. _____	Student would recommend cultural exchange with enthusiasm. _____
3	The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as recommendations for future cultural exchanges.	Student submitted a draft of the culminating project which was accepted with minor revision. The student presented the project as designed to multiple audiences. _____	Student would recommend cultural exchange with few .modifications. _____
2	The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Few comments were made regarding the educational value as well as recommendations for future cultural exchanges.	Student submitted a draft of the culminating project which was accepted with major revision. The student presented the project as designed to a limited audience. _____	Student would recommend cultural exchange with some modifications. _____
1	The final evaluation form was partially completed and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as comments for future cultural exchanges.	Student submitted a draft of the culminating project which was not accepted. Total revision was required. The project was not presented to any audience. _____	Student would recommend cultural exchange with multiple modifications. _____
0	No final evaluation form was submitted.	No project was submitted or presented. _____	Student would not recommend participation in cultural exchange. _____

CULTURAL EXCHANGE PROGRAM – PROPOSAL

[Rule 6801]

(This form is to be submitted six months prior to scheduled departure).

To: _____ Date Submitted: _____
Executive Director Special Programs[, PreK-12]

From: _____
Sponsoring Principal/OFFICE HEAD

[Home] School/C&I OFFICE: _____

Student Group Traveling: _____

Destination (Country): _____

Inclusive Dates: _____

Name of Host Foreign School: _____

Address of School: _____

Foreign Contact Person: _____

Phone Number: _____ E-mail address: _____

Purpose of Cultural Exchange: _____

Alignment with the *Blueprint for Progress*:

Signed: _____ Date: _____
[Area] Assistant Superintendent, HIGH SCHOOLS

Signed: _____ Date: _____
Executive Director, Special Programs[, PreK-12]

Signed: _____ Date: _____
Superintendent

Approval is ____ is not ____ granted for the trip as described.

Summary

- | | | | |
|------------------------------|-------|----------------------|-----------|
| 1. No. of school days missed | _____ | 5. No. of chaperones | ___M ___F |
| 2. No. of nights' lodging | _____ | 6. No. of students | ___M ___F |
| 3. Mode of transportation | _____ | 7. Cost per student | \$_____ |
| 4. Cost of transportation | _____ | 8. Total cost | \$_____ |

Fund Raising Activities:

Describe any fund raising activities which will be planned to underwrite cultural exchange expenses and attach to this form.

Student Participation:

What provisions have been made to assure that no eligible student will be excluded from the cultural exchange because of inability to pay an assigned portion of the costs?

Chaperones:

No. of Teachers	_____
No. of Administrators	_____
No. of Other Central Office staff	_____
Total:	_____

Dates and Topics for Pre-Travel Orientation Sessions:

Class Coverage: Needed _____ Not Needed _____

What provision has been made for hiring of long-term substitutes, if applicable?

Supervision:

For the country to be visited, check the following:

____Conditions*

____Medical requirements

____Passport and Visa requirements

*Consult the Cultural Exchange Planning Timeline for additional provisions which must be made for the supervision, health, and safety of students. Upon approval of the cultural exchange, the sponsoring principal/OFFICE HEAD must periodically consult the Executive Director, Special Programs, [PreK-12] for the most recent U.S. Department of State's Public Announcements regarding foreign travel advisories.

Provision for Travel Insurance and Trip Cancellation Insurance: _____

Educational Value: Please describe the anticipated educational value and options for the culminating project, and tentative schedule of activities.

Outline the anticipated educational value and contribution to students as it relates to the curriculum. Emphasize the contribution to the education of the students that could not be achieved by other means.

Include a description of the options for the culminating project.

List a tentative schedule of activities:

Additional Information or Comments:

CULTURAL EXCHANGE CHAPERONE AGREEMENT
RULE 6801

I am willing to be a chaperone for the _____

cultural exchange to _____ from _____ to _____.
(Destination) (Date) (Date)

I will be responsible for all aspects of supervising participating students.

Name _____

Address _____

Phone _____ Cell Phone _____ Email: _____

Signature

Date

Please return to the principal and retain a copy for your records.]

CULTURAL EXCHANGE PROGRAM TEACHER CHAPERONE AGREEMENT

Directions:

- Teacher Chaperone:**
- 1) Use one form per cultural exchange program trip.
 - 2) Complete the form, sign the acknowledgement on page 2, and return the original to program coordinator.
 - 3) Maintain a copy for your records.
- Program Coordinator:**
- 1) Maintain the original in the school file and provide a copy to the Executive Director, Special Programs

TO BE COMPLETED BY THE TEACHER CHAPERONE	Name (As it will appear on passport)	Address:	
	Date(s) of Trip:	Destination:	
	Address:		
	Home Phone :	Cell Phone:	
	Current School:		
	Position/Title:		

CHAPERONE GUIDELINES AND RESPONSIBILITIES:

Teacher chaperones will be responsible for providing supervision, enforcing program rules, resolving any problems that might arise, and ensuring that the group maintains a high standard of behavior as representatives of Baltimore County Public Schools. Teacher chaperones will:

1. Participate in planning and orientation meetings for the Cultural Exchange Program.
2. Supervise up to ten BCPS student ambassadors from departure to return to Baltimore County.
3. Provide opportunities in the foreign country for cultural and language enrichment.
4. Maintain daily communication with students, parents, and program coordinator.
5. Ensure that students adhere to the Student Code of Conduct.
6. Maintain copies of student health information and emergency contact information; prepare and submit an emergency plan.
7. Maintain daily communication with students while abroad and provide opportunities for students to complete their culminating projects.
8. Maintain communication with the program coordinator as directed and when concerns and problems arise.
9. Assist students with language programs; culture shock; home sickness; problems with host families or program participants, and any other problems that may arise.
10. Complete and submit to the Program Coordinator the Cultural Exchange Evaluation within 30 days of return.
11. Participate in the selection and interview process of future program candidates.
12. Abide by all Board of Education policies, Superintendent's rules, and cultural exchange procedures during my participation in the program.

