



TRAVIS HILL NOLA

"Embracing Our Own"

Parent/Student Handbook

2025-2026

School Year

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WELCOME LETTER

Dear Parents and Students:

Welcome to Travis Hill NOLA Schools! We are committed to providing a supportive, safe, and structured environment where students can grow academically, socially, and emotionally. This handbook outlines the procedures, expectations, and opportunities available to our students.

As we begin a new school year, I am excited about the opportunities and experiences that await us. On behalf of our entire team, I want to warmly welcome each of you to our school community.

This year will be one of growth, learning, and partnership. Our dedicated staff is here to provide every student with the resources, support, and encouragement needed to thrive both academically and personally. We believe that education extends beyond the classroom, encompassing an environment where each student feels valued, respected, and inspired to reach their highest potential.

To our parents, your involvement is essential to the success of our students. Together, we can create an environment where each student is supported and motivated to achieve their goals. We encourage you to stay engaged with us and actively participate in your child's educational journey.

We look forward to a successful and rewarding year ahead!

Sincerely,

Byron Goodwin

CEO, Travis Hill Schools

VISION and MISSION

Vision

At Travis Hill NOLA Schools, we envision a more just and fair society, where all young people, especially those who are involved in the juvenile and criminal justice system, receive the support, care and education they need and deserve to realize their full potential and pursue their dreams.

We serve as a catalyst for change in the way institutions and communities support young people in or returning from incarceration. Directly and through partnerships with public agencies, we equip incarcerated and formerly incarcerated young people with the academic, workforce readiness, and socio-emotional skills they need to be free, successful and contributing members of their communities.

Mission

Our mission at Travis Hill NOLA Schools is to create a transformative learning environment where students held in secure settings develop the academic and socio-emotional skills they need to become positive, contributing members of their community when they are released.

EDUCATIONAL PROGRAM OVERVIEW

The Travis NOLA Hill Schools provide students detained at the Orleans Justice Center and the Juvenile Justice Intervention Center with a high-quality education, rooted in restorative, trauma-informed care, a curricular and instructional design that emphasizes relevance, meaning and engagement, and an approach to learning centered around relationships, trust and mutual accountability.

The Travis NOLA Hill Schools also provide significant transition support for students when they return home by offering assistance and guidance with school placement and retention, workforce development, and ongoing, day-to-day case management.

Through working with families, community partners and scores of individuals, we work to create an unbreakable network of support for court involved teens and young adults that will enable them to return to the community successfully, and positively contribute to the vibrant, creative City of New Orleans.

Key components to our educational program include:

- Individualized learning plans
- Trauma-informed teaching
- Small class sizes
- Credit recovery and grade-level coursework
- Vocational training and life skills programs

ENROLLMENT & ORIENTATION

Upon admission to the facility, students are assessed academically and placed in appropriate courses. Families will be contacted during intake and provided with academic and counseling information.

To ensure we are servicing the academic and socio-emotional needs of our students, they participate in Welcome Circles rooted in our philosophy of community building and restorative practices. Additionally, students take diagnostic reading, math and corrective reading assessments for proper academic support classes.

DAILY SCHEDULE

Travis Hill NOLA Schools: Daily Schedule	
8:10-8:15	Homeroom
8:15-9:10	1st Period
9:12-10:07	2nd Period
10:09-11:04	3rd Period
11:05-12:00	THS Reads
12:00-1:00	Lunch
1:11-2:06	4th Period
2:08-3:03	5th Period
3:05-4:00	6th Period

Friday Schedule (Both Campuses)	
8:10-8:55	Homeroom/1st Period
8:57-9:32	2nd Period
9:34-10:09	3rd Period
10:11- 10:46	5th period
10:48-11:23	6th period
11:25-12:00	7th period

School Hours of Operation

Monday through Friday: 8:00 a.m. - 4:15 p.m.

BEHAVIOR EXPECTATIONS & CODE OF CONDUCT

Travis Hill NOLA Schools *RIGHT* Values

The Travis Hill NOLA Schools (THS) utilizes positive behavior frameworks to foster positive social-emotional learning (SEL) skills. Scholars can be awarded dojo points by meeting classroom expectations and being caught exhibiting the *RIGHT* values. *RIGHT* values include the following: *Respect*, *Integrity*, *Good Judgement*, *Hope*, and *Teamwork*.

