



TRAVIS HILL SCHOOL

Student and Parent

Handbook

2021-2022

School Year



A student's potential cannot be confined.

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WELCOME LETTERS

Greetings from the Director

Dear Students and Parents,

Welcome to the new school year!

As you will see throughout this handbook, the learning community at Travis Hill School is designed for you to achieve and experience success. In conjunction with Ms. Lewis and the entire school staff, we look forward to supporting both your academic and personal growth.

I look forward to meeting you and spending time with you over the coming months.

Best wishes for a positive and productive school year.

Sincerely,

Byron Goodwin

Director, Travis Hill Schools Schools

Greetings from the School Principals

The staff and faculty at the Travis Hill School are excited to start this new journey with you. Travis Hill School--at both the Orleans Justice Center (OJC) and the Juvenile Justice Center (JJIC) is where you can explore your gifts and talents, develop your leadership skills, and master academic standards that will help you succeed when you return to your community.

Our school community believes in modeling. These values play a critical role in our school, regardless of the campus. This handbook provides you with valuable information that will support your success here at Travis Hill School. After reviewing this document, you will be asked to sign the manual. Your signature is an acknowledgment that you have read the handbook, and that you agree to follow the guidelines and policies outlined in it. Please note that we have one handbook for both of the school campuses. We are excited to have you as a member of our school community and , and we look forward to working with you.

Sincerely,

Shelacia Carney (THS Principal at OJC) and Shanell Dowling (THS Principal at JJIC)

TRAVIS HILL MISSION AND OVERVIEW

MISSION

Our mission at the Travis Hill 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.

OVERVIEW

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

Through work 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.

Travis Hill Schools are supported by BreakFree Education, a 501c(3) nonprofit organization.

GRADING AND ACADEMICS

Louisiana Department of Education Grading Scale	
A	93-100
B	85-92
C	75-84
D	67-74
F	0-66

Weighted Categories:

- Classwork: 50%
- Tests, Quizzes, Projects (Labs, Essays, Performance Tasks, Projects, Presentations, etc.): 35-50%
- Final Exam (LEAP 2025, EOC): 15%
 - The final exam percentage will only be included when a student has passed an exam and is issued the 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 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 Disabilities & English Learners

Students with disabilities and English Language Learners who require accommodations and modifications, including modified grading, should discuss this with their teachers during their IEP meeting.

Missing Assignments/ Extra Credit

At the Travis Hill School 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 teachers discretion.

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 the Travis Hill School we believe in the importance of consistent feedback and progress monitoring. Progress Reports will be distributed to students with their school store bags. Scholars will be provided with a structured opportunity to discuss progress reports the following school day.

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. In order 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.

Pursuant to Bulletin 741, if a student has more than 6 unexcused absences from a class in a quarter they are not eligible to receive a grade. Please refer to the attendance policy for what constitutes an unexcused absence.

Summer Session Grading

Since students are only enrolled in one course for the summer, their grade will be an average of their scores across all teachers. Students will be able to earn a half credit at the end of the first summer session and another half credit at the end of the second summer session.

SCHOOL VALUES, PBIS, RESTORATIVE PRACTICES, SUSPENSIONS AND EXPULSIONS

Travis Hill School's RIGHT Values

The Travis Hill School 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 School we believe in utilizing a system of positive behavioral interventions and supports 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 on a Friday - Thursday week, 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 THS

At Travis Hill, we use restorative practices to build positive school culture and respond to challenging behaviors. This consists of the following:

- **Community building circles:** These are 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:** These are 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 student 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:** These are 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. Additionally, the RPC, teacher, and students will collaborate to create a plan to move forward successfully.

- **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

Suspensions and Expulsions

The Travis Hill School does not suspend or expel students.

