

Taylor Hicks Elementary School

Parent and Student Handbook

2018-2019



Taylor Hicks Philosophy:

The purpose of Taylor Hicks is to provide a positive educational environment that will help each individual develop to his/her maximum capacity and become a well-adjusted contributing member of an evolving democratic society.

Taylor Hicks Administration & Staff:

Kelsey Secor, Principal
Richelle Davis, Principal's Secretary
Claudia Clarida, Office Clerk
Janine Smith, Nurse
Marilyn Minard, Librarian

Faculty Directory:

[Taylor Hicks Faculty Directory](#)

Contact Information:

1845 Campbell Avenue
Prescott, AZ 86301
Phone: (928) 717-3276
Fax: (928) 717-3275
District Office: (928) 445-5400
[Taylor Hicks Website](#)

Join the Taylor Hicks Facebook page:

[Taylor Hicks Facebook Page](#)

PowerSchool Website:

[PowerSchool Sign In](#)

***NOTE:** The information in this handbook is accurate at the time of publishing; however, items may change throughout the school year. This is designed to be a guideline but is not all encompassing.*

Important Dates for 2018-2019:

1st Semester	
August 2, 2018	First day of school
September 3, 2018	<i>No School</i> - Labor Day
September 13-14, 2018	<i>Half-Day</i> for Students -Parent/Teacher Conferences
September 24, 2018	<i>No School</i> – Staff Development
October 5, 2018	End of 1 st Quarter
October 8-12, 2018	Fall Break
October 15, 2018	2nd Quarter Begins
October 29, 2018	<i>Half-Day</i> for students - Staff Development
November 12, 2018	<i>No School</i> - Veteran's Day
November 21-23, 2018	Thanksgiving Break
December 21, 2018	End of 1 st Semester - <i>Half-Day</i> for Students
December 24, 2018-January 4, 2019	Winter Break

2nd Semester	
January 7, 2019	2 nd Semester Begins
January 21, 2019	<i>No School</i> - Martin Luther King Day
January 25, 2019	<i>No School</i> - Staff Development
February 18, 2019	<i>No School</i> - President's Day
March 8, 2019	End of 3 rd Quarter
March 11-15, 2019	Spring Break
March 18, 2019	4 th Quarter Begins
April 19, 2019	Spring Holiday
April 22, 2019	<i>No School</i> – Staff Development
May 22, 2019	Last Day of School – <i>Half-Day</i> for Students

SCHOOL CLOSURE INFORMATION DUE TO SEVERE WEATHER/DISASTER

The Prescott Unified School District No. 1 calendar includes 180 teaching days between August 2, 2018, and May 23, 2019. In the event of school closure(s) due to severe weather/disaster, the last day of school for students and teachers will be determined as follows or at the administration's discretion:

No school closure day used between August 2 and May 23, students' last day will be May 23. Teachers check out on May 23.

One school closure day used between August 2 and May 23, students' last day will be May 23. Teachers check out on May 23, and school will be held on Friday, April 19, 2019.

Two school closure days used between August 2 and May 23, students' last day will be May 23. Teachers check out on May 23, and school will be held on Monday, April 29.

Three or more school closure days used between August 2 and May 23, alternative days of attendance will be studied. These alternative days could include scheduled school holidays permitted by statute, Saturdays, and/or extending the school year.

FOR MORE INFORMATION, PLEASE REFER TO THE PRESCOTT UNIFIED SCHOOL DISTRICT WEBSITE:
<http://prescottschools.com> or call 928-445-5400 or 800-445-9806.

SNOW DAYS/DELAY START

If there is a cancellation or delay due to inclement weather, notification will be posted by 6:00 a.m. on the district website <http://prescottschools.com> and will be announced on local radio stations. In the event of a 2-hour delay, students may arrive no earlier than 9:30 a.m. when the library and gym will be open. All buses will run 2 hours later than normal and breakfast, early bird, and jazz band will be cancelled.

Taylor Hicks Attendance Policy

According to ARS 15-803, students are expected to attend school until sixteen years of age. Statutes establish that the parent/guardian is responsible for the child's daily attendance and should inform the school of absences in a timely manner. It is impossible to gain the full benefit of any class experience through make-up work. "Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days" as stated in ARS 15-802.

Absences - Only a parent or guardian can excuse an absence. Absences may be excused by calling our attendance office at (928) 717-3276. This must be done within twenty-four (24) hours of when the absence occurred. All absences must be excused.

Late Arrivals – A parent/guardian **must** walk their child into the office to sign the student in for the day.

Unverified Absence / Unexcused Late Arrival

1. For unexcused absences or tardies a phone call is made to parents in an attempt to excuse the absence or tardy.
2. If the absence or tardy is not cleared the student is called to the office and warned of possible disciplinary action.
3. School consequences will be issued and will continue until the unverified absence or late arrival is cleared.

Chronic Attendance Issues – May require the following:

- a) Phone call to parents/guardians
- b) Letter(s) sent home when a student has 10 absences in a semester
- c) Student will be referred to the Restorative Justice Program
- d) Letter sent to the Prescott Police Department when a student has been absent 10% of the total number of the required attendance days
- e) County Attorney will be contacted by the Police Department regarding chronic absences

Student attendance can be tracked in PowerSchool. Below is a list of codes used:

EXC	Excused Absence
ILL	Illness
MD	Medical/Dental Appointment
ACT	School Activity
TEX	Excused Tardy
OSS	Out of School Suspension
UNV	Unverified Absence
TUN	Unexcused Tardy

Transfers/Withdrawals

Before a student withdraws or transfers parents/guardians must notify the registrar of where and when the student is moving. Please contact the office at least 1 day prior to leaving so that proper checkout procedures may be accomplished and all school property returned. The parent **MUST** sign an official withdrawal slip.

