



2023-2024  
Student & Parent  
Handbook

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## THE TRAVELING SCHOOL

*Welcome to The Traveling School! We're excited for you to discover a classroom with no walls, where you will learn from the people you meet and the places you visit. You will be joined by a group of like-minded peers and inspirational teachers, and together, you will strive to build a tight-knit community of travelers. Each of you will be challenged this semester, but as you open your mind and heart to new experiences and cultures, you will learn you can adapt and grow in ways you never believed possible.*

*Thank you for daring to attend a Traveling School semester. Thanks to your parents and community who allowed you to participate in this epic academic adventure. You have worked hard to get here, and it's nearly time to pack your bags and begin!*

*Entering our 20th year, The Traveling School continues to provide a life-changing education to teenagers in a global classroom. As our community grows, our 460 alumni continue to explore the world and make a difference. We are proud of our students, past and present. Welcome to the family. We look forward to your journey and all you will accomplish this semester and beyond.*

Enjoy your adventure,

Jennifer Royall, Executive Director & Head of School

## INTRODUCTION

In the early 2000's a group of high school girls dreamed up the idea of The Traveling School: one formative high school semester away from routine, filled with meaningful and rigorous academics, global exploration, outdoor adventure and leadership development. Gennifre Hartman, their teacher, brought this inspiring dream alive and launched the first Traveling School semester in the spring of 2003.

Through the years, The Traveling School has continued this vision with a dedicated administrative team, supportive Board of Directors, inspirational teachers and devoted community. We remain committed to graduating students who are inspired to learn, willing and able to take risks, engaged with widened perspectives, and have developed powerful voices through their TTS experience. Our non-profit, 501(C)3 status aligns with our school's four pillars – experiential academics, community engagement, outdoor pursuits and transformational leadership.

Our school is intentionally small to foster meaningful relationships through thoughtful discussions and reflections which encourage confidence, competence, leadership skills and community. **The Traveling School's mission is to amplify female voices through transformative education to ignite positive**

**change.** We envision a world where strong, compassionate female leaders build an equitable and sustainable global community.

## PREPARING FOR A SEMESTER

This Student & Parent Handbook is shared during the acceptance phase to add context and details about how our school operates. This document contains both big and little details about our school, from risk management strategies to aspects of daily life with TTS. Please take your time reading this handbook, come back to it often as new information will inevitably stand out throughout the stages of your Traveling School experience.

Due to the various semester regions, we supplement this handbook with additional semester specific information during the enrollment process. We create an enrollment portal for students and parents after acceptance which will include an itinerary and travel overview, packing list, health forms, agreements and authorizations, insurance and tuition forms, plus more.

### Travel To & From TTS

Each semester The Traveling School selects a U.S. departure and arrival city based on ease of international airline connections. We work with a travel agent to reserve our group international flights, and families will receive semester-specific travel planning documents during enrollment. Families may choose whether to work with this travel agent for their child’s individual travel to and from the U.S. departure city. If you choose to book your own flights within the United States, we encourage direct flights or a single layover to minimize the potential of missed flights. Flight costs are not included in tuition.

TTS39: FALL SEMESTER 2023		TTS40: SPRING SEMESTER 2024	
June 7	Enrollment Paperwork Due	November 30	Enrollment Paperwork Due
July 10	Family Hotel & Travel Plan Due	January 2	Family Hotel & Travel Plan Due
August 26*	Semester begins - Flight Arrivals between 10am – 3:00pm	February 5*	Semester begins - Flight Arrivals between 10am – 3:00pm
December 8*	Semester ends Departure times to be determined	May 20*	Semester ends Departure times to be determined
December 15	Global Studies Presentation Due (4pm)	May 26	Global Studies Presentation Due (4pm)
December 22	Transcripts sent	June 1	Transcripts sent

*\*Semester Dates & Meeting City location will be solidified during enrollment based on travel agent recommendations and flight availability. Start and End days may shift by +/- 2 days*

*\*\*Contact TTS Office if you need to arrive or depart outside of these time frames.*

During enrollment, students and families will complete the **Student Travel Form**, specifying whether the student will be accompanied by a family member(s) to orientation and rooming preferences at the hotel. The form also includes post-semester travel plans, which will be re-confirmed closer to the end of the semester.

**Orientation/arrival day-** To begin the semester, families are invited to travel to the departure city and participate in a brief orientation to meet teachers, administrators, students, and other families. On arrival day, faculty will meet students and family members who fly to the designated airport and escort them back to the hotel. Students who arrive by car or at an alternative airport will be greeted at the hotel. We ask that students plan to arrive during the requested time frame; please contact the office if this is not possible. Students traveling with family may choose to arrive early and create their own independent activities until programming begins. The Traveling School programming officially begins at 10am on the arrival day, at which point, students are “on program” and expected to follow Traveling School rules for the duration of the program.

Hotel information for the student’s stay in the departure city at the start will be shared approximately three months prior to the semester. Family/parents who accompany students to orientation are responsible for booking their own rooms. Students whose parents or other family members are in attendance may choose to stay in their family’s room. TTS provides hotel rooms for students.

**End of semester/departure** - The group will travel together from the final international city to the U.S. departure city. Students then continue the final portion of their travels on their own. These flights are booked by the family, potentially through the travel agent, and scheduled during a specified timeframe on the final day. Teachers will escort students to the airport and through check-in. Students will call a parent after check-in to share updates and confirm flight timing and pick up plans. Once students pass through the security gates, they are officially “off program.” While teachers will continue to monitor flight schedules and relay change information, parents are also responsible to monitor for flight changes and call the office if there are significant changes in their child’s flight schedule. At least one teacher is scheduled to remain in the departure city and near the airport until all student flights have departed.

Parents and/or other family members are also welcome to pick up their child at the end of the semester at either the international city or the U.S. departure city. Similar to orientation, parents are directly responsible for their hotel, food, and transport costs.

## Insurance

**Medical Insurance:** *Required (with overseas coverage for international TTS semesters).* Students are required to have medical/health insurance that covers overseas medical services. It is important to clarify if your current policy has this coverage or if additional insurance may be necessary. This includes private insurance and social welfare programs such as Medicaid and state children's health insurance programs. Students are required to have a minimum of \$100,000 of medical coverage.

**Trip Cancellation/Interruption Insurance:** *Not required for participation, but strongly encouraged. Tuition reimbursement is NOT typically included in most policies.* This insurance is purchased to protect families should a student need to cancel or interrupt their semester. The Traveling School strives to share Travel Insurance and Travel Health Insurance Company options during enrollment.

## Student Identification, Money, and Valuables

Students need a government-issued passport that is valid for at least six months beyond the semester and has at least six blank pages. Specifically, fall semester passports must be valid through June and spring semester passports must be valid through November. If you need to update or acquire a passport,

please begin this process immediately upon your decision to attend TTS, as it may take weeks to months to receive the document. Learn more at [travel.state.gov](http://travel.state.gov) website. Contact TTS Office with any questions or concerns.

Semester tuition covers food, lodging, transportation and activities for the semester. Prior to the semester, we encourage students to set up their own personal checking account with a debit (preferred) or ATM card. A student account, separate from parents' accounts, helps protect accounts if a card is lost, stolen, or compromised while traveling. Students should put a travel notice on the account and share bank details with parents so they can help with any bank issues. Additionally, students are required to travel with a credit card in their name as a back-up money option. If a student has issues with their bank account, or an account is compromised, TTS can deduct money from their enrollment deposit.

**TTS suggests a \$100 - \$375 (maximum) personal budget for the semester:**

- For safety reasons, TTS suggests students travel with no more than \$50 in cash
- A \$100 budget allows for essential, or unexpected, expenses.
- A \$375 budget allows for approximately \$25/week for personal costs including: souvenirs, gifts, personal communication time (internet and phone calls fees), optional meals, snacks, activities, additional toiletries and personal care needs, and postage.

