



GLOBAL JOURNEYS
ACADEMY OF LEARNING

BSID #885651

Enhanced learning in a global setting:
classrooms without borders,
education without limits!

**POLICIES &
PROCEDURES**



GLOBAL JOURNEYS, ACADEMY OF LEARNING
MINISTRY OF EDUCATION BSID# 885651

Summer Programs Abroad
Attendance Policy

Global Journeys Academy upholds the Ministry of Education's policy on attendance:

Regular attendance at school is critical for the student's learning.

-OS K-12, Policy and Program Requirements, 4.2, p. 50

Global Journeys Academy offers courses both online and onsite, running every day from Monday through Friday from 8:30am–12:30pm, and from 2:00pm–5:00pm or 5:30pm–7:30pm. In addition, site visits relevant to the course may take place on Saturdays and Sundays. Attendance to all classes is compulsory, punctuality is crucial; anything short of this in a condensed course will jeopardize a student's success and can result in poor academic performance. As such, we have a procedure in place for recording student absences and for contacting parents / guardians of students under 18 years of age. In accordance with our attendance policy, if a student misses more than 3 days of classes or online logins, the student may be asked to withdraw from the course without refund or may be asked to return home before the end date of his/her program abroad.

Online Courses:

All online courses run by Global Journeys Academy are synchronous: teachers and students are online and communicating at the same time. It is expected that students attend all online sessions, logging in to a secure network via the OneNote class site. If a student is unable to join an online session, s/he must contact the teacher as soon as possible to arrange accommodation. Students who fail to login and report an absence will be contacted by the teacher **on the same day**. Repeated absences will be communicated to parents / guardians and may result in a reduced participation mark. Global Journeys Academy staff may decide "to meet with the student and parents / guardians to discuss steps to improve attendance." (**OS K-12, Policy and Program Requirements, 4.2, p. 50**).

Onsite Courses:

Courses taught onsite aim to enrich a student's experiential learning. It is expected that students attend all onsite classes. It is also imperative that students are punctual so that class and travel schedules can be maintained. Repeated tardiness will result in a reduced participation mark and/or students may be denied participation in group excursions. Teachers will communicate absence and recurring lateness to parents / guardians.

If a student is unable to attend class because of ill health, the teacher will inform our Principal and parents / guardians to arrange for accommodations. Ongoing illness will be dealt with on an ad hoc basis, but please note that teachers will not administer any medicine without the parents' permission (obtained via email or phone unless signed documentation / waiver is provided in advance), though students carrying their own medicines can administer to themselves. A student will be taken to see a health professional when staff think it prudent to do so and parents have provided consent.



GLOBAL JOURNEYS, ACADEMY OF LEARNING
MINISTRY OF EDUCATION BSID# 885651

Summer Programs Abroad
Assessment & Evaluation Policy

Our Guide to Assessment, Evaluation, and Reporting

Global Journeys Academy maintains the highest academic standards. We are proud to deliver quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential skills: critical thinking, communication, collaboration, creativity, and problem solving.

We uphold the Ontario Ministry of Education's fundamental principles of assessment – as outlined in the document ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*** (2010) – to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students. As such, our teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (GS, 2010, p. 6).

These principles guide our teachers in every course and are applied in connection with the achievement of curriculum expectations and the demonstration of learning skills and work habits. Our teachers understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore endeavour to develop students' knowledge and skills in line with provincial standards.

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning.