At THS, we believe in:

- **Responsibility:** We are responsible for each other, and each of us is accountable for our actions.
- **Integrity:** We strive to do the right thing, even when no one is watching.
- **Good Judgement:** We are a community of learners who strive to make good choices to better the future for ourselves and others.
- **Hope:** We believe that the future belongs to those who prepare for it today.
- **Teamwork:** We strive to support one another.

PBIS at THS

At Travis Hill NOLA Schools we believe in utilizing a system of positive behavioral interventions and support in conjunction with our restorative approaches philosophy to meet the educational needs of young people in a system of incarceration. To do this, we utilize a class point system with four (4) target behaviors. Points accumulate Thursday - Wednesday, with rewards being given to students at the end of the week. Students can earn one (1) point for each of four (4) behaviors during every class period for a total of twenty-eight (28) points per day. The four (4) target behaviors are:

- I remained in my designated area
- I followed directions the first time they were given
- I used academic language
- I completed all class assignments

RESTORATIVE PRACTICES AT TRAVIS HILL NOLA SCHOOLS

At Travis Hill NOLA Schools, we use restorative practices to build positive school culture and respond to challenging behaviors. Our restorative practices include:

- **Community building circles:** Used to build community amongst students and staff. They consist of welcome circles for new students and staff, farewell circles (when applicable), morning circles, and celebration circles. They can be led by the restorative practices coordinator (RPC), other staff members, or students.

- **Cool downs:** Used when a student is not meeting behavioral expectations in class. A short conversation is held with the student by the RPC and the cool down form is utilized to assist the students and staff in identifying the root cause of the behavior, identifying solutions, and getting the student prepared to return to class as quickly as possible.
- **Class resets:** Used when several students in a class are not meeting behavioral expectations. The RPC will conduct a circle with the class to identify the root causes of the behavior and address any issues that may arise.
- **Restorative circles:** When students are engaged in major behaviors, the RPC will facilitate a restorative circle between all parties involved in the incident and create a circle plan to assist the students and staff members to move forward successfully. If the safety of students or staff is at risk the student will be placed on a restorative hold until a circle is complete. A major behavior is defined by THS below:
 - Physical aggression (*fighting, hitting or kicking; encouraging another to fight*)
 - Verbal threats (*Direct threat to harm Students Teachers, Staff, or JDC/Deputy*)
 - Property damage or removal (Removal of school property without permission, purposefully damaging property, creating an unsafe environment - throwing materials, turning over chairs, etc.)
 - Classroom disruptions (extreme physical disruption of class, enticing other student(s) to follow)
 - After multiple cool downs

Additionally, the RPC, teacher, and students will collaborate to create a plan to move forward successfully.

Suspensions and Expulsions

Travis Hill School does not suspend or expel students.

SECURITY PROTOCOLS

At Travis Hill NOLA Schools we ensure a safe learning environment for all students.

- All movement supervised by THS and facility staff
- No personal devices or outside materials unless approved
- Emergency drills conducted quarterly
- Some educational staff trained in crisis prevention and intervention

COMMUNICATION AND CONFIDENTIALITY

Travis Hill NOLA Schools follows the guidance of the New Orleans Public Schools (NOLA-PS), as a contracted agency with them. NOLA-PS policy regarding ACT 677 and ACT 837, summarized below:

In compliance with the Family Educational Rights and Privacy Act (FERPA), parents and legal guardians may review their children's cumulative education records at the school office upon request. If scholar education records are inaccurate or misleading, the scholar's parent or guardian may request an amendment by contacting the school principal. Cumulative records are treated as confidential material, and the privacy rights of parents/guardians and scholars are safeguarded. Except as provided by law, no external agencies or individuals may have access to a scholar's record without the written consent of the scholar's parent. Parents/guardians have the right to file a complaint with the Family Compliance Office, U.S. Department of Education for failure to comply with FERPA. Whenever a scholar transfers from one school or school division to another, the scholastic and discipline record or a copy of the scholastic and discipline record will be transferred to the school or school division upon request from the school or school division.

Given the sensitive nature of the student body at Travis Hill NOLA Schools and our existence as a school within a secure care facility, the Travis Hill NOLA Schools website is solely used for informational purposes rather than as an access point for students or families. Families are encouraged to reference the NOLA-PS website regarding questions and concerns about state educational policy.

In addition to the above, Travis Hill NOLA Schools are committed to ensuring the privacy of all students always enrolled with us. Policies are in place to ensure personally identifiable information (PII) is secure and private. The following page states our policies and, while specific to many procedures, is not an exhaustive list of the practices employed by our school to securely handle information.