EXPENSES:

1. The teacher chaperone will receive his/her regular salary for all scheduled duty days, and will be compensated in accordance with applicable negotiated master agreements, Board of Education policies, Superintendent's rules, and applicable school system procedures.
2. Baltimore County Public Schools will pay the teacher chaperone's airfare, required visas, and medical insurance.
3. The teacher will be responsible for all personal expenses.

ACKNOWLEDGMENT

I certify that I am in good physical and mental health and that I have no medical or physical conditions which would impede my participation in this cultural exchange program.

I certify that I have read and that I understand the above Agreement and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

Teacher Chaperone Signature

Date

The teacher chaperone must complete the information below:

Print First and Last Name: _____

Emergency Contact's Name: _____

Relationship to Teacher: _____

Emergency Contact's Telephone #s: _____

CULTURAL EXCHANGE PARENT/GUARDIAN PERMISSION
RULE 6801

Dear Parent/Guardian:

The _____ at _____ has planned
(Organization/Student Group) (School)
_____ a cultural exchange to _____ on _____.
(Destination) (Inclusive Dates)

The purpose of the trip is to _____.

(Blueprint alignment)

Transportation will be provided by _____ with a departure date/time of
(Name of Airline)

_____ and return date/time of _____. The cost to the student is
(date and approximate time) (date and approximate time)

_____. A schedule of fees and detailed information is attached.
(amount)

Yours truly,

Superintendent's Designee Approval _____ Chaperoning Teacher

.....(Detach and return lower portion to school).....

_____ has my permission to participate in the cultural exchange to
(Student)

_____ from _____ to _____
(Destination) (Departure date/time) (Return date/time)

under the supervision of _____.
(Chaperoning Teacher)

I have fully read this permission slip. I have explained to my child that while participating in the above-described field trip, my child must adhere to the Baltimore County Board of Education's Code of Conduct, Board Policies, and Superintendent's Rules. I fully understand and have explained to my child that failure to follow this Code of Conduct, the Policies and/or Rules may result in disciplinary action.

(Date) (Signature of Parent/Guardian) (Signature of Student)

In case of an emergency while on the trip please contact me at _____. If there is medical information pertinent to my child's participation, I will contact the school nurse in order to evaluate, revise, and update information that may already be on file.

**THE BOARD OF EDUCATION SHALL NOT BE FINANCIALLY LIABLE FOR LOSSES DUE TO
CHANGES OR CANCELLATION OF THE CULTURAL EXCHANGE.]**

CULTURAL EXCHANGE PROGRAM PARENT/GUARDIAN PERMISSION FORM

Directions:

- BCPS Staff:**
- 1) Use one form per cultural exchange program trip.
 - 2) Complete the school portion of form.
 - 3) Duplicate one form per student.
 - 4) Send a copy home for parent and student signatures.
 - 5) During the trip, the signed, original form must be carried by the lead chaperoning teacher and a photocopy must be retained on file in the school/office and with the Executive Director, Special Programs.
- Student:**
- 1) Complete the "Student Agreement" on page 1.
- Parent / legal guardian:**
- 1) Complete the "Authorization and Acknowledgement of Risks" and "Medical Authorization" on page 2.
 - 2) Complete the "Authorization to Carry and Self-Administer Medication," Rule 6801, Form I, if applicable.

TO BE COMPLETED BY THE SCHOOL/OFFICE	School Name:	Student Name:
	Date(s) of Trip:	Destination:
	Purpose/Description (Blueprint alignment):	
	Name/Address of Host School:	
	Fees: The Estimated Cost to the Student: \$ _____ A schedule of fees and detailed information is attached.	
	Students will leave from: _____ at _____. <div style="text-align: center;">(city/airport) (time)</div> Students will return to: _____ at about _____. <div style="text-align: center;">(city/airport) (time)</div> Chaperoning Teacher(s) : _____ _____	

STUDENT AGREEMENT

While participating in this cultural exchange program, I understand that I will be representing Baltimore County Public Schools, my family, state, and country and will do so in a positive manner. I will fully comply with the responsibilities outlined in the Student Ambassador Contract. I further understand that participation in the program is dependent upon adherence to the BCPS Code of Conduct, Board policies, Superintendent's rules, and procedures established for the Cultural Exchange Program.

 Student Signature

 Date

AUTHORIZATION AND ACKNOWLEDGMENT OF RISKS

I understand that my child's participation in this cultural exchange program is voluntary and may expose my child to some risk(s). I have read and understand the description of cultural exchange program and authorize my child to participate in the program.

I assume full responsibility for any risk of personal or property damages arising out of or related to my child's participation in this trip, including any acts of negligence or otherwise that are committed by my child, from the moment that my student is under BCPS supervision and throughout the duration of the program. I further agree to indemnify and to hold harmless BCPS and any of the individuals and other organizations associated with BCPS in this cultural exchange program, including but not limited to any other service including transportation, from any claim or liability arising out of my/my child's participation in this cultural exchange program.