- Growing Success, 2010, p.38

“Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.” (p. 28)

Our teachers provide ongoing and varied assessment methods and evaluation reports. We apply the following four categories of knowledge and skills development in all subject areas and disciplines:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

All of our courses are based in accordance with the overall and specific provincial curriculum expectations. Students are provided with numerous and varied opportunities to demonstrate the full extent of their knowledge and skills, including:

- Evaluation of students’ *knowledge and understanding* - homework, quizzes, unit tests, a final exam (roughly 30% of grade);
- Observation of students’ *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Assessment of students’ *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

Our teachers work with students to elicit information about their learning and developing individual goals, through self-assessment and student-teacher conferencing. They provide students with descriptive feedback, outlining precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. (GS, 2010, p. 34)

Our Academic Director and Principal champion the importance of assessment for learning by ensuring consistent and continuous school-wide focus on student learning and by using classroom and online system data to monitor progress. (GS, 2010, p. 36)

Levels of Achievement

(from Growing Success, 2010, p. 18)

The Achievement Chart below also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student

demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier limited is used for level 1; some for level 2; considerable for level 3; and a high degree of or thorough for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with considerable effectiveness”.

Achievement, Grades 9-12

(from Growing Success, 2010, p. 40-41)

For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95–100	2+	67–69
4	87–94	2	63–66
4–	80–86	2–	60–62
3+	77–79	1+	57–59
3	73–76	1	53–56
3–	70–72	1–	50–52

For Grades 9 - 12, teachers will use percentage marks to indicate achievement below 50 percent. See below on this page for a discussion of percentage marks below 50 percent.

For Grades 9 - 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

For students with special needs, including English language learners and students with IEPs, curriculum expectations can be modified and assessment, evaluation, and reporting will reflect this. Teachers will indicate modifications on provincial report cards by checking the "ESL/EDL" or "IEP" box for the relevant course.

English Language Learners

Curriculum expectations can be modified to meet the language-learning needs of English language learners; in such cases assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on progress reports and provincial report cards for the appropriate subject(s).

When modifications are made to support English language learners, the Principal will consult with the teacher to determine the integrity of the credit for credit-granting purposes. **(OS, K-12, Policy and Program Requirements, 3.1.2, p. 36)**

Students with Special Needs

In planning courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine appropriate options for the student.

If a student requires "accommodations only", assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document.

If a student requires modified expectations, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate her decision to the parents and the student. **(OS, K-12, Policy and Program Requirements, 3.3.1, p. 41)**

Reporting Student Achievement

Global Journeys Academy believes that communication between parents, students, and school staff is key to the success of our programs. Our teachers and staff provide ongoing communication (via email, parent-teacher meetings, and progress, interim, and final reports, etc.) with students and parents to report learning and ensure student success and curricular achievement. Students will receive a mid-term progress report for all coursework (both online and onsite) after 55 hours of completion. This will include a breakdown of marks, along with comments about a student's strengths and weaknesses, and a strategy for success moving forward. The mid-term report will be delivered via email from the Principal. Our formal reports, which follow Ministry standards (see our **Report Card Template**), reflect student achievement of the overall curriculum expectations, and development of learning skills and work habits.

Detailed student records (both online and in hardcopy) are collected and stored securely at our central office **(115A Matheson Blvd. West, Suite 102, Mississauga, Ontario)**. All records are accessible to parents / guardians at their request.



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Summer Programs Abroad
Academic Integrity Policy

Global Journeys Academy maintains the highest academic standards and we expect that our students do the same. We are driven to support student success by promoting academic integrity, deterring academic misconduct, and creating a positive learning environment for our students. The following outlines our policy on academic integrity and consequences for academic misconduct. Please read it carefully.

Plagiarism

Plagiarism is a serious academic offence! Plagiarism is the action of taking and using as one's own, the thought, writings, or inventions of another (author, artist, etc. via a book, website, or other resource). This can encompass an idea, design, passage, or work.

Potential plagiarism offences include, but are not limited to:

- Copying material word-for-word from a source and not placing the words within quotation marks
- Lengthy and close paraphrasing of another person's work (i.e. extensive copying interspersed with a few phrases or sentences of your own)
- Submitting written work produced by someone else as if it were your own work (e.g. another student's term paper, a paper purchased from a term paper "factory", materials or term papers downloaded from the internet)
- Handing in your own work in more than one course without the permission of the teacher
- Making up sources or facts (lack of references)
- Working in groups on assignments that are supposed to be individual work
- Falsifying institutional documents required, such as a doctor's note.