Students will submit a weekly budget in their Leadership & Life Skills course to practice accounting for and tracking expenses. While everyone has a different financial situation, we hope that students and families can stay within the budget recommendation. The goal is for students to practice conscientious consumerism and learn how to manage personal spending through budgeting. TTS also invites families to consider the divisions that inevitably emerge amongst students with different financial circumstances and access to money. Please contact the Home Office if you have questions about planning for personal spending money.

**Best practice for setting up a bank account:**

*Recommendation: Student lead or be very active in this process so they have a solid understanding of their account and these financial processes:*

- Create a separate bank account for the student with **no more than** a \$375 balance. Ensure this account is not tied to parents' accounts as there is always the possibility for cards to be lost or stolen or accounts compromised.
- Obtain a Debit Card - Set up and memorize the pin number. (ATM card is alternative option, though limits card usability)
- Understand how to check your balance online so you can track it overseas. Remember, you will access this information from different computers so you will need to understand (and potentially disable) the two-factor verification settings.
- Withdraw \$50 to ensure the account and card works before traveling. Save this for your personal spending money.
- Set a Travel Alert for the duration of the semester noting countries to be visited.
- Share bank details, including login information, passwords and pin number, with parents. Additionally, leave parents with a copy of the debit card (front and back) this enables them to help with any bank issues from afar.

**Best practice for setting up a credit card:**

- Note: The Traveling School views credit cards as an emergency back-up for students to access money. We encourage families to set norms prior to travel and hope all can agree to strive to stay within the recommended semester budget.
- Obtain a Visa credit card in the student’s name. (MasterCard and American Express are not widely accepted internationally.)
  - Name on the credit card should match the name on the passport in case it is necessary to obtain additional funds through a cash advance.
- If you encounter challenges getting a credit card issued for your child, parents can make the child an authorized user on their Visa credit card and set purchase and cash advance limits for this card.
- Alternatively, you can opt for an international Visa prepaid travel card. These are typically purchased from your bank, not from a regular store that sells prepaid cards. This is to ensure that it will work internationally. [Visa Travel Money Cards](#) are good examples of what will work overseas.
- Put a Travel Alert on the credit card for the duration of the semester noting countries to be visited.
- Share all account information (login, passwords and pin number) with parents. Additionally, leave parents with a copy of the credit card (front and back) this enables them to help with any issues from afar.

Examples of Money Belts	Example of Third Pocket
	
Around the waist belt to carry valuables	Fits debit card & cash

Each student must have an *around the waist money belt* that fits under their clothing. Students will also need a zippered coin purse, dubbed *third pocket* at The Traveling School. Students are responsible for their own money belt, third pocket, passport, money, ATM/debit and credit cards. Students are always required to carry identification and a TTS card with emergency phone numbers.

Teachers will teach students how to carry personal items safely to avoid becoming a target, risking unnecessary harm or losing items or money. These systems are important to keep valuables secured and protected, and to create habits while traveling so you always know where your valuables are stored.

<b>What goes into your money belt:</b>	<b>What goes into your third pocket:</b>
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<input type="checkbox"/> Passport <input type="checkbox"/> International Certificate of Vaccination (Immunization Record & Proof of Yellow Fever Vaccine*) <input type="checkbox"/> Credit Card in student's name (Visa preferred/ most widely accepted) <input type="checkbox"/> Insurance Card <input type="checkbox"/> Majority of cash (\$30-\$40) *Required only for Bolivia (spring semester)	<input type="checkbox"/> Student Identification Card <input type="checkbox"/> Debit Card <input type="checkbox"/> Small amount of cash (\$10-\$20) <input type="checkbox"/> TTS emergency numbers (receive at orientation)
<i>Teachers will clarify how to manage money belts and third pockets during orientation.</i>	

### What to Bring on Semester

Only the items on the packing list! This list has been updated throughout the years to focus on the necessities for an on-the-go lifestyle. *Less is more*. Students are responsible for carrying their clothing, textbooks, and personal gear from place to place. Students will receive their textbooks (approximately 6 textbooks, 8" x 11" and between 1"-4" thick) on arrival day, and should anticipate needing extra space to store these textbooks when packing. We ask that you are intentional with your packing; contact us with questions and follow the clothing expectations. All items that fall outside of the guidelines, including technology (this includes wi-fi enabled kindles), will be sent home at the student's expense. Additional (or forgotten) items that didn't make it into the pack, but are needed, will be purchased at the student's expense.

The Traveling School recognizes that finding appropriate, functional attire for our individual body types is not always easy or without expense. Because of the historically gendered and restrictive nature of dress codes, we understand they can be controversial and inspire questions. There are also cultural aspects to dress in different communities we enter. We are continually seeking to refine our dress code to be more inclusive, culturally appropriate, and functionally appropriate for our unique programming. The school welcomes questions and discussions about the dress code during the semester after students have settled into the semester and region.

Please note the school has various clothing and gear items to lend to students at no expense. Students can fill out a gear request form prior to the semester should they like to borrow any TTS clothing/gear.

### Baggage Guidelines

The Traveling School will share international flight information during the enrollment process. Each airline has slightly different baggage allowances (size, number of bags, weight limits) and these allowances typically differ for domestic and international flights. International regulations limit checked baggage to 23 kg/50 lbs for the safety of workers. Students should plan to travel with their day pack as their carry-on bag and their large backpack/duffle bag as their checked baggage. Students are responsible for any overweight, oversized, or additional baggage fees.



## Preparing to Communicate with Family and Friends from Afar

It's important to remind family and friends that you won't have reliable access to email, social media, or phones. Encourage your family and friends to write you letters (until the mail deadline) and let them know you can send mail from post offices throughout the semester.

**Physical Mail Delivery:** A Traveling School administrator will bring letters (no packages) to the group during a mid-semester visit. The Home Office will share the mid-semester mail deadline, approximately slated for week 5, as the semester approaches. The mail deadline aligns with administrative travel schedules and is the date at which mail can no longer be delivered to students. Student mail received after the deadline will not be delivered during the semester and instead will be forwarded to the student's home address at the student's cost.

How to Address Student Mail:

Student Name  
c/o The Traveling School  
PO Box 7058  
Bozeman, MT 59771

**Email/Phone/Tech Considerations:** Many students choose to put an away message on voicemail and email to let people know you won't have regular access to your typical tech communication pathways. As security measures such as two-factor authentication continue to expand, it is also important to prep your platforms to be used away from your main devices. You will need to disable two-factor authentication for any accounts you wish to access while traveling (email, social media, etc). If you choose to keep two-factor authentication, determine what authentication phone numbers/email addresses make sense and how you will be able to access your accounts from different computers and networks.

**Student - Parent/Guardian Phone Calls:** The Home Office schedules parent/guardian phone calls approximately every two weeks using a Google sign-up sheet. These calls are dedicated for parents/guardians to connect with their child, hear updates, share stories and more. Parents/guardians can choose whether to include other family members or friends during their approximately 35-minute call, or maintain the time for themselves. Divorced or separated families can use individual time slots. Parents/guardians may reach out to the Home Office at any time for other accommodations and requests. If the designated day or time does not work for a family, we will work with you to find another time to connect.

Additionally, students may find opportunities to connect with friends or additional family members during free time depending on the location and group agreements. When wifi is available, there may be an opportunity to use TTS technology or other technology (in a hostel, internet cafe, public library, etc.) during a designated time. Each semester develops a shared tech agreement based on their community standards and semester goals, which guides the usage and frequency of such time. Optional communication is generally limited to computer use (email, social media, Zoom, etc).

Due to inconsistent and variable internet connections, the Home Office relays individual communication between parents/guardians and the program. See more details in the *Family Experience Section*.