DAILY SCHEDULE AND YEARLY CALENDAR

THS@OJC: Daily Schedule	
8:30-8:40	Homeroom
8:40-9:30	1st period
9:30-10:20	2nd period
10:20-11:10	3rd period
11:10-11:55	THS Reads
12:00-1:00	Lunch
1:00-1:50	4th period
1:50-2:40	5th period
2:40-3:30	6th period

THS@JJIC: Daily Schedule	
8:30-8:40	Homeroom
8:40-9:30	1st period
9:30-10:20	2nd period
10:20-11:10	3rd period
11:10-11:55	THS Reads
12:00-1:00	Lunch
1:10-2:00	4th period
2:00-2:50	5th period
2:50-3:40	6th period

Thursday Schedule (Both Campuses)	
8:30-8:40	Homeroom
8:40-9:20	1st period
9:20-10:00	2nd period
10:00- 10:40	3rd period
10:40-11:20	4th period
11:20-12:00	5th period

School Hours of Operation

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

Travis Hill School Calendar 2021-2022

Subject to Revision

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates

- School Closed/
Holidays
- Regular School Day

Important Dates

- Professional Development
(no school for students)
- Summer Session 2

Important Dates

- First Day of School

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Important Dates

- School Closed/
Holidays
- Regular School Day

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Dates

- Professional Development
(no school for students)
- Summer Session 2

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Important Dates

- First Day of School

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Important Dates

-  School Closed/
Holidays
-  Regular School Day


March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Important Dates

-  School Closed/
Holidays
-  Professional Development
(no school for students)
-  Summer Session 2

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Important Dates

-  First Day of School

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Important Dates

-  School Closed/
Holidays
-  Regular School Day

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Important Dates

-  Professional Development
(no school for students)
-  Summer Session 2

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates

-  First Day of School

SPECIAL EDUCATION AT TRAVIS HILL

Background and Underlying Philosophy

At the Travis Hill Schools (THS), we are committed to supporting all of our students with a welcoming, safe, supportive, and challenging academic program. Our two primary goals are to: (a) help students who have not been successful in school find success here at THS; and (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.

We serve all students at THS, regardless of special needs status. We provide direct, mandated special education support to students with identified special needs using a range of methodologies, most of which are premised on the belief that at a small school where students are in groups of twelve or less, most academic and transition-related services are best delivered in an inclusive setting where special education teachers, content teachers, teaching assistants and other support staff work together to tailor teaching and learning to the students' individual needs.

We do provide intensive reading and math instruction through pull-out and 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, based on our own observations, we believe a student will benefit from personalized instruction outside of the regular class environment.

The level and range of academic or counseling services they need varies significantly—and we meet that range of needs in light of our school's size, staffing, and required coordination with the secure care staff. Pragmatically, that means that we attempt to organize classes, and the school overall, to meet the needs of our special education students.

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 both Math and English, 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 are leveraged differently to best serve our students, based on current IEP plans and our analysis of the student needs within class groups. Depending on the range of individual needs at the school, it is possible that nearly all the math and English classes could be taught with special education teachers working as a co-teacher.
- **Personalized Learning:** Based on student IEPs, and our own observation of students, 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 for whom we feel (and might be mandated by a valid IEP) an even more intentional and/or supplemental instructional setting is needed, 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! :** We offer a reading program that addresses the literacy needs of all students at THS because we know that many students come to us with significant fundamental reading skill gaps. Student needs are determined by diagnostic assessments and students receive a targeted intervention that addresses phonemic awareness, oral reading fluency, or reading comprehension, according to their greatest need. THS Reads! takes place during the regular school day for 45 minutes four times a week.
- **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. For example, for students with emotional and/or behavioral challenges, we develop individualized behavior intervention plans (BIPs) and offer individual and group counseling with a social worker. Further, for students who need it, we offer accommodations such as scaffolded notes, extended time for testing, audio and recorded books.
- **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. Related, for some of our students who have struggled in school and have not been consistently enrolled, their IEPs have become outdated. We are committed at Travis Hill to reviewing and, if appropriate, revising IEPs, conducting—with our partners from OPSB—updated evaluations and assessments of students, and conducting IEP plan review meetings to craft up-to-date, appropriate IEP plans for students. We value parents. They are critical stakeholders in all of these decisions; we actively include them in discussions and decisions about revisions to their children’s IEP plans.

