

INSTRUCTION

CULTURAL EXCHANGE

1. DEFINITIONS

A. “CULTURAL EXCHANGE OUTBOUND” IS A TRIP THAT BALTIMORE COUNTY PUBLIC SCHOOLS’ (BCPS) STUDENTS TAKE OUTSIDE OF THE UNITED STATES WHICH INCLUDES STUDENTS LODGING WITH A HOST FAMILY OR IN DORMITORIES AND ATTENDING CLASSES AT A SCHOOL WITH WHICH BCPS HAS ESTABLISHED RECIPROCITY.

B. “CULTURAL EXCHANGE INBOUND” IS A TRIP OR PORTION OF A TRIP THAT INVOLVES FOREIGN STUDENTS FROM A SCHOOL WITH WHICH BCPS HAS ESTABLISHED RECIPROCITY, LODGING WITH A BALTIMORE COUNTY HOST FAMILY, AND ATTENDING CLASSES AT A BALTIMORE COUNTY PUBLIC SCHOOL.

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.

2. GENERAL REQUIREMENTS FOR CULTURAL EXCHANGE

- 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. 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 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.

- C. THE PRINCIPAL OF THE SPONSORING SCHOOL 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.

- D. 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."
3. 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.
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 WEBPAGE. 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 FORM
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, THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL OBTAIN THE FINAL APPROVAL FROM THE SUPERINTENDENT. 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.

10. 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.

11. 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 SIXTY DAYS (60) AFTER THE CONCLUSION OF THE CULTURAL EXCHANGE.

5. CULTURAL EXCHANGE INBOUND

- A. CULTURAL EXCHANGE IS BASED ON EDUCATIONAL GOALS AND SHALL BE APPROVED BY THE SUPERINTENDENT. SCHOOLS PARTICIPATING IN A RECIPROCAL CULTURAL EXCHANGE SHALL ADDRESS THE FOLLOWING WITH REGARD TO STUDENTS COMING TO THE UNITED STATES, STAYING WITH HOST FAMILIES, AND ATTENDING BALTIMORE COUNTY PUBLIC SCHOOLS.

- B. THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL BE RESPONSIBLE FOR THE FINAL SELECTION OF HOST FAMILIES. 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. 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. WHEN APPROPRIATE, HOST FAMILIES SHALL ALSO BE PROVIDED FOR CHAPERONES ACCOMPANYING THE FOREIGNSTUDENTS. ALTERNATE HOST FAMILIES SHALL BE IDENTIFIED IN CASE A HOST FAMILY CANNOT FULFILL ITS COMMITMENT.

- C. PARENTS/GUARDIANS OF STUDENTS COMING TO BALTIMORE COUNTY PUBLIC SCHOOLS SHALL PROVIDE DOCUMENTATION OF THE NECESSARY VACCINATIONS AND HOME CONTACT INFORMATION FOR THE HOST FAMILY AND THE PRINCIPAL OF THE SPONSORING SCHOOL.
- D. THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL COMMUNICATE 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.
- E. THE PRINCIPAL OF THE SPONSORING SCHOOL, IN COLLABORATION WITH THE PRINCIPAL OF THE RECIPROCAL SCHOOL OF INBOUND STUDENTS, SHALL PROVIDE A SCHEDULE OF ACTIVITIES PRIOR TO THE BEGINNING OF THE CULTURAL EXCHANGE. INCLUDED IN THE SCHEDULE OF ACTIVITIES SHALL BE THE ANTICIPATED COSTS TO THE INBOUND STUDENTS, NUMBER OF PARTICIPANTS, BEGINNING AND ENDING TIMES OF THE ACTIVITIES, AND OTHER ARRANGEMENTS, SUCH AS TRANSPORTATION.
- F. THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL MAKE 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.

RULE
APPROVED:

SUPERINTENDENT OF SCHOOLS

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

CULTURAL EXCHANGE AGREEMENT Rule 6105

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.