## RISK MANAGEMENT & SAFETY

The Traveling School offers students the opportunity to study and travel, exploring issues that affect communities around the world. Our semesters are situated in potentially challenging natural environments in remote regions. We recognize the location of our sites and the nature of our activities may present greater and qualitatively different risks than those found on a traditional high school campus within the US.

The inherent risks (whether known or unknown) associated with engaging in educational, adventure or recreational activities in a variety of settings — outdoor, urban, or rural environments — can cause or lead to injury, property damage, or even death. Inherent risks are those that are integral to activities and cannot be avoided when traveling to unfamiliar environments or when performing adventurous activities. Inherent risks include those that we seek — such as whitewater rafting or navigating remote or challenging terrain. Inherent risks also include those risks we don't necessarily seek, but which exist as part of the environment — such as unpredictable weather or falling rock. Other risks, not necessarily inherent, and possibly unknown, may also exist. Taking these risks also provides opportunities for students to get outside their comfort zones, to learn, and to grow. (See the *Participant Release of Liability, Waiver of Claims, Assumption of Risk and Indemnity Agreement* shared during enrollment.)

Safety and risk management considerations are a priority in programming. We endeavor to understand and manage risks to the best of our ability, knowing that we cannot eliminate all risks or ensure participants' safety. TTS's risk management philosophy includes several key components: carefully planned itineraries, trained faculty and staff, informed students, contingency planning, and risk management practices and protocols.

The Traveling School teaches students how to adapt behavior, recognize and manage risks, and develop awareness to potentially minimize dangerous situations. Students are expected to conduct themselves appropriately — and share in the responsibility for, and consideration of — their own safety and well-being as well as that of other students and teachers. Thus, each student plays an important role in our risk management.

The focus of our risk management strategy is threefold:

- To create a culture of risk management and safety with our staff, faculty and students through education, training and information dissemination.
- To continually improve our risk management and safety support systems of information gathering, communication, contingency plans, training and internal reviews.
- To foster excellent relationships in the communities where we travel.

Because program environments vary from rural to urban, access to medical care can range from a few hours to days. Faculty are medically trained to evaluate, treat and respond to injuries or illnesses that may arise in a wilderness context. All faculty are trained in Wilderness First Aid and CPR and at least two faculty will hold higher certifications (Wilderness First Responder, W-EMT, or EMT). Faculty follow school risk management practices, policies and procedures in addition to acting in a reasonable and prudent manner to minimize risk.

Faculty will seek higher level medical care for any injury that could cause significant or permanent damage or that is beyond the scope of their medical training. The speed and method of evacuation depends on the circumstance. Evacuation may involve visiting a local clinic, traveling to a larger city where a higher level of care can be administered, or returning to the student's home for medical care.

After appropriate medical care has been received, and with doctor's approval, a student may be able to return to the semester in some circumstances. These situations are evaluated case-by-case with the Home Office, parents/guardians, doctors, and teachers.

### Additional Support Services

The Traveling School registers all students and teachers in the Smart Traveler Enrollment Program (STEP) through the U.S. Department of State. Through this service we receive travel advisories and U.S. Embassy alerts. Additionally, the U.S. Embassy or consulate can then contact us in case of an emergency. Prior to, and throughout the semester, our Academic Deans monitor country reports and stay apprised of environmental, political, and medical situations in the areas TTS is traveling.

TTS adheres to the recommendations from the US State Department to avoid inadvertently becoming a target of opportunity. Some TTS precautions include the following:

- Direct flights when possible and deliberately avoid stops in high-risk airports or areas.
- Consider several options for travel as appropriate.
- Staff and students are made aware of what they should discuss with strangers or what may be overheard by others.
- Minimize the time spent in the public area of an airport.
- Minimize exposure to large crowds and demonstrations.
- Staff and students are vigilant to identify visitors before opening the hotel/hostel room door.

Additionally for international semesters, TTS partners with a medical and security evacuation service. As part of student tuition, all students have individual memberships with the service. TTS has chosen to partner with such a service because it provides predictable and efficient evacuation and rescue, both globally and specifically for the areas where we travel.

The Traveling School works with companies that provide medical, security, advisory, and evacuation services overseas. This service is active in all the areas where TTS operates its programs. Their specialized employees are contracted for TTS students and programs to assist and coordinate emergency efforts in finding, stabilizing and evacuating, when needed.

### On-Call System

Select members of the Home Office are charged with maintaining an on-call system for teachers and families during the semester. The school will share the on-call system and phone number with families prior to the semester. Communication through this system is reserved for urgent, important and time-constrained communication. Phone calls to the office during normal business hours and/or email is preferred for routine, non-emergent communications.

## Program Environments

The Traveling School is committed to exploring different regions using our place-based curriculum. The schedule remains flexible to adapt to changing group needs or opportunities. Teachers will outline expectations for each location to proactively manage risk.

Here are the typical (although not exclusive) environments our semesters travel through (NOTE: Due to Covid-19, student may not explore all environments, or an activity may be adjusted):

- Cities & Towns
- Natural/Outdoor Setting
  - Rural, rustic, front country settings: Maintained campsites with varying accessibility to water, shade and electricity. Mostly likely able to access this setting by car.
  - Backcountry: Rural and likely rugged areas accessed by foot or water. No electricity, indoor facilities or potable water.
  - River or Lake: Natural waterways to access different landscapes. The put-in and take-out locations are most likely accessible by car, though the extensive route may only be accessed by foot or water.

For our international programs, with different government structures and laws, it is important to note that The Traveling School may not be able to help students who are arrested, or have a legal issue, during the semester in the same ways we might be able to navigate within the United States. Regardless of the semester location, students must abide by the laws of each country.

## Possible Activities

Similar to program environments, activities may change during a semester. While the following activities are not guaranteed, The Traveling School aims to offer a variety of outdoor pursuits to accomplish our mission. Every activity involves benefits and risks, and the Traveling School spends a great amount of time aligning with and auditing our activity providers. Our staff and faculty assist in this process and strive to encourage confidence and skill development by mitigating risk. The Traveling School acknowledges that some risk, specifically inherent risk, cannot be completely eliminated, and exists within our activities and itinerary.

- Service Projects
- Swimming in pools, hot springs, rivers, lakes, and oceans
- Rafting and canoeing on whitewater (class III and below) and flatwater
- Hiking and Backpacking
- Camping
- Rock climbing and rappelling
- Mountain biking
- Horseback riding

The Traveling School often partners with independent contractors for various activities. Our school has worked with many companies, and specific guides for many years which has led to a strong mutual understanding of shared goals and activity management. Whether working with historic or new contractors, faculty follow TTS guidelines prior to, during and after the activity/contract. Independent contractors have knowledge in and expertise for the activity, and the region, that complement TTS' Risk Management Strategy. At least one teacher is always present during contracted activities and works

closely with the contractor to express Traveling School academic, outdoor, and leadership goals for an activity.

### Swimming & Water Safety

At the beginning of the semester, a teacher will conduct a swim test, typically in a swimming pool, to assess students' swimming abilities and general comfort and confidence level in the water. Teachers understand the group will have different swimming capabilities. Understanding swimming abilities better informs teachers as they prepare for semester water activities. The following parameters offer teachers a guide to distinguish levels of comfort and skill in the water.

- Jump feet first into water and begin to swim as they surface
- Swim continuously for up to 150 yards
- Tread water for up to 2 minutes
- Float on back for up to 1 minute

Teachers will designate a "swim area" when available at program locations. To the extent they can assess it, a teacher will "clear" an area for swimming. With teacher discretion, students may be allowed to swim in pools without supervision using the buddy system. Students are never allowed to dive head-first into water at any depth. Any non-swimmers (those not knowing how to swim) will be asked not to exceed waist-deep water levels in calm bodies of water (water without currents) and knee to mid-thigh level in moving water (rivers). Since water conditions are variable and can change, these general guidelines can be adjusted. Students are required to wear PFDs on all watercraft, in moving water, and in situations that faculty deem appropriate and necessary.