If you are unsure about what constitutes plagiarism, please discuss this with your teacher or our Principal.

As a precaution, our students may be required to submit their course assignments to **Turnitin.com** for review of textual similarity and detection of possible plagiarism. In doing so, students allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the school's use of the Turnitin.com service are described on the Turnitin.com website.

Further information about the use of Turnitin.com will be provided on a course by course basis, depending on the teacher.

Consequences of Misconduct

Global Journeys Academy takes instances of academic misconduct very seriously. The following consequences will be administered in the case of plagiarism and academic dishonesty.

First Offence

Teachers along with the Principal will decide on one of two options (below), taking into consideration the nature and timeline of our summer programs. Communication with parents / guardians and the student will be clear at all times via email, telephone, and a one-on-one conference.

A student has the choice of either:

- 1) Accepting a zero for the assignment **OR**
- 2) Rewriting the assignment and submitting at a time designated by the teacher before the end of the course. The assignment is subject to a 50% passing mark.

Additionally,

- A record of the infraction is kept on the student's internal file at Global Journeys Academy for a period of one year; and their home school may be notified.
- Parents are notified by the teacher and Principal.

Subsequent Offences

- A mark of zero will be issued on the assignment,
- Parents / guardians will be contacted by the Principal,
- The student's home school will be notified.

Plagiarism is a serious offense. It is both the student's and parents' responsibility to understand the causes and consequences of academic misconduct.

Please fill out the information below (sign and date), to ensure you have read our terms.

Details	
Student Name	
Home School	
Course	
Location	
Teacher	



GLOBAL JOURNEYS, ACADEMY OF LEARNING
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Summer Programs Abroad
Reporting Policy

Global Journeys Academy believes that communication between parents, students, and school staff is key to the success of our programs. We have a shared responsibility to build “positive partnerships in support of student achievement and well-being.” (**OS K-12, Policy and Program Requirements, 1.3.1, p. 18**). Here follows our policy for the roles and responsibilities of all partners in reporting student achievement and learning:

Students. Students become active participants in their learning, when:

- they attend school regularly and participate in course work;
- they understand the learning and assessment expectations;
- they meet deadlines and negotiate accommodations, if needed;
- they seek assistance or clarification when needed;
- they identify personal learning needs and strategies;
- they set goals and heed feedback for improvement;
- they abide by the standards of academic honesty and integrity.

Parents. Parents provide support in their child’s learning process by:

- becoming familiar with their child’s studies: course outlines, curriculum expectations, assessment criteria, etc.;
- becoming involved in school events and committees;
- helping their child to recognize personal learning needs and strategies;
- working with teachers to identify academic strengths and weaknesses;
- working with school staff to ensure their children choose appropriate courses.

Teachers. Teachers help students achieve curricular expectations and learning when:

- they support all students and recognize their diverse needs;
- they communicate clearly to students and parents about individual needs;
- they provide varied teaching and assessment methods to course material;
- they assess student work in a fair, transparent, and equitable way;
- they supply meaningful and descriptive feedback for improvement.

Principals. Principals contribute to student success by:

- guaranteeing teachers and staff are equipped with appropriate resources;
- ensuring all IEPs are properly developed, implemented, and monitored;
- making course outlines available for parents and students to review;
- upholding the Minister’s policies for granting students an OSSD credit.

Our teachers and staff provide ongoing communication (via email, parent-teacher meetings, and progress, interim, and final reports, etc.) with students and parents to report learning and ensure student success and educational achievement.

A more detailed outline of the roles and responsibilities of parents, students, and teachers, as outlined in the *OS, K-12, Policy and Program Requirements*, and the *Ontario Curriculum, Grades 9 to 12*, here follows:

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement and well-being. As they mature and as they develop the ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of unique challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their achievement and improvement is an important part of every student's education, regardless of his or her circumstances.

Mastering the skills and concepts connected with learning in the Ontario curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, explore new ideas, keep an open mind, collaborate with peers, and follow safety practices both during field studies and in the classroom. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, the communities to which they belong, and the world at large.