Signature of Principal of Baltimore County
Public School

Signature of Principal of Reciprocating
School

Date

Date

Signature of Superintendent of Schools

Signature of Additional Authorizing Official

Date

Date

CULTURAL EXCHANGE PLANNING TIMELINE
Rule 6105

The sponsoring principal 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 _____ Dates of Cultural Exchange _____
 Sponsoring BCPS Principal _____
 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 information regarding detailed financial information, payment deadlines, travel and trip cancellation and refund policies, passport, visa, vaccination requirements, transportation for the Cultural Exchange Agreement.

Date Completed	Initial	
		2. Conduct pre-travel student/parent orientation meetings to address the following: <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 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

Date Completed	Initial	
		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
		5. Check transportation tickets and travel documents for accuracy.
		6. Distribute to chaperoning teachers the master list of participants, including emergency contact and specific health information, as necessary, for each participant.
		7. Compile the following to be retained at school: <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

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 to complete the Cultural Exchange Evaluation form.
		3. Submit copy of the completed Cultural Exchange Evaluation form to the Superintendent within sixty (60) days.

Signature of Sponsoring Principal

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

CULTURAL EXCHANGE STUDENT PROJECT PROPOSAL

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.

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.

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 Language 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
- Webpage
- 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 Language

- 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 EVALUATION

Rule 6105

This report should be prepared by the chaperoning teachers and reviewed by the principal of the sponsoring school 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 6105, 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 language 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 Signature

Date

A copy of this completed form, along with the attachments, to be submitted by the principal to the Superintendent.

CULTURAL EXCHANGE EVALUATION: BEFORE THE EXCHANGE

This form should be used as a rubric by the sponsoring principal 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 Language and Social Studies CLG/VSC . 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 Language and Social Studies CLG/VSC. 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 Language and Social Studies CLG/VSC . 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 Language and Social Studies CLG/VSC . 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 a n appropriate presentational format. _____	No submission was made to the Office of Language Arts.

VSC – 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.

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.

CULTURAL EXCHANGE EVALUATION: AFTER THE EXCHANGE

This form should be used as a rubric by the chaperoning teachers and sponsoring principal 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 –PROPOSAL

Rule 6105

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

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

From: _____ Home School: _____
Sponsoring Principal Student Group Traveling: _____

Destination (Country): _____

Inclusive Dates: _____

Name of Host Foreign School: _____

Address of School: _____

Foreign Contact Person: _____

Phone Number: _____ Email address: _____

Purpose of Cultural Exchange: _____

Alignment with the *Blueprint for Progress*:

Signed: _____ Date: _____
Area Assistant Superintendent

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 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 6105

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 PARENT/GUARDIAN PERMISSION
Rule 6105

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
(Name of Airline)
date/time of _____ and return date/time of _____. The
(date and approximate time) (date and approximate time)

cost to the student is _____. 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
(Student)

to _____ 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 STUDENT HEALTH HISTORY
Rule 6105

Student Name		Birth date	
Address		Home Telephone	
Parent/Legal Guardian Name	Home Phone Email _____	Work Phone	Cell Phone
Parent/Legal Guardian Name	Home Phone Email _____	Work Phone	Cell Phone

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.

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

Chaperoning Teacher: _____

Dates of Cultural Exchange: From _____ To _____

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

List of student participants (attached):

**CULTURAL EXCHANGE AUTHORIZATION TO ADMINISTER
MEDICATIONS/TREATMENTS**

Rule 6105

This side to be completed by Parent or Legal Guardian

Dear Parent/Legal Guardian:

If your health care provider decides that it is necessary for your child to receive medication during the cultural exchange, a health care provider's order along with your permission must be provided to the school. All medications must be brought to school in the original, or a duplicate container that has been labeled by the pharmacist, with the current prescription on the container. Over-the-counter medicines must come in their original, factory-labeled container. A nurse will not be in attendance on this cultural exchange.

Please sign the bottom of this form, have your health care provider complete the second page of this form, if necessary. In addition, complete the Cultural Exchange Medical Emergency form and have it notarized. Return all three forms to the school nurse. These forms and ALL medications must be given to the school nurse by _____(date). On the cultural exchange, designated school personnel will dispense all oral medications to students per doctor's orders. If students are staying with a host family and the designated school personnel are not available, then the responsible adult(s) in the host family will dispense all oral medications to students per doctor's advice. For medications administered other than orally, or for medical treatments, the school nurse will contact you and a plan will be developed to meet the health needs of your child prior to departure on the cultural exchange.