### Food Safety

Our school can accommodate a range of dietary preferences and restrictions including kosher, vegetarian, gluten, dairy and peanut free though certain regions are easier to accommodate different preferences/ restrictions or allergies.

Due to traveling and a variety of kitchen settings, including meals prepared by restaurants or hosts, we cannot eliminate potential cross-contamination for severe allergies. It is important for you to share individual food preferences, restrictions or allergies with us prior to enrollment so we can discuss the capabilities and limitations of our school.

## ACADEMICS

The Traveling School embraces experiential education by building a curriculum based around the people and places each student cohort will visit. Classes focus on investigating relevant regional issues and themes from a variety of perspectives. Students are asked to critically engage in these issues, ask thought-provoking questions, and consider how concepts are woven between courses. Students are required to take our six place-based classes: Honors Literature & Composition, Honors History & Politics, Honors Environmental Science, Honors Global Studies, Leadership & Life Skills, and Physical & Outdoor Fitness. In Latin American regions, students are also required to take one of our three Spanish classes. We offer math as a supplementary course if there is sufficient interest and need. Refer to the [Curriculum Guide](#) for more explicit details.

Because The Traveling School community brings students of different grade levels and academic backgrounds together, our teachers focus on growth-oriented, skills-based assessments. Students participate in classes, gather information and ask questions during academic activities, write papers, give presentations, collect data, and share knowledge to demonstrate their understanding. Teachers consider individual ability and skills; therefore, student grades are individual and reflect personal growth, dedication, and willingness to incorporate feedback and take risks to strengthen critical thinking skills.

Students receive comprehensive midterm and final transcripts with the traditional numerical grading scale accompanied by expansive narratives about the student’s growth, challenges, and contributions to each class. Midterm and final transcripts are sent electronically to sending school counselors and parents/guardians.

The Traveling School is accredited by the Accrediting Commission of Schools - Western Association of Schools and Colleges (ASC - WASC) and our transcripts and credits are accepted by public and private schools across the country. We strive to ensure each sending school approves our credits prior to the semester. Our admissions team is committed to working with students prior to and after a semester to help ensure Traveling School credits are recognized by home high schools.

TTS uses a traditional grading scale:

A+	100-98	B+	89-87	C+	79-77	D+	69-67	F	59 or lower
A	97-93	B	86-83	C	76-73	D	66-63		
A-	92-90	B-	82-80	C-	72-70	D-	62-60		

If a student is approved for a pass/no pass grade by a counselor from their home high school, a pass grade is designated as a 70% or higher.

### Missing Assignments, Late Work & Extensions

If a student predicts they will not be able to meet an assignment’s deadline, they are expected to ask for an extension from their teacher at least one day prior to the assignment’s due date. Traveling School teachers work with students to identify reasonable, new deadlines. While some assignments will not be eligible for extensions, there is generally no limit on the amount of, nor penalty for, agreed-upon, planned extensions. If a student misses an original or extended deadline, however, or does not submit an assignment altogether, it will impact their assignment’s grade. When students miss multiple deadlines in a class or have multiple missing assignments, a contract (action plan) will be created to help support the student’s academic performance. More information on The Traveling School’s late work & extension policy will be shared during student orientation.

### Independent Study Classes

The Traveling School encourages students to communicate with their home high school and our Office prior to the semester to ensure credit is granted for TTS classes. Our four-person faculty team inherently limits the scope of classes available and we remain focused on enhancing our TTS curriculum instead of expanding to offer a wider array of classes. TTS strongly recommends students focus on our place-based curriculum which is curated and updated for each semester region. If a student needs a non-TTS class in order to attend our semester program and remain on track at their school, TTS strives to support appropriate options. It is important to recognize that independent study options cannot be

technology-based due to the nature of travel and unreliable connections throughout the majority of the semester.

Students are limited to one Independent Study, which must be pre-approved by the Home Office. Prior to the semester, the Home Office works with the student to determine how an Independent Study could fit into the student's schedule. The course must happen during, and in place of, a TTS offered course to provide structure and continuity. Often, the Independent Study replaces the TTS math course.

Independent Study is a student driven course. A student finds the course, brings appropriate materials, and covers the cost. Materials must be physical or on a flash drive (accessible without wifi). The student is responsible for completing the work and progressing through the course on their own. Teachers will assure there is time carved out during the weekly schedule for students to have quiet work time for Independent Study for approximately 35 hours over the course of the semester. Students must be advocates for themselves and know that this is essentially a self-taught course. While they are welcome to ask teachers for assistance in their independent study if they are confused or struggling with concepts, the teacher team may not have the knowledge, skills, or capacity to fully support their learning.

Given the busy nature of our programming, it is our experience that keeping up with and prioritizing the self-driven work of an Independent Study is a challenge for many students. We therefore recommend an Independent Study only if it is required for a student to attend The Traveling School. If students are focused, organized, and can create and follow a plan, Independent Studies can be successful in helping a student maintain skills, keeping them on a specific academic track, or assisting them in more seamlessly re-integrating into a course when they return home. Many students have also used summer courses or done work during winter break (instead of or in addition to an Independent Study) to help them achieve these same academic goals. Our Academic Deans are here to chat with you about what resources students have used in the past.

### Learning Supports & Technology for Academics

Our small cohorts and dedicated teachers create natural opportunities for supportive, individualized instruction. Teachers are trained and actively work to differentiate their courses based upon a host of factors, including student readiness, learning profiles, and needs. During the admissions and enrollment process, the Home Office will seek to learn about students' learning needs and whether they receive formal (IEPs, 504-plans) or informal learning accommodations, modifications, or other supports in their home learning environments. In order for Traveling School teachers to appropriately support each learner, it is important that families and students share information candidly and specifically around learning needs prior to the semester. During the semester, we seek to teach students self advocacy skills, and expect students to be the drivers of their own learning process, advocating for themselves if their learning needs or preferences are not being met.

The low to no-technology format of our educational program allows for certain learning accommodations and modifications to be provided with ease while others present logistical challenges. Our classes typically look like a circle of students with a teacher using a whiteboard for instruction, content, visuals, and prompts. Students routinely read from our Traveling School textbooks during class and for homework, and complete almost all assignments by hand with pen and paper. We do not rely heavily on test-based assessments. With this in mind, accommodations such as providing instructions in writing and verbally, extra time on assessments, additional breaks, information repetitive, organizational

coaching, graphic organizers, and audiobooks for books can often be offered. Audio options for all reading assignments are not available. For specific larger assignments (such as a literature essay), it may be possible for a student to type on a Traveling School computer, but this cannot be guaranteed for all assignments. Accommodations that rely heavily on technology are more difficult to provide or may not be possible to provide because classes are routinely held outdoors, and neither wifi nor electricity to plug in devices are always available. We appreciate a diversity of learners in our cohorts. Please reach out to the Home Office if you have questions around what learning accommodations The Traveling School can support.

### Post Semester Final Presentation

The final Honors Global Studies requirement is a 30-minute presentation in a public venue such as middle or high school, church, community building or other pre-approved space within the first 7-10 days back home. Transitioning back home and sharing a semester's worth of unique experiences takes processing time and reflection. The Traveling School believes each student deserves a formal opportunity to share their experience through a personalized presentation. Students will develop their outline and practice their presentation in the final weeks of the semester.

Specific guidelines and expectations will be included in the Honors Global Studies textbook. We encourage students to initiate a conversation and plan for the presentation prior to leaving for the semester.