Should a parent, guardian, or student have a concern about privacy and the use of PII, they may contact the School at studentinfo@travishillnola.org.

Travis Hill NOLA Schools Policies

- Student records requests to outside Local Education Agencies (LEA) utilize a designated form which uses the student's LASID, first initial, first three letters of the student's last name, and date of birth. This form is emailed or faxed only to the appropriate personnel within the LEA.
- Student special education files are maintained separately from student records. Documents printed from the State Educational Reporting system (SER) are printed utilizing partial state IDs. All staff members with SER logins are on file with the Director of Special Education (DSE). The DSE ensures that staff member permissions are limited and only accessible for the duration of their employment with the school.
- All student records, including special education files, are locked and secured in a file cabinet and only accessible by the school administration team. Special education files are also accessible to special education case managers. These files utilize a cover sheet to maintain records of who accessed the files, on what date, and for what purpose.
- Electronic communications with other LEA's and NOLA -PS are transmitted confidentially and, where applicable, using the same process as records requests, stated above. Additionally, documents transmitted with PII utilize password protection. Passwords are sent in separate emails to ensure a secondary check on recipients to keep information secure.
- All testing information is secured in a locked cabinet. During test administration, any test documents with PII are securely stored and signed out to staff members before each administration and securely signed in to the test coordinator. All information with the Data Recognition Corporation (DRC) and Louisiana Department of Education (LDOE) utilizes the same method as records requests, stated above.

GRADING & GRADUATION REQUIREMENTS

At Travis Hill NOLA Schools (THS), students earn credits towards a traditional high school diploma. Credits earned are transferable during re-entry and students are offered access to career pathways. The academic program at THS aligns with district and state guidelines for standards-based instruction and grading.

Louisiana Department of Education Grading Scale	
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Weighted Categories:

- Classwork: 50%
- Tests, Quizzes, Projects (Labs, Essays, Performance Tasks, Projects, Presentations, etc.): 35-50%
- Final Exam: 15%
 - For LEAP courses, the final exam percentage will only be included when a student has passed an exam and is issued full credit for that course, or a student is taking the exam at the end of a full year of study (not during a re-test or first attempt)
 - Scaled score calculations will be converted to grades following the Louisiana Department of Education guidelines.

Weekly Grades

Grading is designed so that no single assignment or assessment counts for more than 30% of the quarter grade. There will be at least three graded assignments per week between the weighted categories.

Grading for Students with Exceptionalities & English Learners

Students with identified academic exceptionalities and English Language Learners who require accommodations and modifications, including modified grading, will discuss grading with regular education teachers and special education teachers during their IEP planning meetings.

Missing Assignments/ Extra Credit

At the Travis Hill NOLA Schools we value all assigned tasks and believe that students should be extended the opportunity to demonstrate their understanding of content by any means necessary. When students have an excused absence, need more time to complete an assignment, or require additional practice to achieve content mastery, students should discuss this with their teachers. Teachers will support you in making up the assignments. Extra credit options can be earned at the discretion of the teacher. .

Retaking Assessments

For major assessments, students will be afforded at least one new opportunity to demonstrate increased proficiency. If a student takes advantage of the second opportunity, the highest grade will be recorded in the gradebook. An alternative will be offered where a student can explain their mistake (orally or in writing) and make the associated correction. This option will allow students to make up 50% of lost points on the assessment.

Academic Dishonesty Policy

If there is reason to believe that academic dishonesty or plagiarism may have come into play during classwork, the Restorative Practices team will be contacted using the referral forms.

Weekly Progress Reports

At Travis Hill NOLA Schools we believe in the importance of consistent feedback and progress monitoring. Progress Reports will be distributed weekly.

Quarterly Report Cards

Report cards will be distributed at the end of each Quarter and will be used as a determinant of academic standing and pupil progression. To pass a course, students must not have an F for both quarters or a D and an F for both quarters within the semester.

Summer Session Grading

During summer sessions, students are able to recover credits and engage in interactive arts programs that stimulate their creativity. When needed, they are also able to receive preparation for LEAP retesting.

SPECIAL EDUCATION & SUPPORT SERVICES

Background and Underlying Philosophy

At the Travis Hill NOLA Schools (THS), we are committed to supporting all our students with a welcoming, safe, supportive, and challenging academic program. Our primary goals are to: (a) help students who have not been successful in school find success here at THS; (b) support our students in building the academic life, and study-skills they will need to be successful when they return to high school, enter a job training program, and ultimately go on to college or the workplace; (c) and, build socio-emotional skills needed to engage successfully with others.