Special Education in a Secure Care Environment

At Travis Hill, we are committed to fully meeting the spirit and procedural requirements of IDEA, as articulated by the US Departments of Education and Justice in their December 2014 Dear Colleague Letter. Below we have highlighted just two unique aspects of the Letter:

- **Collaboration with the Juvenile Justice Intervention Center (JJIC) and Orleans Justice Center (OJC) Secure Care Staff:** As indicated in the Letter, 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, the School 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

supports 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. The School is committed and open to working with the JJIC and OJC staff to develop appropriate behavioral supports 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 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). In light of 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. The Travis Hill School has abolished suspension. 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 in particular for students with special needs, it is a last resort and only done for the purpose of safe, private de-escalation in order 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 are aware that once a student with special needs is removed from or denied School, even though we are providing services to the student, the removal 'counts' as a suspension for purposes of determining whether a change of placement has occurred.

We will provide ongoing training to Travis Hill School, JJIC and OJC staff on our School's commitment to meeting the special education needs of students in our joint care, and updating staff on the principles and legal requirements articulated in the Dear Colleague Letter.

ACCESS AND DISCLOSURE OF STUDENT RECORDS

Travis Hill Schools follows the guidance of the New Orleans Public Schools (NOPS), as a contracted agency with them. NOPS's 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 and our existence as a school within a secure care facility, the Travis Hill website is solely used for informational purposes rather than as an access point for students or families. Families are encouraged to reference the NOPS website regarding questions and concerns about state educational policy.

In addition to the above, Travis Hill Schools are committed to ensuring the privacy of all students enrolled with us at all times. 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 Travis Hill Manager of Accountability, Anthony Marino, at any time at amarino@travishillnola.org.

The following states the Travis Hill Schools policies and, while specific to many procedures, is not an exhaustive list of the practices employed by our school to securely handle information.

- Student records requests to outside Local Education Agency's (LEA) utilize a designated form which uses the student's LASID, first initial, first three letters of the student's last name, and day 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 Student Support (DSS). The DSS 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 NOPS are transmitted confidentially and, where applicable, using the same process as records requests, stated above. Additionally, documents transmitted with PII utilize password protections. 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.

STUDENT FEES AND UNIFORM POLICIES

Student Fees

THS does not collect any student fees for any reason.

Uniform Policy

THS students are required to meet the requirements of the facilities in which students are housed. THS does not have any additional requirements for student attire.

TECHNOLOGY POLICY

At the Travis Hill School, students have the opportunity to use computers & iPads and access the internet for educational purposes. In order to keep using technology and the Internet, we agree to use them the RIGHT way:

1. **RESPONSIBILITY:** Chromebooks are always given back to the teacher or secure staff to be stored in the cart and plugged in at the end of a class period. Chromebooks, iPads and headphones should not be taken outside of the classroom they are assigned to, unless you are given permission by a teacher or deputy. Technology should be returned to the room it was taken from when you are done.
2. **INTEGRITY:** Chromebooks & iPads should ONLY be used for the website(s) you are expected to be on for your classes. This technology is allowed in this space for educational purposes only. We must use the internet appropriately, even if no one is watching.
3. **GOOD JUDGEMENT:** Chromebooks & iPads MUST be kept in a clean and safe condition. No pen/pencil/marker marks on technology and all keys should be left intact. Chromebooks must be closed when carried at all times and never leaned or written on. Chromebooks are NOT a place to store papers. Never place anything between the screen and keyboard of your computer.
4. **HOPE:** Chromebooks & iPads are a privilege to be able to complete my work and have the tools I need to complete courses towards my diploma. It allows us to build digital literacy that is important to the world we live in and allow us to continue developing skills to use in a career.
5. **TEAMWORK:** Chromebook & iPad usernames or passwords should NEVER be shared with other students. It is important to follow teachers or deputies directions the first time regarding technology use. We are all on the same team in working towards getting the best education.