## RESIDENTIAL LIFE

The Traveling School is one-of-a-kind. There is no consistent campus, classroom, living space, or cafeteria, and often there are no walls or buildings of any kind. These nuances open the doors for students and faculty to create an extraordinary community. To achieve a transformational semester, each person must agree to participate fully, behave respectfully, embrace flexibility and strive for academic excellence. Prior to the semester, each student agrees to meet The Traveling School's [Essential Eligibility Criteria \(EEC\)](#) and uphold the Student Agreement (see Student Conduct below) throughout the semester. These agreements outline the fundamental expectations of the school. Each semester will develop their own Community Standards based on their specific goals, intentions and needs to create an inclusive space.

### Supervision

Living in a plethora of locations and traveling through new areas necessitates that students and faculty remain vigilant and aware of their surroundings at all times. Students have varying levels of supervision based on the day, location, activity, time of day, and time in the semester. During the day when teachers have direct oversight, and are present for the activity, students are under direct supervision. Indirect supervision, when students are given independence under TTS guidelines, often occurs during freetime and town time. Teachers state boundaries and expectations and then allow students space to explore. Non-supervised times occur during sleeping hours, between lights out and the first morning activity, as teachers will also be sleeping during this timeframe. One teacher is always the leader of the day – the lead voice for the teacher team – and will oversee the daily schedule and be available for students throughout the day. At least two teachers will be on 'campus' and available throughout the night, though



students are not directly supervised during sleeping hours. During orientation, students will learn about the teacher leadership rotation and daily scheduling.

## Transportation

Students may only travel in Traveling School approved or contracted vehicles with a faculty member present unless specific permission is granted. Students must remain seated and wear seatbelts (if available) while a vehicle is in motion. The Traveling School refrains from night travel when possible. It is important to respect the driver's request and understand safety as the primary importance while in a vehicle.

## Accommodations

Traveling School accommodations range from family homes to dormitories, youth hostels, campsites (tents), guesthouses, and other suitable accommodation. Safety, location, cleanliness, and reliability are key components when teachers select locations. Each space will be reviewed by teachers prior to, or upon arrival, and students will be introduced to each area and given boundaries. Safety guidelines account for other guests, security and reliability and must be viewed in terms of the environment (e.g. tents can't be locked) and efforts to responsibly manage risks.

Our school strives to find TTS-only spaces for accommodations, meaning students will not share rooming space with people outside of TTS. We respect privacy, though everyone must be prepared to share tents, rooms, bathrooms and communal spaces. Teachers routinely assign rooming partners based on group dynamics and location. Rooming designations range from two students to the whole group in one shared space. On occasion, a student might be in a single room (or tent) or might share a room with a teacher. Teachers will be diligent with this planning, communication, and management in these situations. If you have questions about our rooming assignments or designations, please contact our office.

As mindful travelers, The Traveling School strives to leave accommodations clean and orderly. Groups will collect all trash, including micro-trash, ensure room arrangements are left as they were initially set up and return all keys and other equipment prior to departure.

## Daily Schedule

Each day is slightly different at The Traveling School and may involve classes, travel, outdoor adventures, academic activities, or food shopping. Each evening the teachers present the next day's schedule on a white board and share pertinent information. As well, on Friday nights they include a week in review (a quick reminder of how full TTS days are) and a week in preview so everyone can see the rough schedule for the upcoming days. Traveling School scheduling requires everyone to be flexible and accept change throughout a day, week, and semester.

General types of TTS days:

- *Full Class Day*: Just like it sounds – a full day of classes, typically at one location
- *Half Class (or travel) Day*: A mixture of classes, activities or travel
- *Activity Day*: Focus on experiential education on a trail, river, mountain, with a community, doing service and more
- *Full Travel Day*: Time to settle in for a longer day of travel to a new location

- *Teacher Work Day*: Approximately every 2 weeks, teachers have an extended faculty meeting and planning day. Students have a structured day of rest, study and chores.

#### Additional Aspects to Daily Life:

- *Physical Education*: Get the blood flowing 4-6 days a week. Workouts may start as early as 6:30 am or be the last class of the day.
- *Mealtimes*: Breakfast, lunch and dinner are shared together, and attendance is required. Morning and afternoon snacks are provided daily and are optional. TTS strives to provide a range of healthy options and accommodate different food preferences.
- *Evening Study Hall*: After dinner on Sunday – Thursday evenings, students have a mandatory quiet study hall for 1.5 hours. Initially all students must study in a common area. As the semester progresses, teachers may change expectations and allow students to choose where to study.
- *Homework submission*: Due to the non-routine class schedule, homework is due at the end of nightly study hall.
- *In-rooms/Lights Out*: Nightly at 9:45pm (in-rooms/tents) and 10pm (lights out). All personal needs should be met by the in-rooms time and students should be in their own personal sleep space (tent or room). Quiet hours begin at 10pm with all main lights off and conversations finished. Students can continue to study or read by headlamp.
- *Daily Crew Chores*: Student crews rotate through different chores every two days.
- *Free Time*: Everyone needs personal time. Timeframe and boundaries depend on location and teacher discretion. Free time generally occurs ‘on-campus,’ though as the semester progresses, students may be able to check-out with a buddy to explore a defined area. Each student must physically check themselves in and out. TTS must know how to contact the student during free time, and if the student is exploring a local area with a buddy, they must also know how to contact TTS.
- *Reflection Time*: Individual space to process the many events and experiences that occur each week. Teachers structure this time and strive to incorporate it at least once a week. Students can also use free time as a time to reflect.
- *Town Time*: Often occurs during a travel day when teachers need to run errands. Students can explore a specified area during a set time. A teacher will set the check-in time and location along with establishing boundaries for exploration. Each student must physically check (sign) themselves in and out.
- *Friday Night Awards*: A time to come together and recognize students (and teachers) for their various contributions throughout the previous week. Skits to showcase the week in review and week in preview also happen during awards.
- *Circle*: Approximately once a week everyone comes together to openly and honestly share, listen and reflect on a given topic. Students and teachers offer respect to one another as circle conversations provide space to learn with one another, on the same level, and explore potentially vulnerable or challenging topics as well as interesting, quirky skills and interests. This is a unique time to bond with one another as diverse perspectives are shared and learned.

## Meals

Mealtime is community time at The Traveling School; everyone participates in the process. From planning and shopping to preparing, cooking, eating and cleaning, students will gain appreciation for what it takes to feed a group in a kitchen and on a camp stove.

In the spirit of expanding horizons and participating fully, TTS encourages students to come with a willingness to try new foods while understanding that food choices may feel more limited than at home. A semester on the move means planning is essential due limited food storage and refrigeration space mixed with the intention to limit food waste. Students may choose to mindfully purchase snacks (subject to personal and communal food storage limits) to supplement the provided breakfast, lunch, dinner and snacks. TTS life is full, and students are expected to attend all three meals and adequately nourish themselves each day.

## Clothing Expectations & Self-Care

All clothing and gear must fit into your bags. Our hope is that, at the start of the semester, each student feels they have the appropriate clothing and gear for success with some self-expression. We expect students to advocate for their needs and take initiative in their dress and gear as it relates to their self-care. TTS has a range of gear and clothing that can be borrowed at no cost to help support each student with appropriate outfitting to tackle the rigors of a primarily outdoor semester. If needed, students can purchase or replace items along the way, but everything must continue to fit into your bags. Note: To expand wardrobes, students often begin to share clothing. This is an individual decision, and it must be recognized that items could be damaged or lost by another student.

Throughout the semester, the expectations of functional, respectful, and appropriate clothing remain the same as listed below. However, depending on specific activities, teachers may adjust certain clothing or footwear requirements. Teachers will share modified, specific packing lists each multi-day excursion.