School

Principal

Phone

School Nurse

I hereby give my permission for the designated school personnel to administer medication during the cultural exchange to my child as delegated by the school nurse.

Cultural Exchange Destination

Date(s)

Name of Parent/Legal Guardian (Print)

Signature of Parent/Legal Guardian

THIS SIDE TO BE COMPLETED BY HEALTH CARE PROVIDER

HEALTH CARE PROVIDER'S ORDER FOR MEDICATION FOR FIELD TRIPS

Dear Health Care Provider:

Your patient will be participating in an approved cultural exchange to _____ from _____ to _____. There will not be
 Country (date) (date)

a nurse in attendance on this cultural exchange. Please indicate below any prescription and/or over-the-counter medications that your patient is currently taking and will need to continue to take while on this trip.

 Student's Name

 Date of Birth

To be completed by the Physician

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

Signed by prescribing health care provider: _____

Date _____

To be completed by designated school personnel

Medication/Treatment	Date/Time	Date/Time	Date/Time	Signature of Designated School Personnel

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.

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:			

Adapted by Baltimore County Public Schools, 2004, from materials developed by
 Pomperaug Regional School District, Middlebury, CT
 Through an agreement with the Maryland Assessment Consortium, permission is granted to
 Maryland Public Schools to reproduce this material for non-profit, educational use.



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:			

©1995 Pomperaug Regional School District, Middlebury, CT

Through an agreement with the Maryland Assessment Consortium, permission is granted to Maryland Public Schools to reproduce this material for non-profit, educational use.

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:			

Adapted from: ©1995 Pomperaug Regional School District, Middlebury, CT
 Through an agreement with the Maryland Assessment Consortium, permission is granted to Maryland Public Schools to reproduce this material for non-profit, educational use.

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:			

©1995 Pomperaug Regional School District, Middlebury, CT
 Through an agreement with the Maryland Assessment Consortium, permission is granted to Maryland Public Schools to reproduce this material for non-profit, educational use.



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:			

Copyright 1998, Revised 2003, Baltimore County Public Schools, MD,
all rights reserved. May be used for educational, non-profit school use only. All other uses,
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.			
Presentation of the Web Page			
The purpose of the PowerPoint product is			

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:			

Copyright, 1998, Revised 2005. Baltimore County Public Schools, MD,
all rights reserved. This tool may be used for educational, non-profit school use only. All other uses,
transmissions and duplications are prohibited unless permission is granted expressly.

CULTURAL EXCHANGE HOST FAMILY INTERVIEW

Rule 6105

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:

2. Please provide a general assessment of the home and family environment.

3. Comment on any placement recommendations or restrictions.

4. Which family member initiated the idea of hosting? How did the family become interested in hosting?

5. Will any of the family members be away from the home during the cultural exchange 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:

6. 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

CULTURAL EXCHANGE HOST FAMILY APPLICATION
Rule 6105

Parent/Guardian's Name: _____ Relationship: _____

Employer: _____

Home Address (including zip code): _____

Home Phone: _____ Work: _____ Cell: _____

E-mail: _____

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

Information to be considered for student placement:

1. Do you have: Pets? yes no If yes, what kind? _____

2. Cigarette Smokers? yes no What are your feelings about a participant who smokes?
no problem okay if outside home prefer not strongly object

3. Religious affiliation or preference: _____ How often do you attend services? _____

Please comment about hosting a participant with a different or no 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:

- (7) If your child plays a sport, how would you address afternoon time?
- (8) Once families are selected, we will have an orientation meeting. What information would you like to have 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. 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? Yes _____ No _____

***Please be advised that BCPS requires a criminal background check and fingerprinting for any household member over the age of eighteen.**

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

FORMS NEEDED – CULTURAL EXCHANGE Rule 6105	
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