I understand that BCPS is not responsible for my child's supervision during such periods of time when my child may be absent from a BCPS supervised activity.

I state that I have/my child has read and agree(s) to abide by the terms and conditions set forth in the BCPS Code of Conduct, and to abide by all decisions made by teachers, staff, and those in authority. I agree that BCPS has the right to enforce these rules, standards, and instructions. I agree that my child's participation in this cultural exchange program may at any time be terminated by BCPS in the light of my child's failure to follow these regulations, or for any reason which BCPS may deem to be in the best interest of BCPS, and that my child may be sent home at my own expense.

My child assumes full responsibility for the obtaining and safekeeping of all necessary documents required for participation in this cultural exchange program, including, but not limited to a valid passport, visas, and photographic identification.

MEDICAL AUTHORIZATION

I certify that my child is in good physical and mental health and my child has no special medical or physical conditions which would impede participation in this cultural exchange program.

I agree to disclose to BCPS any medications and/or prescriptions which my child shall or should take at any time during the duration of the cultural exchange program and complete the "Authorization to Carry and Self-Administer Medication" Form.

In the event of serious illness or injury to my child, I expressly consent by my signature to the administration of emergency medical care, if in the opinion of attending medical personnel, such action is advisable. Further, when necessary, I authorize the chaperones to act on behalf of my child while participating in the above described program.

I certify that I am the parent and legal guardian of the applicant, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

I give permission for: (student) _____ to participate in all aspects of this program.

Parent/Guardian Signature

Date

The parent/legal guardian must complete the information below:

Print First and Last Name: _____

Address: _____

Telephone: (Cell) _____ (Home) _____ (Work) _____

Emergency Contact's Name: _____

Relationship to Student: _____

Emergency Contact's Telephone #s: _____

CULTURAL EXCHANGE STUDENT HEALTH HISTORY
[RULE 6801]

Student Name	Birth date		
Address	Home Telephone		
Parent/Legal Guardian Name	Home Phone	Work Phone	Cell Phone
	E-mail		
Parent/Legal Guardian Name	Home Phone	Work Phone	Cell Phone
	E-mail		

Person to be called in case of emergency if parent/guardian(s) cannot be reached:

Name	Relationship	Telephone
Physician	Telephone	

List any health problem(s):

List any allergies (bee sting, medications, food etc.):

List any medications, including prescribed medications for allergies:

List any accessibility and/or health concerns that you have regarding this trip:

Any prescribed and/or over-the-counter medications **MUST** have a physician's order.
Complete the attached authorization to administer medication or treatment and return to school nurse **OR** PROGRAM COORDINATOR.

I hereby consent to disclosure of the above information to the chaperoning teachers supervising my child on this cultural exchange.

Activity	Parent/Guardian Signature	Date
----------	---------------------------	------

CULTURAL EXCHANGE NOTIFICATION TO SCHOOL NURSE

SPONSORING SCHOOL OR C&I OFFICE: _____

PRINCIPAL OR C&I DIRECTOR: _____

Chaperoning Teacher(s): _____

Dates of Cultural Exchange: From _____ To _____

Grades/levels of students participating in the cultural exchange: _____

List of student participants (attached):

**CULTURAL EXCHANGE PROGRAM
AUTHORIZATION TO CARRY AND SELF-ADMINISTER MEDICATION**

Student's Name _____
Sex: (Please Circle) Female/Male
Birth Date: ____/____/____

Address: _____
City/State/Zip: _____
Phone No: _____

This student will be participating in a Baltimore County Public Schools (BCPS) Cultural Exchange Program to _____(country) from ____/____/____ to ____/____/____. For this student to carry and self-administer medication while participating in this program, this form must be fully completed by the prescribing physician/provider, an authorizing parent /guardian, and the student participant. Medications must be provided in the original container labeled with the student's name, dose/strength and specific administration directions.

Physician's Authorization:

The above named student has my authorization to carry and self-administer the following prescription and non-prescription medications:

Medications/Treatments	Dosage/Frequency of Administration	Circumstances/symptoms for administrations	Diagnosis

I confirm that this student has been instructed on the proper use of this medication and is able to self-administer this medication on his/her own without school personnel supervision. The student understands the expected response to the medication and what side effects and adverse responses should be reported to an adult. I have provided a written treatment plan for use by this student during the cultural exchange program for managing asthma, anaphylaxis episodes, or for a chronic health condition.

Signature of Physician

Physician's Phone Number

Date

For Completion by Parent or Guardian:

As the parent/guardian of the above-named student, I confirm that this student has been instructed by his/her health care provider on the proper use of this/these medication(s). He/she has demonstrated to me that he/she understands the proper use of these medication(s). He/she is physically, mentally, and behaviorally capable to assume this responsibility. He/she has my permission to self-medicate as listed above, if needed. If he/she has used an auto-injectable epinephrine, he/she understands the need to alert an adult that emergency medical personnel need to be called. If he/she has used his/her asthma inhaler as prescribed and does not have relief from an asthma attack, he/she understands the need to alert an adult.

Authorization is hereby granted to release this information to appropriate school personnel and BCPS teacher chaperones who will be accompanying students on the above-referenced program.