Parents

Parents play an important role in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the Ontario curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and enhance their ability to work with teachers to improve their children's learning.

Parents can support their children's learning effectively in a variety of ways. They can attend parent-teacher interviews, participate in parent workshops, and take part in school activities. Parents who encourage and monitor home practice or project completion further support their children in their studies. Parents can be supportive by taking an interest in and discussing current events with their children, helping them make connections between their studies and current issues and world developments.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills as they engage in activities, projects, and exploration. These activities should give students opportunities to relate their knowledge and skills in their studies to the social, cultural, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens, and to become lifelong learners.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between home and school support student learning, achievement, and well-being.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms and learning environments using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals are responsible for ensuring that up-to-date copies of the outlines of all of the courses of study for courses offered at the school are retained on file. These outlines must be available for parents and students to examine. Parents of students under the age of eighteen are entitled to information on course content since they are required to approve their child's choice of courses.

Learning Skills Criteria	
Learning Skills and Work Habits	E – Excellent G – Good S – Satisfactory N – Needs Improvement
Responsibility	Organization
<ul style="list-style-type: none"> · Fulfills responsibilities and commitments within the learning environment. · Completes and submits class work, homework, and assignments according to agreed-upon timelines. · Takes responsibilities for and manages own behaviour. 	<ul style="list-style-type: none"> · Devises and follows a plan and process for completing work and tasks. · Establishes priorities and manages time to complete tasks and achieve goals. · Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> · Independently monitors, assesses, and revises plans to complete tasks and meet goals. · Uses class time appropriately to complete tasks. · Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> · Accepts various roles and an equitable share of work in a group. · Responds positively to the ideas, opinions, values, and traditions of others. · Builds healthy peer-to-peer relationships through personal and media- assisted interactions. · Works with others to resolved conflicts and build consensus to achieve group goals. · Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> · Looks for and acts on new ideas and opportunities for learning. · Demonstrates the capacity for innovation and a willingness to take risks. · Demonstrates curiosity and interest in learning. · Approaches new tasks with a positive attitude. · Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> · Sets own individual goals and monitors progress towards achieving them. · Seeks clarification or assistance when needed. · Assesses and reflects critically on own strengths, needs, and interests. · Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. · Perseveres and makes an effort when responding to challenges.

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark. (for Grade 10 courses only)
W	The student has withdrawn from the course.



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Summer Programs Abroad
Repeating a Course Policy

Repeating a Course:

Global Journeys Academy offers students the opportunity to repeat a Grade 10, 11, or 12 credit course completed at a homeschool. This is for students who wish to take advantage of an onsite, experiential program to enhance their learning. Students who register to repeat a course will be required to submit their final report card and transcript to Global Journeys Academy as proof of their successful completion of the course.

Please note that we do not guarantee that a student will receive a higher grade from that previously received; however, teachers will work closely with a student to ensure improvement and academic success. Students and parents must be aware that Global Journeys Academy will not offer reimbursement or credit recovery for an unsuccessful course grade or incompletion of a course. Students are subject to all rules that apply.

Please complete the following:

Course: _____

First Attempt Mark: _____

Student Agreement: I have read and understand the Course Policy, noted above.

Student Name: _____

Student Signature: _____ **Date:** ____/____/____
D M Y

Parent Agreement: I have read and understand the Course Upgrade Policy, noted above.

Parent/Legal Guardian's Name

Parent/Legal Guardian's Name

Parent/Legal Guardian's Signature

Parent/Legal Guardian's Signature

Date: ____/____/____
D M Y

Date: ____/____/____
D M Y

Principal's name and signature: _____

Dr. Lisa Trentin



GLOBAL JOURNEYS, ACADEMY OF LEARNING
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Summer Programs Abroad
Letter of Understanding - Grade Policy

Global Journeys Academy is committed to the academic success of each student enrolled in our courses. Those students who may have scored lower marks in their homeschool will be assisted to achieve their very best whilst studying with us in our credit programs. The following outline identifies the role of both teacher and student in achieving that success. It is our intention to provide a reasonable and realistic balance between monitored learning and independent study. We are mindful of the fact that most of our courses are University preparation courses and to that end, helping students to work independently and to take initiative for their own learning is in their best interest.