We serve all students at THS, regardless of special needs status. We provide mandated educational support to all students including those with identified exceptionalities. At THS we use a range of research-based methodologies premised on the belief that in a small school most academic and transition-related services are best delivered in an inclusive setting. Special education teachers, general education teachers, generalists and other support staff work together to tailor a teaching and learning environment that meets the individual needs of all students.

We do provide intensive reading and math instruction through pull-out, supplemental small group and one-on-one instruction as needed—either because such services are mandated by a student’s Individualized Education Program (IEP) plan or because the data demonstrates a student will benefit from personalized instruction outside of the regular class environment.

At THS, students arrive with a wide range of academic and counseling needs. We use a wraparound system of support to ensure all students, those with and without exceptionalities, receive the support they need to be academically successful and to grow socially and emotionally.

Program Highlights

We support students with special needs through a continuum of services. Special education services are delivered in regular education classes except when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily and per current IEP plans.

- **Co-teaching.** In core academic classes, we staff most class periods with a general education and special education teacher. These classes include students with and without documented special education needs. The expertise of special educators is leveraged differently to best serve our students, based on current IEP plans and our analysis of the student needs within class groups.
- **Personalized Learning:** Based on student IEPs, and our analysis of student data, we currently structure our special education support to include targeted one-on-one or small (3 to 5) group instruction. Sometimes this may take place in lieu of the classroom group

rotations (the pull-out is during the student's English or math course), and at other times this may occur as part of the rotation. These flexible groupings are for students who demonstrate a need for an even more intentional and/or supplemental instructional setting, particularly in English and Math. Most of these sessions take place during the school day (for supplemental instruction, students may be pulled from courses including gym or art). This specialized instruction is provided by special education teachers in consultation with content teachers.

- **THS Reads!:** At THS we offer a reading program that builds on the current level of literacy skills our students possess. Student groupings are determined by research-based diagnostic assessments. Literacy needs are addressed through targeted interventions that include phonemic awareness, oral reading fluency, and reading comprehension. The THS Reads program takes place during the regular school day.
- **Therapeutic Class:** The therapeutic class is a self-contained setting that is designed to meet the needs of students who are unable to be successful in general education classes due to significant social and emotional support needs. Students participate in this program based on an IEP placement from their previous school or based on an evaluation and THS IEP team decision. This class provides individualized academic programs and outside support which can include social work, counseling, music therapy, speech therapy, occupational/physical therapy, additional opportunities for physical exercise, yoga, and service dog therapy.
- **Support and Accommodations:** We offer a range of supports and accommodations for students with special needs that extend beyond academic tutorials in math and reading/English. We develop individualized behavior intervention plans (BIPs) and offer individual and group counseling with a social worker for students with emotional and/or behavioral needs. Academic needs are addressed through research-based instructional strategies (e.g. scaffolding notes, extended time, audio, kinesthetic, chunking, etc.).
- **Evaluation, IEP Revision:** Given the small size of THS, we are uniquely situated to observe students and assess the accuracy and “fit” of IEPs created to support students in our care. We at Travis Hill NOLA Schools are committed to reviewing/revising IEPs to meet the current needs of our students. With our partners at Orleans Public Schools, we conduct evaluations and assessments to ensure students have the most up-to-date IEPs needed to support growth and success. We value parents and students in the process by including them in discussions and decisions for each IEP.

Special Education in a Secure Care Environment

At Travis Hill NOLA Schools, we are committed to fully meeting the spirit and procedural requirements of IDEA.