Other important Information:

Be aware that there is a permanent record of every website accessed by every student. This is recorded and also available in real time at any time. Any website attempted to be viewed that comes up as blocked under your account will be flagged, printed, and filed with this contract. If it is found to be a violation of rules in the facility, it may result in additional charges or affect your case.

A copy of these agreements are signed by students and filed with their records. Any issues regarding the technology policy will be handled by the Restorative Practices Coordinator and may result in revocation of technology access.

NOTIFICATION REGARDING REPORTING ALLEGATIONS OF SEXUAL HARASSMENT (TITLE IX DISCLOSURE AND POLICY)

Title IX applies to all students, parents or legal guardians, employees, and applicants for employment. Any person may report sex discrimination, including sex harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or e-mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The Title IX Coordinator is the person authorized by Travis Hill to coordinate its Title IX compliance program. Any Travis Hill employee who knows or learns information concerning conduct related to sexual harassment or allegations of sexual harassment will be 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 above. 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 @ 1100 Milton Street, New Orleans, LA 70122

Email: crobinson@travishillnola.org

Phone Number: 504-658-3421 (office) or 504-255-7979 (cell)

Title IX Investigator

Name: Kimberly Beshears

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

Email: kbeshears@travishillnola.org

Phone Number: 504-301-2361 (office)

Title IX Decision-maker

Name: Mi Ji Kim

Address: BREAK-FREE Education @ 9375-E Gerwig Lane Columbia, MD 21046

Email: mkim@breakfree-ed.org

Phone Number: 410-707-7912 (office)

Title IX Appeal Person

Name: David Domenici

Address: BREAK-FREE Education @ 9375-E Gerwig Lane Columbia, MD 21046

Email: ddomenici@breakfree-ed.org

Phone Number: 202-412-9124 (office)

It is the intent of Travis Hill School that all students will complete an online primer designed for students on Title IX during their first week at the school.

DISPUTE RESOLUTION POLICY

THS encourages students and parents/guardians to discuss their concerns and complaints through an informal conference with the school principal (contact information listed below). Concerns should be expressed as soon as possible to allow early resolution with the parties involved. In the case that the student or parent/guardian is not satisfied with the outcome of the informal conference, the student or parent may initiate the formal process.

At this time, they may submit a formal grievance in writing to the Director of Schools. The formal written grievance must be submitted to the Director within thirty (30) days of the incident or matter. The Director will then look into the grievance and claims, determine the appropriate action, and notify the person submitting the grievance in writing. In the case that the student or parent/guardian is not satisfied with the outcome of the formal grievance result as resolved by the Director of Schools, they may submit a formal appeal in writing. The formal written appeal must be submitted to the Director of Administration and Operations of Breakfree Education within three (3) days of receiving notification of the resolution from the Director of Schools. A member of the Breakfree Education team will determine the appropriate action and notify the person submitting the appeal in writing.

In the case that the student or parent/guardian is not satisfied with the outcome of the formal grievance result as resolved by Breakfree Education, they may submit a second formal appeal in writing to the Executive Director (ED) of Breakfree Education. The second formal written appeal must be submitted to the ED within three (3) days of receiving notification of the resolution from the Breakfree Education team. The ED will determine the appropriate action and notify the person submitting the appeal in writing. The determination of the ED is final.

If Breakfree Education or the Travis Hill School is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the Louisiana Handbook for School Administrators, which is available online at: <http://www.doa.louisiana.gov/osr/lac/28v115/28v115.doc>. Parents may also request a copy of this bulletin by calling the department's toll free number at 1-877-453-2721.

CONTACT INFORMATION

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Mi Ji Kim

Director of Administration and Operations
Breakfree Education
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STUDENT ACKNOWLEDGEMENT

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

Student Name and Signature

Date

Parent Name and Signature
(for students under the age of majority)

Date