STRATEGIES FOR SUCCESS

A. Global Journeys Academy Staff

1. A structured daily schedule will be established with built-in study/review time for students to ensure that all assignments are on schedule and students have understood the lessons of the day and all due dates.
2. Staff will provide 'extra help' meetings at the request of the student.
3. Students will attend a weekly progress review with the teacher.
4. Regular communication with parents will be maintained for the duration of the course to provide updates as to student's progress.

B. Student Commitment

The student will agree to:

1. Follow the structures indicated above.
2. Hand all assignments in on time.
3. Forego either: a) Social outings and /or b) Optional Excursions, as needed, to complete assignments.

C. Family Expectations

In providing a balance between academic success and social activities, it is very important for parents to understand that teachers will make decisions to meet that outcome. This may mean foregoing participation in some social activities/outings if teachers feel that time is better spent doing course work. This decision would be made at the time based on academic progress and would not allow for refund of the excursion fees. However, in most cases, students are able to manage both schoolwork and excursion and social time in a balanced way and adjustments are not necessary.

Although there is no guarantee of success for any student who travels and studies with Global Journeys Academy, all students have the opportunity to pass their courses and earn a credit. Students must work hard and organize their time in a way that will allow him/her to be successful. We are committed to helping students achieve their very best.



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Summer Programs Abroad
Letter of Understanding - IEP Policy

Global Journeys Academy is committed to the academic success of each student enrolled in our courses. Those students who have an IEP in place in their homeschool will be accommodated whilst studying with us in our credit programs. In order to identify the accommodations provided under the IEP and to outline the role of both teacher and student in achieving maximum success the following strategies provide the structure under which the accommodations will be made. It is our intention to provide a reasonable and realistic balance between monitored learning and independent study. We are mindful of the fact that most of our courses are University preparation courses and to that end helping students to work independently and to take initiative for their own learning is in their best interest.

STRATEGIES FOR SUCCESS

A. Global Journeys Academy Staff

1. The accommodations of the IEP will be provided, e.g. extra time in tests etc.
2. A structured daily schedule will be established with built-in study/review time for IEP students to ensure that all assignments are on schedule and students have understood the lessons of the day and all due dates.
3. Staff will provide 'extra help' meetings at the request of the student.
4. Students will attend a weekly progress review with the teacher.
5. Regular communication with parents will be maintained for the duration of the course to provide updates as to student's progress.

B. Student Commitment

1. Follow the structures indicated above.
2. Hand all assignments in on time.
3. Forego either: a) Social outings and /or b) Optional Excursions as needed, to complete assignments.

C. Family Expectations

Global Journeys Academy will follow the individual accommodations set down in the IEP (see below). In providing a balance between academic success and social activities, it is very important for parents to understand that teachers will make decisions to meet that outcome. This may mean foregoing participation in some social activities/outings if teachers feel that time is better spent doing course work. This decision would be made at the time based on academic progress and would not allow for refund of the excursion fees. However, in most cases, students are able to manage both schoolwork and excursion and social time in a balanced way and adjustments are not necessary.

Although there is no guarantee of success for any student who travels and studies with Global Journeys Academy, all students have the opportunity to pass their courses and earn a credit. Students must work hard and organize their time in a way that will allow him/her to be successful. We are committed to helping students achieve their very best.



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Summer Programs Abroad
Behaviour Policy for Online Courses

Welcome to Global Journeys Academy! Our goal is to offer a rewarding, enriching, and safe program. It is with that goal that the expectations below must be agreed upon.