- **Collaboration with the Juvenile Justice Intervention Center (JJIC) and Orleans Justice Center (OJC) Secure Care Staff:** The City of New Orleans, the JJIC and the OJC are accountable, along with the school, to comply with IDEA. For our purposes, this primarily manifests itself in three ways:
 - For students with IEPs, the school and secure care teams must work together to find ways for students to attend and be successful at school. If a student is held back from school for a disciplinary matter (even if the matter occurs outside of school hours) it ‘counts’ as a suspension for purposes of triggering a manifestation determination review upon 10 days out of school. Therefore, THS and the facility need to work together to support students, to conduct functional behavioral assessments (FBAs) and develop behavioral intervention plans (BIPs) and ensure related support for students and staff—to help address ongoing challenges that students may demonstrate.
 - Related, for students who have special education needs and/or mental health challenges, the JJIC’s and the OJC’s disciplinary practices, even in response to incidents occurring outside of the school—must be tailored to meet the needs of students with special needs. THS is committed and open to working with the JJIC and OJC staff to develop appropriate behavioral support and disciplinary practices for students beyond school-time.
 - For students with special needs, counseling, mental health services and medication management need to be coordinated and in line with a student’s IEP. Currently, the School is attempting to provide mandated counseling support, while relying on the JJIC and OJC to provide more significant psychological support, including medication related to mental health needs.
- **Discipline and Behavior Management for Students with IEP Plans, 504 Plans, and Diagnosed Mental Health Challenges:**
 - At Travis Hill NOLA Schools we understand the unique risks associated with students being ‘suspended’ or ‘removed’ from school in a secure care setting: that they may be subjected to unhealthy, harmful punitive disciplinary actions once they are removed from the school (room confinement, other forms of physical restraint). Considering this and in line with our mission, we will do all we can to create opportunities for all students to attend and be successful in school.
 - We will devote significant resources to support students in moving through and processing difficult situations. We will continue to revise and tailor BIPs for students who experience challenges in school. Suspension is a punishment for misbehavior, and we do not suspend students for any reason. If a removal from

school is warranted pending completion of restorative practices, for any student, but for students with special needs, it is a last resort and only done for the purpose of safe, private de-escalation to make way for continued restorative work.

- If a student with special needs is not permitted to attend school due to a secure care decision, we will do all we can to provide mandated services to the student while he or she is out of school and will work closely with the student and JJIC or OJC to ensure that s(he) is able to return to school as soon as practicable.

We will provide ongoing training to Travis Hill NOLA Schools staff, JJIC and OJC staff on our commitment to meeting the special education needs of students in our joint care and updating staff on the principles and legal requirements associated with such.

TECHNOLOGY USE

At Travis Hill NOLA Schools, students have the opportunity to use computers and access the internet for educational purposes. To keep using technology and the Internet, students agree to use them the *RIGHT* way:

1. **RESPONSIBILITY:** Students are accountable for their actions when using any device, platform, or network. Protecting personal information, maintaining secure passwords, and respecting the device and privacy of self and others are essential responsibilities. Equipment and software are for educational purposes only and must be used for their intended purposes and with care.
2. **INTEGRITY:** Students must be honest and ethical in all technology interactions. Use of technology is a privilege. Plagiarism, cheating, misrepresentation and visiting prohibited websites are strictly prohibited. Any misuse of technology will be reported and may result in the loss of technology privileges.
3. **GOOD JUDGEMENT:** Students are expected to think critically about how, when, and why they use technology. Digital tools and platforms are used to enhance learning and not as a distraction or a platform for harmful behavior. Content shared and accessed must be appropriate, respectful, and aligned with our mission. Any misuse of technology will be reported and may result in the loss of technology privileges.
4. **HOPE:** Technology is used to create positive change and support learning. Students are encouraged to use technology as directed by their teachers in a manner that supports innovative and interactive learning.
5. **TEAMWORK:** Collaboration through technology will be directed by the teacher and include constructive and respectful use. Students may support one another by sharing knowledge and offering assistance when needed. Students may engage in discussions online in a civil manner that aims to enhance comprehension, enlighten, and support teamwork.

All technology use is observed and recorded. If students are found to be in violation of this policy, they risk losing their technology privileges.

STUDENT FEES AND UNIFORM POLICIES

Student Fees

Travis Hill NOLA Schools does not collect any student fees.

Uniform Policy

Travis Hill NOLA Schools (THS) students will meet the dress code requirements of the facilities in which they are housed. THS does not have any additional requirements for student attire.

REENTRY and TRANSITION SERVICES

Travis Hill NOLA Rises assists families with connecting meaningful programming and resources that will aid them in being successful in the community. Assistance can include school/community extracurricular programming, mental health services, medical care, etc.

- **ADVOCACY:** Supports students through community, school and home visits along with phone calls.
- **EDUCATIONAL TRANSITION:** Supports students and families through seamless re-entry or enrollment to a metro area community school or a HISET/GED program. Additionally, we support students when referred to the Office of Student Support & Attendance and Hearing Office through attending re-entry meetings to ensure the school has a plan to meet the educational needs of the student.
- **EMPLOYMENT/JOB TRADE ASSISTANCE:** Supports students through connecting them to meaningful internships, jobs, job training programs, college, and career counseling as needed.