### Clothing Expectations:

- *Adhere to packing list expectations*
- *Respectful and Presentable:* No tears, holes or ragged hems, obscene language, drug or alcohol references.
- *Appropriate:* Protection from dynamic elements and temperatures – sun, wind, rain and snow – and bugs. Stretchy clothes that allow you to move are best; stiff or skin-tight clothing is not advised. Clothes should cover student’s chest, stomach, upper thighs\*, and bottom, covering underwear, as a consideration for the cultural norms of communities we enter and the suitability of clothing for the rigors of outdoor play and travel. We ultimately recommend clothing that is comfortable, functional and versatile. Think clothing for life on-the-go, practical for everything from classes to backpacking to service projects to van rides.
  - \*Shorts must reach the mid-thigh/have a minimum 4” inseam
  - \*Skirts and dresses should reach the mid-thigh and have appropriate coverage when seated
- Swimsuits must be an active fit (full coverage bottom and supportive top)
  - Swimsuits should be covered with a sarong or clothing when not in a swim area.
- Footwear is required at all times
  - No flip-flops
  - Closed-toed, athletic shoes are required for workouts.
  - Hiking boots are required for backpacking.
  - Shoes must be worn in hostels, kitchens, campsites, natural waterways (rivers, lakes) and all common areas.
  - Teachers will determine appropriate footwear for activities and settings and may change the requirements as needed.

Additionally, because The Traveling School may share spaces with other people in hostels and campgrounds, students should refrain from walking through shared spaces in a towel.

Self-care involves taking care of oneself to stay healthy and well, participate in daily activities, help to cope with daily stressors and maintain mental, emotional, and physical health. Individual self-care contributes to better group care and functionality. Being part of TTS involves being part of a team and paying attention to other's needs as well as your own to create support and unity within the group. Students will learn proactive self-care techniques to utilize and practice throughout the semester. To maintain self-care, students are expected to:

- Change clothes for sleeping/workouts/daily activity. PE clothes are only for PE.
- Practice good hygiene
  - Wash hands regularly and always before meals and snacks and after using the restroom
  - Bathe regularly (3-7 times/week) with soap Note: during backcountry expeditions and in select locations, showers will not be available or may be limited.
  - Brush teeth regularly
  - Wash clothes on a regular and hygienic basis
- Strive for 8 hours of sleep each night and check-in with mentor if this becomes challenging
- Set goals and connect with mentor for support in accomplishing said goals
- Approach a teacher if academics are too challenging or not challenging enough or if there is a dynamic that is preoccupying your mind or keeping you awake
- Protect yourself from the elements – wind, rain, sun, snow and bugs– wear hats, sunscreen, sunglasses and insect repellent
- Maintain adequate hydration (aim for at least 2 liters each day)
- Attend all meals and choose snacks to nourish your body and sustain energy
- Continue taking any prescribed medication(s) as directed by their physician and/or therapist. Students should not discontinue taking any prescribed medications while with TTS without seeking approval from their doctor or therapist first.

## Mentors & Mentees

The Traveling School values open and honest communication with a willingness to listen and ask questions with a growth-oriented mindset. Students and teachers connect daily to create a community based around shared goals and expectations. Through these agreements, they foster an inclusive community to support one another, acknowledge challenges or accomplishments, and develop self-awareness about communication styles. The lack of technology offers space for conversation and feedback between students and teachers.

Each student is partnered with a teacher mentor as their “go-to” teacher to navigate the intricacies of group living, academics, health, and social dynamics during a semester on the move. Mentors meet with each of their mentees once a week to reflect, address challenges, discuss goals, and offer support. Mentors are not counselors, and while they respect students’ privacy, conversations with mentors are not confidential. Mentors are required to share relevant concerns with the teacher team and potentially the home office to ensure The Traveling School can adequately support each student, and in turn the entire group, needs and well-being to the best of our ability. The Traveling School strives to act in each student’s best interest while not exceeding our level of expertise and training. It’s critical that students share this responsibility, and when working together, students and TTS are set up for mutual success.

Mentors write and share individualized mentor comments with each mentee's parents/guardians three to four times a semester. This offers parents/guardians an opportunity to learn their child's goals, accomplishments, and challenges in this unique setting. As this environment exists for a finite amount of time, mentors will encourage and work with mentees, and families as necessary, to create a supportive community after the semester.

## HEALTH & WELL-BEING

With focus on good decision making, proactive risk management and self-care, The Traveling School strives to prevent illness and injury while helping students develop a healthy lifestyle. It is essential for students to honestly complete semester health forms so teachers can support individualized needs. Teachers have first aid/CPR and Wilderness First Responder certifications and can manage a wide array of illnesses and injuries. As well, teachers carry extensive first aid kits and can administer over-the-counter medication. In the event an illness or injury surpasses teachers' training and level of care, the student will be taken to a medical facility. If a student needs to see a physician, parents/guardians will be contacted as soon as possible.

One teacher is the designated Expedition Medic and maintains awareness of the overall physical and emotional health of the group. Students complete a weekly check-in with the Expedition Medic as a proactive way to monitor health and track trends. Teachers assess each illness or injury independently and plan accordingly to support the student's and group needs. If teachers determine a student needs to "stay home" sick or miss an activity, a teacher will stay with them and plan an alternative schedule based on the scenario.

### Student Health Responsibilities:

- Share medical needs and routine medications during initial medical check-in with Expedition Medic, including details about what will happen if the medication is lost or not taken as prescribed.
- Maintain a regular schedule for all prescription and over-the-counter medications. Remember, students are expected to continue taking any prescribed medication(s) as directed by their physician and/or therapist. Students should not discontinue taking any prescribed medications while with TTS without seeking approval from their doctor or therapist first.
- Communicate with Expedition Medic or teacher if injured, not feeling well, or when struggling with any physical, medical, or mental health condition.
- Carry inhalers and epi-pens as prescribed or advised by a physician. These should always be packed for activities taking place away from campus or on overnight expeditions. It's important to let TTS teachers know of any prescribed life-saving medications including where these are kept within the student's belongings.
- Wear braces/ supports (knee/ankle, etc.) as recommended by a doctor or a teacher based on activity.
- Communicate with teachers and make a plan for missed work.
- If teachers advise medical care, students must comply or may be sent home.
- Following a doctor's visit, abide by physician's recommendations unless a second opinion from our medical advisors conflicts with the recommendation.

If a student's injury or illness merits prolonged care, or makes it impossible to participate fully, the student may have to withdraw from the semester and the family is responsible for all expenses incurred. Depending on the circumstance, the Home Office will strive to work with the student's home high school to have the student complete the academic requirements for full academic credit or transition back into school.

## STUDENT CONDUCT

Through the admissions and enrollment process, The Traveling School strives to be transparent about school expectations and what we are able to support. By the time students arrive, they have read, signed and agreed to maintain expectations outlined in the [Essential Eligibility Criteria](#), Student Handbook and Student Agreement. Within the first week, students and teachers build community standards specific to their group to highlight particular goals and values each member will strive to attain during the program. As the group builds trust and practices open and honest communication, teachers hope to move beyond the supervisory level and support students in their leadership skills while maintaining an awareness of overall group safety and well-being.

### Student Agreement

Students are expected to act with integrity and travel through semester regions recognizing they are representing themselves, their families, TTS, and their sending schools while on program. Actions, behaviors and attitudes leave a lasting impression with the communities we visit and the people we meet.

### Infractions

1. **Minor Infractions:** Result in academic or behavioral contract and/or suspension from activities.
2. **Major Infractions:** Grounds for immediate dismissal from The Traveling School.