Students are expected to adhere to the rules set by our teachers and staff in accordance with online user laws. Global Journeys Academy reserves the right to monitor all material in OneNote in order to determine the appropriateness of computer use. Students are required to log in on a regular basis (at least 3 times per week), and teachers will track student activity on a daily basis. Student access to the OneNote class site is intended for educational purposes only; misuse of the online environment is strictly prohibited. Examples of inappropriate usage include, but are not limited to: criminal or illegal activity, abusive or obscene language, malicious network damage, etc. If inappropriate use occurs, the Principal reserves the right to terminate registration or suspend the user.

Security of the online environment is all our responsibility. Please abide by the following:

- Do not reveal your password to access your course to anyone, except your parent;
- Report any email or chat message that requests personal information from you;
- Never attempt to access unauthorized material or to impersonate another user.

Global Journeys Academy reserves the right to terminate a student's participation in a program at any time if the participant's behaviour is deemed inappropriate and unacceptable, and this will be done at parents' or guardians' expense.

Details	
Student Name	
Home School	
Course	
Location	
Teacher	



GLOBAL JOURNEYS, ACADEMY OF LEARNING
MINISTRY OF EDUCATION BSID# 885651

Summer Programs Abroad
Behaviour Policy for Onsite Courses

Welcome to Global Journeys Academy! Our goal is to offer a rewarding, enriching, and safe summer program. It is with that goal that the expectations below must be agreed.

Students are expected to adhere to the rules set by our teachers and staff. They must also follow any regulations set by accommodation, transportation, and venue providers including rules related to noise level, use of property, and respect for the environment in which they are residing or visiting (both indoors and outdoors). Students will be held responsible for involvement in any property damage. They must abide by any curfew rules and follow the itinerary daily as well as any changes to the itinerary made by Global Journeys Academy staff and other persons in authority.

Our expectations for students:

- Be on time and be ready to learn.
- Show respect for others and for those in authority.
- Refrain from the use of inappropriate language towards classmates or persons in authority.
- Refrain from using any motorized vehicles (ex. mopeds, motorcycles, rental cars).
- Possession or use of illegal drugs is strictly forbidden; possession of legal marijuana is also strictly forbidden abroad.
- Drinking alcoholic beverages or the use of non-prescription drugs is not permitted regardless of program location and the laws of the land. Possession of alcohol or drugs at residence or on coaches is not permitted.
- Smoking is not permitted in residence rooms, on residence grounds, or while on group excursions.
- Possession of any object which may cause harm to others is not permitted.
- Contact information card with staff cell numbers must be carried at all times.

Global Journeys Academy reserves the right to terminate a student's participation in a program at any time if the participant's behaviour is deemed inappropriate and unacceptable, or harmful to him/her self or others; this will be done at parents' or guardians' expense. Students who are disruptive, who do not follow guidelines set by Global Journeys Academy, or where behaviour is deemed inappropriate will be given a warning. Parents will be informed and teachers and staff on site will decide on appropriate actions that must be taken. If a student continues to be disruptive and does not abide by guidelines set by our staff, the student's participation will be terminated and the student will be sent home at parents' or guardians' expense. If a student chooses not to attend 3 or more classes they may be terminated from the program and sent home at parents' or guardians' expense. In instances where students are terminated from the program, they may not receive credit and the course will be deemed incomplete.

Details	
Student Name	
Home School	
Course	
Location	
Teacher	

Student Commitment: I have read and understand the Student Behaviour Policy, noted above.

Student Name: _____

Student Signature: _____ **Date:** ____/____/____
D M Y

Parent Commitment: I have read the policy noted above and the Terms and Conditions outlined on the Global Journeys Academy Website.

Parent/Legal Guardian's Name

Parent/Legal Guardian's Name

Parent/Legal Guardian's Signature

Parent/Legal Guardian's Signature

Date: ____/____/____
D M Y

Date: ____/____/____
D M Y

Principal's name and signature: _____

Dr. Lisa Trentin

For Office Use Only		Date Created	
Student Name		Student #	
Approved by		Date Approved	(d/m/y)