TITLE IX DISCLOSURE AND POLICY

Title IX applies to all students, parents or legal guardians, employees, and applicants for employment. Any person may report a Title IX incident in person, by mail, telephone, or email. The Title IX Coordinator is the person authorized by Travis Hill Schools to coordinate and execute its Title IX compliance program. Any Travis Hill Schools employee who knows or learns of conduct related to sexual harassment or allegations of sexual harassment are required to immediately notify the Title IX Coordinator.

Reports may be made at any time (including during non-business hours) by using the Title IX Coordinator's telephone number or email address, or by mail to the Title IX Coordinator's office address, listed below. Inquiries about the application of Title IX may be directed to the Title IX Coordinator or to the Assistant Secretary of Education at the United States Department of Education, or both.

Travis Hill's Title IX Personnel Team consists of the following individuals:

Title IX Coordinator

Name: Courtney Robinson

Address: Travis Hill School 2022 St. Bernard Ave, Bldg. C Ste 309, New Orleans, LA 70116

Email: crobinson@travishillnola.org

Phone Number: 504-301-2361 (office)

Title IX Investigator

Name: Kenneth Dorsey

Address: Travis Hill School 2022 St. Bernard Ave, Bldg. C Ste 309, New Orleans, LA 70116

Email: kdorsey@travishillnola.org

Phone Number: 504-301-2361 (office)

Title IX Decision-maker

Name: Angela Derbigny

Address: Travis Hill School 2022 St. Bernard Ave, Bldg. C Ste 309, New Orleans, LA 70116

Email: aderbigny@travishillnola.org

Phone Number: 504-301-2361 (office)

Title IX Appeal Person

Name: Byron Goodwin

Address: Travis Hill Rises @ 2022 St. Bernard Ave, Bldg. C Ste 309, New Orleans, LA 70116

Email: bgoodwin@travishillnola.org

Phone Number: 504-301-2361 (office)

ACKNOWLEDGEMENT FORM

I have received and read this Parent/Student Handbook and have had the opportunity to ask a Travis Hill staff member about any questions that I have about the information included in the handbook.

Student Name and Signature

Date

Parent Name and Signature

Date

School-Parent Compact

The Travis Hill NOLA Schools (THN) and the parents of students participating in activities, services, and programs funded by Title I, Part A of Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, staff, and students will share responsibility for improved student academic achievement and the means by which THN and parents will build and develop a partnership that will help children achieve the state's high standards.

The school-parent compact is in effect during the 2025-2026 school year.

Travis Hill NOLA Schools Responsibilities

1. Provide high -quality curriculum and instruction in a secure, supportive, and effective learning environment that enables the participating students to meet the state's student academic achievement standards as follows:
 - a. To provide high-quality curriculum and instruction to our students, THN will focus on educating the whole child through diagnosis of current academic levels, placing emphasis on developing foundational skills in English, reading, math, science, and social studies, providing individualized learning opportunities, and tailoring learning in an inclusive environment for students with disabilities. We prepare students for the future through career courses, teambuilding, and restorative practices. We pursue and show progress through data-driven instructional decisions and staff-teacher collaboration.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to individual student achievement.
 - a. THN communicates with parents/guardians during the length of stay of the student and 90 days after reentry. Yearly our Back to School Night serves as an introduction of staff, curriculum, expectations to parents/guardians. Parent-teacher conferences are held during the winter and spring of each year. Because we operate in secure facilities, conferences are virtual and by appointment. Students receive progress reports weekly and report cards quarterly to be shared during visitation. Parents are provided grade reports when requested.
3. Provide parents with frequent reports on student progress.
 - a. Progress reports (1st and 3rd quarters) and report cards (2nd and 4th quarters) twice a year. Parents can request meetings as needed through the Director of Social Services and Transition.
4. Provide parents reasonable access to staff.

- a. Because we operate in secure facilities, parent contact takes place through the Director of Social Services and Transition. Parents can request updates and information as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a. Because we operate in secure facilities, parents are not allowed to volunteer at facilities or observe classroom activities. Parents are provided updates regarding the academic progress of their student throughout the year and are able to request specific information through the Director of Social Services and Transition.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- During visits, encourage my child to stay focused in school and to ask for help when needed.
- Answer calls from the Director of Social Services and Transition and the Transition Team to assist in supporting my child.
- Serve, as often as possible, on the parent advisory panel.
- Offer commentary of the services provided by THN to assist in growth and improvement for all students.