Parent/Guardian Signature: _____ Date: _____

Student Statement: I understand that I am allowed to carry and self-administer ONLY the medication(s) listed above. I agree to use the medication as instructed by my physician, only for the conditions the doctor has written and not to share with other people. I understand that if I misuse or share the medication with others, I will be held accountable for my actions and that I will face disciplinary action.

Student Signature: _____ Date: _____

CULTURAL EXCHANGE MEDICAL EMERGENCY FORM – Notary Required

FOR CULTURAL EXCHANGE ONLY – MUST BE NOTARIZED

IN CASE OF MEDICAL EMERGENCY, in the event that I cannot be contacted, I hereby give permission to the chaperoning teacher, or responsible host family adult, to authorize any necessary medical treatment, hospitalize, secure treatment for, and to order injections, anesthesia, or surgery for my child named above.

I agree to be financially responsible for any costs incurred.

PARENT/GUARDIAN SIGNATURE:

PARENT/GUARDIAN SIGNATURE:

STATE OF MARYLAND, COUNTY OF BALTIMORE, To Wit:

I HEREBY CERTIFY that, on this _____ day of _____, 20__, before me, the subscriber, a Notary Public of the State and County aforesaid, personally appeared _____, known to me (or satisfactorily proven) to be the individual(s) whose name(s) is/are subscribed to the within instrument and acknowledged that he/she/they executed the same for the purposes therein contained and in my presence signed and sealed the same.

AS WITNESS my hand and Notarial Seal.

Notary Public

My Commission Expires: _____



Performance Task Rubric

Oral Report

Element	Possible Points	Earned Assessment	
		Self	Teacher
Content			
Report shows evidence of effective research and understanding of concepts relevant to the task.			
Concepts are accurately presented and reflect specific and purposeful information that is extended and expanded to fully answer main questions.			
Supporting details are used to help explain the concepts.			
Vocabulary is appropriate to both the content and the audience.			
There is a clear beginning, an organized body, and a clear closure.			
Length of report conforms to the allotted time frame.			
Sources are cited properly.			
Presentation			
Voice quality is effective including appropriate rate, volume, articulation, and enthusiasm.			
Body language is effectively used including appropriate eye contact, posture, and body movement.			
The speaker gives the audience time to think and take notes.			
The speaker responds well to questions.			
The speaker checks audience's understanding of concepts following the presentation			
Total:			

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Performance Task Rubric
Oral Report with Visual(s)

Element	Possible Points	Earned Assessment	
		Self	Teacher
The Content			
Report shows evidence of effective research and understanding of concepts relevant to the task.			
Concepts are accurately presented and reflect specific and purposeful information that is extended and expanded to fully explain the topic.			
Supporting details are used to help explain the concepts.			
The vocabulary is appropriate to both the content and the audience.			
Visuals including pictures, diagrams, photographs, video clips, and other media are well chosen and used appropriately to support the presentation.			
Visuals contain few if any spelling or mechanical mistakes.			
Visuals contain few if any grammatical mistakes.			
There is a clear beginning, an organized body, and a clear closure.			
Length of report conforms to the allotted time frame.			
The Presentation			
Voice quality is effective including appropriate rate, volume, articulation, and enthusiasm.			
Body language is effectively used including appropriate eye contact, posture, and body movement.			
The speaker gives the audience time to think and take notes.			
The speaker responds well to questions.			
The speaker checks audience understanding of concepts following the presentation.			
Total:			

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Performance Task Rubric

Scrapbook

Element	Possible Points	Earned Assessment	
		Self	Teacher
The main theme is clear when one first looks at the scrapbook. The cover clearly identifies the theme.			
Appropriate and accurate main ideas support the theme.			
There is continuity about the scrapbook; the theme is consistent throughout.			
The information in the scrapbook is accurate and shows that the student thoroughly understands the concepts. Propaganda purposes and explanations are clear and accurate.			
Space, shapes, textures, and colors provide information themselves and add to the over-all effectiveness of the scrapbook.			
Pictures, photographs, drawings, diagrams, graphs, or other similar devices add to the over-all effectiveness of the scrapbooks.			
The format of the scrapbook is appropriate to the task and to the audience for which it is intended.			
The scrapbook accomplishes its purpose with its intended audience.			
The scrapbook is very neat and presentable.			
The scrapbook is creative and interesting.			
Sources of information are cited properly.			
Total:			

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Performance Task Rubric

Slide Show or Photo Essay



Element	Possible Points	Earned Assessment	
		Self	Teacher
Each picture in the set is well composed to clearly show what is intended.			
Each picture is well focused and lighted appropriately.			
The sequence of pictures has a clear theme.			
The sequence is organized.			
There is a smooth flow of pictures through the set.			
The sequence has its intended effect on the audience.			
It is clear that the author understands the core concepts related to this topic and has chosen pictures appropriately.			
Titles and other statements contribute to the theme and purpose to the set of pictures.			
For the photo essay, the pictures are mounted and displayed in an attractive and presentable manner.			
Total:			

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Performance Task Rubric

Multimedia Presentation

Element	Possible Points	Earned Assessment	
		Self	Teacher
Content - Research and Writing			
Multimedia product shows evidence of effective research and understanding of concepts relevant to course curricula.			
Multimedia product reflects accurate, specific, purposeful information that is extended and expanded to fully explain the topic.			
Supporting details are used to help explain the concepts.			
The vocabulary is appropriate to both the content and the audience.			
Visuals including pictures, diagrams, photographs, videos, flow charts, and other media are used appropriately to support/enhance the concepts.			
Content - Technical Design and Organization			
Choice of multimedia format is logical and effectively contributes to understanding of the concepts.			
There is a clear beginning, an organized body, and a clear closure.			
Format is well designed (use of color, graphics, sound, moving images, titles, labels).			
Images and graphics are clear and sound is audible.			
Multimedia product is technically correct (operates with minimal flaws during presentation).			
Length of the multimedia product conforms to allotted time frame.			