Minor Infractions include, but are not limited to:

- Willful disregard of TTS rules, expectations and procedures set by faculty that don't jeopardize the immediate health, safety, and wellbeing of themselves or others
- Misbehavior, disruptive or disrespectful actions
- Multiple instances of late or missing academic assignments
- Violation of semester specific community standards

Major Infractions include, but are not limited to:

- Unwillingness to participate in academic classes or activities
- Academic dishonesty: plagiarizing, cheating or lying
- Use, misuse or possession of alcohol, drugs (any drug not accounted for on medical form) or tobacco and/or related paraphernalia (including e-cigarettes or vaping products)
- Sexual misconduct, activity or assault
- Destruction of property
- Harassment, bullying, hateful or negative speech of any kind before and during semester
- Behaviors which harm oneself or the group

- Repeated minor infractions or substantial breach of academic or behavioral contract
- Violation of technology policy and/or inappropriate use of technology
- Violation of physical boundaries
- Acquiring piercings or tattoos
- Inability to self-administer or misuse of medications
- Inability to uphold components of [Essential Eligibility Criteria](#): complete required tasks, activities, group living standards
- Inability or unwillingness to maintain health and safety protocols such as those related to Covid-19, malaria and insect protection

### **Discrimination, Bullying, Harassment and Reporting**

The Traveling School is committed to providing a safe, welcoming and inclusive environment for all its students and employees free from discrimination, bullying, and harassment. The Traveling School operates a zero-tolerance policy for any form of discrimination, bullying, or harassment (unwanted contact, verbal or physical abuse, homophobia, transphobia, body-shaming, racism, etc). The Traveling School recognizes that anyone can be a victim of discrimination, bullying, or harassment. All complaints are taken seriously and treated with respect and in confidence with a prompt investigation. Faculty are required to report any occurrence of discrimination, bullying, or harassment and intervene to stop it. Students are strongly encouraged to take action and report any occurrence to a teacher or request a call with the Home Office.

Definition of Bullying: An intentional act that causes harm to others, and may involve verbal harassment, verbal or non-verbal threats, physical assault, stalking, or other methods of coercion such as manipulation, blackmail, or extortion. It is aggressive behavior that intends to hurt, threaten or frighten another person. An imbalance of power between the aggressor and the victim is often involved.

Definition of Harassment: Unwelcome conduct that is based on race, color, religion, sex (including sexual orientation, gender identity, or pregnancy), national origin, older age (beginning at age 40), disability, or genetic information (including family medical history).

Definition of Sexual Harassment: is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promises of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault. A teacher, independent contractor, or student engages in sexual harassment whenever that individual makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

- Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
- Has the purpose or effect of:
  1. Substantially interfering with a student's educational environment;
  2. Creating an intimidating, hostile, or offensive educational environment;
  3. Depriving a student of educational aid, benefits, services, opportunities, or treatment; or
  4. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include but are not limited to unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

No TTS employee shall threaten, promise, or insinuate, either explicitly or implicitly, that a student's refusal to submit to sexual advances will adversely affect the student's status with TTS, including, but not limited to, influence on grades or recommendations. TTS strictly prohibits any faculty or staff member from having a sexual relationship with a student at any time while the student is enrolled in the school.

Anyone, including Traveling School employees, students, contractors or visitors who discriminate, bully, or harass another will face consequences in accordance with this internal policy.

All discrimination, bullying, or harassment is prohibited whether it takes place within The Traveling School premises or outside, including all Traveling School program locations. Each administrator, faculty member and student is responsible for endeavoring to provide an environment free from harassment.

### **Complaints Procedures**

Anyone aware of the occurrence of discrimination, bullying, or harassment, in any form, should report this infraction immediately to the Program Coordinator or Academic Dean for investigation.

- If a student feels they are experiencing discrimination, bullying, or harassment from another student, a teacher, a volunteer or similar participant while with TTS, the student should immediately report it to the Program Coordinator or another trusted faculty.
  - A student can also request a phone call to the Academic Dean or Executive Director. Student does not need to disclose the reason for the call.
- The facts will be documented in writing and will include date, name of individuals involved, name of person documenting the incident, description of the incident, location of the incident, and any other important details.
- If a student reports an incident to a teacher, the teacher will contact the Home Office to report the incident.
- The Home Office will investigate each incident to determine the appropriate course of action up to and including expulsion (student) or termination (teacher or contractor).

### **Discipline**

The small student body allows us to know our students well, enabling teachers to consider individual circumstances, intentions and character. Our goal is to respond fairly, equitably, and within guidelines to hold students accountable for their actions while understanding that humans make mistakes and The Traveling School can be a space to learn, process, and grow.

If a student commits a minor infraction, the student's mentor and Program Coordinator will develop a contract (action plan) with the student to identify the behavior, outline expectations to change the behavior within a given timeframe, and consequences if the behavior is not changed. The mentor will share the contract with the Home Office, and it will then be shared with the student's parents/guardians.



If a student commits a major infraction, the mentor and Program Coordinator will work with the Home Office to determine the appropriate action and timeline. A Discipline Committee may be assembled to review the case and determine the course of action (including potential for dismissal) and enforce its decision. The Committee will consist of the student’s mentor or Teacher initiating contract, Program Coordinator, Academic Dean and Head of School. The parents/guardians and Board of Directors will be notified of the infraction and the recommended course of action.

### Dismissals & Withdrawals

A student dismissed or withdrawn for any reason (health, injury, behavior, etc.) will be sent home at the student’s cost; there are no reimbursements from TTS for tuition or fees. TTS will likely ask parents/guardians to accompany a student home from the program. If this is unavailable, we will ask a parent/guardian to meet the student in a specified location, potentially at an airport connection. If these options are unavailable, we ask for the student to travel as an unaccompanied minor at the family’s expense. TTS will strive to support the student’s transition back to their home high school. If a student is dismissed for disciplinary reasons, the student will be considered “expelled” from the program and no academic credit shall be granted. Any questions relating to discipline issues can be addressed to the Program Coordinator and the Academic Dean.

## PREPARING FOR THE TRANSITION HOME

### Semester Representative

In the final weeks of the semester, students elect a Semester Representative to maintain group communication and cultivate community beyond the semester. The representative’s post semester responsibilities are:

- Participate on the Alumni Council for one year
- Be the Home Office main contact for their class
- Assist other Semester Representatives and/or Alumni Council in spreading information about reunions, alumni giving, events and more to their semester group
- If requested, participate in a phone call with a TTS Board member or attend a Board meeting
- Find a replacement representative if they can no longer fulfill their semester representative responsibilities

### Alumni Network

Congratulations! After the semester journey ends, students become TTS alumni and part of an expanding network of changemakers around the world. While each semester builds community, unique experiences, and distinctive group memories, all TTS students return home with a clearer picture of the power of transformative education and the importance of women-centered leadership in our world.

After an immersive semester, The Traveling School aims for students to return home:

- ★ Inspired about learning
- ★ Confident to contribute ideas and speak up
- ★ Engaged with widened perspectives
- ★ Able to adapt and meet challenges
- ★ Self-aware with a respect for and sense of environmental and social responsibility

★ Ready to ignite positive change

A dedicated group of alumni work together on the Alumni Council to connect one another, provide resources, and mentor each other as our students return from their TTS semester and enter their next phase towards adulthood. The Traveling School strives to maintain updated contact information and encourages alumni to connect during the college & job search process, for travel advice and beyond.

## THE TRAVELING SCHOOL FAMILY EXPERIENCE

Parents/guardians are essential to their child's Traveling School experience. During the admissions and enrollment periods, parent/guardian input and support is vital – often helping fundraise, plan, shop, organize and prepare for the semester. Once your child boards the plane and waves good-bye, parents/guardians become vicarious travelers, witnessing their child's semester from afar. The Traveling School's goal is to support the parent/guardian experience by communicating individual and group updates, sharing stories and pictures, and working together when challenges arise. For the sake of streamlined communication, our Home Office shares communications with parents/guardians who can then share it appropriately with other members of their close community.