Presentation of Multimedia Production

The purpose of the multimedia product is clearly evident to the audience.			
Speaker demonstrates effective body language: eye contact, posture, and movement.			
Speaker responds well to questions during and/or following the multimedia presentation.			
Speaker checked audience's understanding of concepts by using an appropriate assessment instrument.			
Total:			

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transmissions and duplications are prohibited unless permission is granted expressly.

Performance Task Rubric

Web Page

Element	Possible Points	Earned Assessment	
		Self	Teacher
Content			
Web page shows evidence of effective research and understanding of concepts relevant to the task.			
Web page reflects accurate, specific, purposeful information that is extended and expanded to fully explain the topic.			
Supporting details are used effectively to help explain the concepts.			
There are few grammatical or spelling mistakes and the vocabulary is appropriate to both the content and the audience.			
Capitalization and punctuation are correct throughout the presentation.			
Graphics, sounds, animations, and transitions are used appropriately to support/enhance the concepts.			
Information is categorized and presented in a meaningful order.			
Links relate to the topic and graphics and/or multimedia enhance the content.			
Format			
Page layout is attractive and enhances the content.			
Use of headings, bullets, tables, centering, and indents create a balanced and attractive format.			
Navigation aids are used to easily move about within the website.			
Graphics enhance the design form and load properly.			
The purpose of the PowerPoint product is			

RULE 6801, FORM J

clearly evident to the audience.			
The presenter shows evidence of having rehearsed the presentation. The presentation flows smoothly with no technical problems.			
The presenter responds well to questions during and/or following the web page presentation.			
The presenter checks audience's understanding of concepts following the presentation.			
Total:			

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CULTURAL EXCHANGE HOST FAMILY INTERVIEW **[RULE 6801]**

To be completed by team members of the host family selection committee after the in-home visit. This form will not be shared with the host family, the foreign student, nor the student's family. Each in-home visit should be conducted by at least two members of the committee.

Family's name

Address

Interview team names

Date of Interview

1. Based on your interview, [identify the attributes which you feel most accurately describe the family:]
WHICH OF THE FOLLOWING ATTRIBUTES DO YOU FEEL MOST ACCURATELY DESCRIBE THE FAMILY?

CIRCLE ALL THAT APPLY AND WRITE IN ADDITIONAL ATTRIBUTES AS OBSERVED.

- CASUAL HOME
- HUMOR
- INDIVIDUAL PURSUITS
- SPORTS/OUTDOOR ACTIVITIES
- LOW-KEY, QUIET HOME
- FATHER-DOMINANT HOME
- INTELLECTUAL PURSUITS
- NEATNESS
- OPENNESS WITH FEELINGS
- MOTHER-DOMINANT HOME
- PLANNED ORGANIZED HOME
- DECISION-MAKING BY FAMILY CONSENSUS
- ACTIVE PARTICIPATION IN COMMUNITY ORGANIZATIONS.
- DECISION-MAKING BY PARENTS
- SPONTANEOUS
- ACTIVITIES ARE ORGANIZED AND PLANNED
- OTHER _____

2. Please provide a general assessment of the home and family environment.
3. WILL THE STUDENT HAVE HIS OR HER OWN BED? PLEASE VIEW THE AREA THE FAMILY PLANS TO USE TO ACCOMMODATE THEIR VISITING STUDENT. IS IT APPROPRIATE?
4. Comment on any placement recommendations or restrictions.

5. Which family member initiated the idea of hosting? _____ WHY?
6. How [did] WAS the DECISION [family] TO HOST AN EXCHANGE STUDENT FINALIZED? [become interested in hosting?] (PARENTAL DECISION, FAMILY CONSENSUS, ETC.)
7. Will any of the family members be away from the home during the [cultural exchange] HOSTED student's time in the home (including student's time of arrival)? ____yes ____no If yes, please explain who, dates away, and if this will affect hosting:]
8. Based on the assessment outlined above, does the interview team believe there is adequate commitment and resources in this family for a successful hosting experience? ____yes ____no If no, please comment:]

Team Member's name	Signature	Date]
--------------------	-----------	-------

Team Member's name	Signature	Date]
--------------------	-----------	-------

SCHOOL PRINCIPAL/
C&I DIRECTOR SIGNATURE: _____ Date: _____

RETURN THE COMPLETED FORM TO:
PROGRAM COORDINATOR

Cultural Exchange Host Family Application
[RULE 6801]

Parent/Guardian's Name: _____ [Relationship]

Employer: _____

Home Address (including zip code): _____

Home Phone: _____ [Work] AMBASSADOR'S CELL: _____

[Cell: _____]

FATHER'S WORK: (____)____-____ FATHER'S CELL: (____)____-____

MOTHER'S WORK: (____)____-____ MOTHER'S CELL: (____)____-____

FATHER'S E-MAIL: _____ MOTHER'S E-MAIL: _____
[E-mail: _____]

BEGIN WITH STUDENT AMBASSADOR, PARENT, THEN LIST ALL OTHERS LIVING IN THE HOME

Name of [other] individuals in the home	Gender	Relationship	Living at home full- time? (Check one)		Birth date		
	M F	STUDENT AMBASSADOR	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Month	Day	Year
	M F		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Month	Day	Year
	M F		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Month	Day	Year
	M F		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Month	Day	Year
	M F		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Month	Day	Year
	M F		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Month	Day	Year

Information to be considered for student placement:

- Do you have: Pets? __yes __no If yes, what kind? _____
- Cigarette Smokers? __yes __no What are your feelings about a participant who smokes?
____no problem ____okay if outside home ____prefer not ____strongly object
- Religious affiliation or preference: _____ How often attend services? _____

Please comment about hosting a participant with a different or no RELIGIOUS affiliation.

4. Is your family willing to host a _____ male _____ female _____ either
5. Will the participant share a bedroom? _____ Yes _____ No If yes, with whom? _____
6. Has your family ever hosted an exchange student? _____ Yes _____ No
If yes, from which country _____ Year _____

Additional Information: For extended responses to this section, feel free to add additional pages to your application:

1. Why do you want to be a host family? Explain why would you make a good host family?
2. Please describe each family member as to personality, interests, and other pertinent information ETC.
3. Describe a typical day in your family.
4. What kinds of experiences would you like to provide that would enable your cultural exchange student to better understand the American culture?
5. What type of chores do you expect family members to help with around the house? How would you expect your cultural exchange student to contribute?
6. [Do you have] EXPLAIN ANY non-negotiable rules in your [household] HOME (such as curfew)?
7. If your OWN child plays a sport, how would you address afternoon time FOR YOUR HOST STUDENT?
8. Once families are selected, we will have an orientation meeting. What information would you like to [have] RECEIVE and what questions do you want to make sure that we address?

9. Since a cultural exchange is a commitment for the entire family, part of the application process is a home visit. We encourage all members of the household to be [at home during that time] **PRESENT FOR THIS APPOINTMENT.** Our purpose is to become personally acquainted with your family so we can better place a cultural exchange student in your home. Please indicate below the most convenient time for us to visit with you and your family.

Weekday: Morning _____ Afternoon _____ Evening _____

Weekend: Morning _____ Afternoon _____ Evening _____

10. In the event that an immediate placement of a cultural exchange student is not available for your family, would you consider being an alternate host family in case of unforeseen circumstances that might arise for other host families? (CIRCLE) Yes No

- **Please be advised that BCPS requires a criminal background check and fingerprinting for any household member over the age of eighteen.**
- **FAMILIES WILL INCUR COSTS FOR ROOM AND BOARD, ENTERTAINMENT, FAMILY TRAVEL, AND OTHER MISCELLANEOUS EXPENSES FOR THE CULTURAL EXCHANGE STUDENT.**

Parent/Guardian Signature: _____ **Date:** _____

PLEASE RETURN TO CULTURAL EXCHANGE COORDINATOR AT YOUR SCHOOL

FORMS NEEDED – CULTURAL EXCHANGE [Rule 6801]	
CULTURAL EXCHANGE OUTBOUND	
✓	Cultural Exchange Agreement
✓	Cultural Exchange Planning Timeline
✓	Cultural Exchange Student Project Proposal
✓	Cultural Exchange Proposal
✓	Cultural Exchange Chaperone Agreement
✓	Cultural Exchange Authorization to Administer Medications/ Treatments
	BCPS Performance Task Rubrics
CULTURAL EXCHANGE INBOUND	
✓	Cultural Exchange Host Family Interview Form
✓	Cultural Exchange Host Family Application Form

CULTURAL EXCHANGE PROGRAM **STUDENT APPLICATION AND INFORMATION**

STUDENT NAME: _____ **HIGH SCHOOL:** _____ **DATE:** _____

PROGRAM DESCRIPTION: BALTIMORE COUNTY PUBLIC SCHOOL STUDENTS AND CHAPERONE TEACHERS WILL SPEND UP TO ____ WEEKS BEGINNING _____(DATE) AT _____ SCHOOL IN _____(PLACE). THIS STAY IN _____ IS PART OF THE BALTIMORE COUNTY PUBLIC SCHOOLS' CULTURAL EXCHANGE PROGRAM. DURING (DATES)_____, STUDENTS AND TEACHERS FROM _____ SCHOOL IN _____(COUNTRY), WILL STAY WITH BCPS' FAMILIES.

WE ARE NOW RECRUITING HIGH SCHOOL STUDENTS FROM BALTIMORE COUNTY PUBLIC SCHOOLS. THE SELECTED STUDENTS WILL BE DRAWN FROM HIGH SCHOOLS OFFERING _____(CURRICULAR CONTENT)_____. A MAXIMUM OF (NUMBER)_____ AMBASSADORS CAN BE SELECTED FOR THE PROGRAM.

THE EXPECTATION IS THAT EACH PARTICIPANT'S FAMILY WOULD ALSO BE A HOST HOME FOR ONE OF OUR GUESTS DURING _____(DATES). ONE OF THE EXCHANGE PROGRAM'S GOALS IS TO BUILD FRIENDSHIPS NOT JUST BETWEEN THE HIGH SCHOOLS BUT BETWEEN OUR COMMUNITIES. IF YOU ARE UNABLE TO HOST A STUDENT IN YOUR HOME, WE ASK YOU TO ASSIST US IN LOCATING A SUITABLE HOST FAMILY WITH WHOM YOU WILL CO-HOST.