Our school's main methods of communication with parents/guardians include:

**Semester Blog:** Throughout the semester we maintain a private, password-protected blog to share routine updates, stories, and photos. Teachers and students contribute to the blog approximately every two weeks. This is a fun way to live vicariously through the semester, maintain awareness of what they're up to and share in the learning experience.

**Individual Phone Calls:** We may call for a time-sensitive question about your child, medical update, or behavioral situation.

**Individual or Group Emails:** We often share updates about location and activities through email. We also may need to request additional information or activity waivers throughout the semester via email. Additionally, if your child visits a doctor, we may send this information through email as opposed to, or in addition to, a phone call.

**Mentor Comments:** Three to four times during the semester, your child's mentor will share an update about your child's progress, goals, experience, and more. This communication is funneled from the teachers to the Home Office. We then send individual emails to families. Parents/guardians are welcome to respond to the mentor comments, the Home Office will pass your communication on to the mentor.

**Academic Transcripts:** The midterm and final transcripts include grades, course summaries and individual narratives about your child's progress in each class. These are emailed to families and school counselors.

We understand that life goes on at home while your child is away with The Traveling School. Your family may celebrate birthdays, graduations, anniversaries, and other milestones. Alternatively, your family may face a loss or experience hardship. These experiences, whether highs or lows, can be challenging to face when you are not together. We ask that you contact the home office if an important, unexpected event occurs so we can help make a plan about how to share the news and support your child. While we can't accommodate birthday phone calls (for equity reasons) we strive to accommodate individualized updates for moments that warrant a conversation. Your child will have intermittent access to email and social media which means they may discover information about school, friends, family, etc., which may

be uncomfortable or impactful to them in the moment. Additionally, they will return home and reintegrate with awareness of important events.

We also encourage parents/guardians to stay connected with our office. Our team routinely connects with the teachers, and we love to share stories, give quick updates, and try to bring the experience alive for our families. Our office strives to host a couple of webinars during the semester to connect parents/guardians with one another, offer space to share news from their child's perspective, and build a greater TTS community.

Past parents/guardians have formed private and independent Facebook groups, email chains or text threads to ask questions and give updates beyond the office news. These can be helpful methods for parents/guardians to stay more connected to each other throughout the 15 weeks, but it's important to remember these groups are not sponsored by TTS. If you decide to form a group for your child's semester, we ask that you follow these simple guidelines:

- Keep the group private and not open to the general public; do not share with anyone not directly engaged in the semester.
- Include our Academic Deans and Executive Director in group messaging. While we often remain quiet in these conversations, we might be able to answer questions or clarify concerns. If there are challenges or issues, we strive to address them appropriately and make changes as needed. As well, we enjoy celebrating semester moments with you.

If you choose to publicly share updates about your child's TTS experience on your personal social media channels, we ask you not to publicly share group locations or tag students during the semester. This proactive risk management tactic minimizes awareness of the semester's plans and participants to a broader audience not directly involved with the experience.

Near the end of the semester, teachers will begin coaching students in ways to say good-bye to their TTS community and transition to life back at home. The Home Office will coach parents/guardians via emails and webinars about how they can prepare to welcome their student home, based on the wealth of prior parents' experiences. Given the transformative impact of TTS semesters, this transition provides a great opportunity for students to acknowledge their newfound skills and think differently about how they will re-engage with their routines, friends, and community back home.

The Traveling School cherishes our community of students, alums, and their families, so it's common for our administrative team to reach out to simply say hello and check in, or if we are in your area to see if we can connect. We hope you keep us apprised of family updates throughout the semester and beyond, and also reach out to us whenever you pass through Montana. Welcome to our Traveling School community! We look forward to getting to know you as your child's semester progresses. Thank you for believing in your children and trusting in our school.

## SCHOOL & EMBASSY CONTACT INFORMATION

Our small and mighty administrative team is available to help. Find out more about our entire team on [our website](#).

### The Traveling School

PO Box 7058  
Bozeman, MT 59771

Phone: 406.586.3096

Email: [info@travelingschool.com](mailto:info@travelingschool.com)

### Southern Africa

#### US Embassy – Pretoria, South Africa

877 Pretorius St., Arcadia, Pretoria  
Information: (+27) 012-431-4000  
- within South Africa: 012-431-4000  
Emergencies (all hours): (+27) 011-290-3000  
- within South Africa: 11-290-3000

#### US Consulate – Cape Town, South Africa

2 Reddam Ave, Westlake 7945  
All hours: (+27) 021-702-7300  
- within South Africa: 21-702-7300  
Email: [americanscapetown@state.gov](mailto:americanscapetown@state.gov)

#### US Consulate – Johannesburg, South Africa

1 Sandton Drive, Sandhurst  
All hours: (+27) 011-290-3000  
- within South Africa: 11-290-3000  
Email: [acsjohannesburg@state.gov](mailto:acsjohannesburg@state.gov)

South Africa Emergency (cell): 112  
South Africa Ambulance: 10177  
South Africa Fire: 10111  
South Africa Police: 10111

#### US Embassy – Lusaka, Zambia

Eastern end of Kabulonga Road, Ibex Hill, Lusaka  
All hours: (+260) 211-357-000  
- within Zambia: 211-357-000  
Email: [acslusaka@state.gov](mailto:acslusaka@state.gov)  
Zambia Emergency: 999

#### US Embassy - Gaborone, Botswana

Embassy Drive, Government Enclave, Gaborone  
Information: (+267) 373-2201  
- within Botswana: 373-2201  
Emergency (all hours): (+267) 373-2222  
- within Botswana: 373-2222  
Email: [ConsularGaborone@State.Gov](mailto:ConsularGaborone@State.Gov)  
Botswana Local Emergency: 997, 911

#### US Embassy - Windhoek, Namibia

14 Lossen St., Windhoek, Namibia  
All hours: (+264) 061-295-8500; For emergencies, dial and then press '0.'  
- within Namibia: 61-295-8500  
Email: [ACSWindhoek@state.gov](mailto:ACSWindhoek@state.gov) (also can be used for emergencies)  
Namibia Police: (+264) 61-1-0111  
Namibia Police: 1011  
Namibia Ambulance/Fire: (+264) 61-21-0111  
Namibia Ambulance: 203-2276

## South America

### **US Embassy – Quito, Ecuador**

Ave. Avigiras E12-170 y Ave. Eloy Alfaro (next to SOLCA), Quito, Ecuador

All hours: (+593) 2-398-5000

- Within Ecuador: 02-398-5000

- Within Quito & Pinchincha: 398-5000

Email: [ACSQuito@state.gov](mailto:ACSQuito@state.gov)

Ecuador Emergency: 911

Ecuador Ambulance: 131

Ecuador Fire: 102

Ecuador Police: 101 or 1800 335486 (1-800-DELITO)

### **US Embassy – Lima, Peru**

Avenida La Encalada cdra. 17 s/n, Surco, Lima 33, Peru

All hours: (+51) 1-618-2000

- Within Peru: (01) 618-2000

Skype: USVISAPERU

### **US Consulate Agent – Cusco, Peru**

Avenida El Sol 449 Office #201, Cusco, Peru

5 minutes walk from the Plaza de Armas on Av. El Sol; around the corner from the Qorikancha Temple.

Information: (+51) 84 231-474

All hours: (+51) 1-618-2000

- Within Peru: (01) 618-2000

Email: [CuscoACS@state.gov](mailto:CuscoACS@state.gov)

Peru Ambulance: 011, 5114

### **US Embassy – La Paz, Bolivia**

Avenida Arce #2780, Casilla 425, La Paz, Bolivia

Emergency: (591-2) 216-8000

- within Bolivia: 216-8000

Email: [ConsularLaPazACS@state.gov](mailto:ConsularLaPazACS@state.gov)

Bolivia Emergency: 911