DURING THE STAY IN _____, BCPS STUDENTS LIVE WITH HOST FAMILIES AND WITH STUDENTS ATTENDING _____SCHOOL. OUR AMERICAN STUDENTS WILL ATTEND CLASSES, EXPLORE _____AND NEARBY CITIES, AND TRAVEL TO VARIOUS HISTORICAL AND CULTURAL SITES SUCH AS: _____.

ELIGIBILITY: STUDENTS WILL BE SELECTED ON THE BASIS OF THE FOLLOWING CRITERIA: DEMONSTRATED AND CONTINUED STRONG ACADEMIC PERFORMANCE (NO FINAL GRADE BELOW A "C"); TEACHER RECOMMENDATIONS; INTEREST AND APTITUDE FOR LEARNING LANGUAGE, HISTORY, AND CULTURE; ABILITY TO SERVE AS AN AMBASSADOR FOR BALTIMORE COUNTY PUBLIC SCHOOLS, MARYLAND, AND THE UNITED STATES; SENSITIVITY TO OTHER PEOPLE AND CULTURES; MATURITY, SUPPORT FROM FAMILY; MENTAL, PHYSICAL AND EMOTIONAL HEALTH; AND SUCCESSFUL COMPLETION OF THE APPLICATION AND INTERVIEW PROCESS. UNLESS THERE ARE EXTREME EXTENUATING CIRCUMSTANCES, EACH STUDENT IS EXPECTED TO HOST A STUDENT FROM_____. THIS CREATES A TRUE PARTNERSHIP AND ENRICHES THE EXPERIENCE FOR ALL PARTICIPANTS.

APPLICATION DEADLINE: APPLICATIONS ARE AVAILABLE FROM YOUR SCHOOL. APPLICATIONS MUST BE POST MARKED BY _____OR GIVEN TO YOUR SCHOOL'S CULTURAL EXCHANGE COORDINATOR. IF YOU ARE NOT SURE WHO THAT IS, ASK YOUR PRINCIPAL.

QUESTIONS: THERE WILL BE AN INFORMATIONAL MEETING FOR STUDENTS AND THEIR PARENTS ON _____ **FROM** _____ **AT** _____. PLEASE COME AND HAVE ALL YOUR QUESTIONS ANSWERED BEFORE APPLYING.

COSTS: WE ESTIMATE THAT THE STUDENT/FAMILY'S SHARE OF THE EXPENSES FOR THIS PROGRAM WILL BE APPROXIMATELY \$_____. THE EXPENSES WOULD BE AS FOLLOWS:

- \$_____ FOR ROUND-TRIP TRAVEL TO _____
- \$_____ FOR PASSPORT
- \$_____ FOR SPEND MONEY
- \$_____ FOR INOCULATIONS
- \$_____ FOR VISA
- ENROLLMENT IN A CERTIFIED LANGUAGE PROGRAM, IF NOT ALREADY ENROLLED IN A BCPS' COURSE
- FOOD AND LODGING WILL BE TAKEN CARE OF BY THE HOST FAMILY
- ADDITIONAL EXPENSES FOR HOSTING A STUDENT WILL VARY BASED ON THE NUMBER OF OUTINGS YOU PROVIDE. ADDITIONAL ORGANIZED TRIPS WILL BE PROVIDED BY THE CULTURAL EXCHANGE PROGRAM.

CULTURAL EXCHANGE PROGRAM STUDENT APPLICATION

FULL NAME (AS IT APPEARS ON YOUR PASSPORT): _____

DATE: _____

HOME ADDRESS: _____

HOME PHONE: _____

SCHOOL: _____ GRADE: _____ GUIDANCE COUNSELOR: _____

GENDER: _____

DATE OF BIRTH: _____

EMAIL ADDRESS: _____

COUNTRY OF CITIZENSHIP: _____

LANGUAGES: ALL STUDENTS GOING ON THE EXCHANGE WILL BE EXPECTED TO STUDY _____ INTENSIVELY FOR AT LEAST SIX MONTHS PRIOR TO DEPARTURE. IF NOT CURRENTLY ENROLLED IN A BCPS' LANGUAGE COURSE YOU MUST SIGN UP FOR A CERTIFIED LANGUAGE COURSE THROUGH A COMMUNITY COLLEGE OR SIMILAR CERTIFIED PROGRAM.

*** YOU MAY USE ADDITIONAL PAGES TO COMPLETE THE ESSAYS BELOW.**

QUESTIONS:

1. PLEASE DESCRIBE ANY EXPERIENCE YOU HAVE HAD WITH THE STUDY OF LANGUAGES, IN PARTICULAR AN EXPERIENCE YOU HAVE HAD WITH _____. (INCLUDE YEARS STUDIED, NAMES OF SCHOOLS AND TEACHERS, EXPERIENCE AT HOME, WITH TRAVEL, ETC.) WHO IS/ARE YOUR CURRENT LANGUAGE TEACHER(S)?
2. IF YOU HAVE NOT ALREADY BEEN STUDYING _____, WHAT IS YOUR INTEREST IN DOING SO? ARE YOU PLANNING TO CONTINUE YOUR STUDY OF _____ IN THE FUTURE?

TRAVEL: PREVIOUS TRAVEL EXPERIENCE IS NOT A CRITERION FOR ELIGIBILITY. HOWEVER, BECAUSE DISTANCE, TIME, AND CULTURAL DIFFERENCES ARE ALL SIGNIFICANT FACTORS IN THIS EXCHANGE, WE WOULD LIKE ANY INSIGHT INTO ANY TIME SPENT AWAY FROM HOME.

QUESTIONS:

1. PLEASE DESCRIBE ANY TRAVEL YOU HAVE DONE WITH YOUR FAMILY IN AND OUT OF THE UNITED STATES (PLEASE INCLUDE LOCATION(S) VISITED AND DURATION OF STAY.
2. PLEASE DESCRIBE ANY TRAVEL YOU HAVE DONE WITHOUT YOUR FAMILY. (INCLUDE NAMES OF PROGRAMS AND LENGTHS OF TIME AWAY FROM HOME)

QUESTIONS: THE FOLLOWING QUESTIONS ARE INTENDED TO MAKE YOU REFLECT UPON THE EXPERIENCE FOR WHICH YOU ARE APPLYING. PLEASE READ ALL OF THE QUESTIONS BEFORE BEGINNING TO COMPOSE YOUR ANSWERS. PLEASE ANSWER ON A SEPARATE PIECE OF PAPER.

1. WHY DO YOU WANT TO PARTICIPATE IN THIS PROGRAM?
2. HOW DO YOU THINK A STAY IN _____ REPRESENTS A PARTICULARLY DEMANDING CHALLENGE?

3. WHY DO YOU FEEL THAT YOU ARE WELL QUALIFIED TO MEET THIS CHALLENGE?
4. IF YOUR FRIEND WERE SELECTED FOR THIS PROGRAM, WHAT ADVICE WOULD YOU GIVE HIM/HER?
5. IF ACCEPTED INTO THIS PROGRAM, YOU WILL BE EXPECTED TO INVESTIGATE SOME ASPECT OF _____ LIFE AND CULTURE. WHAT WOULD YOU CHOOSE TO RESEARCH AND WHY?

HOSTING:

1. CAN YOUR FAMILY HOST ONE OF OUR GUESTS FROM _____ DURING _____? HOST FAMILIES WILL FORM A TIGHT NETWORK AMONG EACH OTHER TO SHARE IDEAS, RESPONSIBILITIES, AND PLAN OCCASIONAL GATHERINGS. EACH HOST FAMILY WILL PLAN ITS OWN OUTINGS WITH THEIR GUEST AND ESTABLISH THEIR OWN HOUSE RULES.

YES _____ NO _____

2. IF YOU CANNOT HOST ONE OF OUR GUESTS, YOU WILL BE RESPONSIBLE FOR HELPING TO FIND A SUITABLE CO-HOST FAMILY. YOU WILL PARTNER WITH THIS FAMILY TO ENSURE THAT THE VISITING STUDENT HAS A POSITIVE EXPERIENCE IN THE UNITED STATES. PLEASE LIST THE NAME, ADDRESS, AND PHONE NUMBER OF ANY POTENTIAL HOST FAMILY YOU KNOW.

PERSONAL INFORMATION:

PERSONAL INTERESTS OR HOBBIES

LIST TEACHERS NAMES DURING SCHOOL YEAR _____ (INCLUDE SUBJECT/COURSE)

_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

YOUR TEACHERS AND GUIDANCE COUNSELOR WILL BE CONTACTED TO GIVE THEIR RECOMMENDATION FOR YOUR PARTICIPATION IN THE CULTURAL EXCHANGE PROGRAM. IF YOU WOULD LIKE US TO CONTACT A PREVIOUS TEACHER OR NON-ACADEMIC REFERENCE (E.G. EMPLOYER, ADULT WHO HAS WORKED WITH YOU) PLEASE WRITE HIS/HER NAME, E-MAIL, PHONE NUMBER, AND RELATIONSHIP TO YOU BELOW:

PARENT/GUARDIAN NAME(S): _____

ADDRESS: _____

DAYTIME PHONE: _____ **EVENING PHONE:** _____

PARENT/GUARDIAN NAME(S): _____

ADDRESS: _____

DAYTIME PHONE: _____ **EVENING PHONE:** _____

TRAVEL DOCUMENT PREPARATION

FULL NAME AS IT APPEARS ON PASSPORT: _____

BIRTH PLACE: _____

(COUNTY/CITY, STATE, COUNTRY)

STUDENT PRESENT COUNTRY OF
CITIZENSHIP: _____

DO YOU CURRENTLY HAVE A VALID PASSPORT? YES _____ NO _____

IF "YES," WHEN DOES YOUR PASSPORT EXPIRE? _____ (MONTH) _____ (DAY)
_____ (YEAR)

DO YOU HAVE AN EXPIRED PASSPORT? YES _____ NO _____

NAME OF ALTERNATIVE EMERGENCY CONTACT IN THE
U.S. _____

ADDRESS _____

DAYTIME PHONE _____ RELATIONSHIP TO APPLICANT _____

SIGNATURE OF APPLICANT: _____ **DATE:** _____

SIGNATURE OF PARENT/GUARDIAN _____ **DATE:** _____

SIGNATURE OF PARENT/GUARDIAN _____ **DATE:** _____