Change of Information

Please notify the office of any change in phone number, physical address, or e-mail address. It is important to have this information to keep lines of communication open and in case of an emergency.

Family Education Rights Privacy Act (FERPA)

Parents should be aware that FERPA forms are available should anyone desire restrictions concerning personal information and the disclosure of material to the media, etc. A parent may request that their student not be photographed or that his/her name or personal information not be disseminated. Please note that this could also include omission from the yearbook. Additionally, we are required by the State to inform parents that an AHERA plan is available at the office for your perusal. Copies of school inspections are also available.

Communication

In an effort to alleviate classroom interruptions we request that parents limit phone messages to students for **emergencies only**. If a message **MUST** be given to a student please be sure to give the office enough time to get the message delivered. Items may be dropped off at the office to be delivered to students. Parents must check in at the main office before entering hallways.

Please note: If a call from the school shows up on caller I.D., we have no way to determine who made the call. Please listen to messages before calling the school. If there is no message assume it is not an emergency.

Guests/Visitors

As part of campus security, all visitors are required to check into the Office for an official Visitor Badge. Parents wishing to visit a classroom need to obtain the principal's permission beforehand. Students **are not allowed** to bring guests to school classes.

Books & Supplies

Textbooks are provided by the school district. Teachers appreciate any assistance parents may give for specific supplies needed for their class. Students will be advised by their teacher what may be required. Students are responsible for textbooks. If a book is lost or damaged beyond reasonable wear, a charge will be issued.

Lost & Found

Misplaced items will be turned into the Lost and Found located near Exit 2. Unclaimed items will be donated to a charitable organization at winter break and the end of the school year.

2018-2019 GRADING PERIODS

Quarter 1	Aug. 2 – Oct. 5
Quarter 2	Oct. 15 – Dec. 21
End Semester 1	
Quarter 3	Jan. 7 – Mar. 8
Quarter 4	Mar. 18 – May 23
End Semester 2	

Report cards will be distributed within one school week after each grading period. The last report card will be sent home on the last day of school.

Make-Up Work

Students are afforded an equal number of days to complete work as days missed. It is the student's responsibility to collect schoolwork in advance when they are aware they will be absent.

Character Counts

The 6 Pillars of Character are: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Each month faculty and staff select students who display good character to be honored at a monthly spirit ceremony.

Cafeteria

Food Service has both breakfast and lunch programs at Taylor Hicks. Students can choose from a variety of menu options. While in the cafeteria, students are expected to:

- Deposit all litter in the trash
- Leave the table and floor around the eating space clean
- Keep food and drink in the cafeteria. Food may not be taken outside, into the hallways, or classrooms.

Additional information on the district food and nutrition program as well as free and reduced lunch is available by going to [PUSD Food Service Website](#) or by calling (928) 717-3232.

Bus Schedule

Bus service is provided for students who live beyond 2 miles from the school. Remember, it is a privilege to ride the bus, not a right. Disciplinary action will be taken for misbehavior on the school bus. Unacceptable behavior could result in the suspension of bus privileges. Parents will be responsible for transporting students to and from school should they be restricted from riding the school bus. Students may not leave campus and return to ride the bus. If you have any questions regarding bus schedules please contact the school or bus barn at 717-3229 or visit the [Transportation Website](#).

Nurse

All necessary medication must be cleared and arrangements for dispensation are made through the school nurse.

IN CASE OF EMERGENCY – Every attempt will be made to contact a parent/guardian. If Taylor Hicks cannot reach anyone listed on the student's emergency contact list and it is deemed necessary, the fire department will be contacted. If needed, the student will be transported by ambulance to the hospital. ***Taylor Hicks will not be responsible for cost incurred.***

Fire drills, Lockdowns and Evacuations

In the event of any drill, follow your teacher's instructions and the following simple rules:

- No talking
- No running
- Keep calm
- Listen for instructions
- Proceed to designated areas as explained by teachers

Who to contact regarding:

Classroom issues – Teacher

Grades, homework – Teacher

Discipline/behavior – Teacher/Principal

Curriculum/teacher concerns – Principal

General school information – Secretary

Attendance – Office Clerk

Health issues – School Nurse

Cafeteria/food service – Cafeteria Manager

21st Century Club Information - Sherry Mundinger or Marcy Boone

School Wide Behavior Plan

Putting Research into Practice: Dealing with disruptive behavior has become one of the most pressing issues in schools across the nation. Educators know of the well-established relationship between weak academic achievement and poor social adjustment. The faculty and staff of Taylor Hicks Elementary School are committed to developing a school environment that is both preventative and instructional when it comes to dealing with disruptive behavior. To this end, our school implements a school-wide discipline plan to increase the instructional capacity of students. The plan focuses on a proactive approach to solving problem behaviors. The students are taught appropriate school behavior and the faculty and staff reinforces those desired behavior with Positive Behavior Paws.

TeRRiFiCC Bobcat Goals: All students will be taught the TeRRiFiCC Bobcat Goals:

- Positive & Caring Attitude
- Accepts Responsibility
- Works & Plays Respectfully
- Safety Matters

TeRRiFiCC Bobcat Goals are the main rules at Taylor Hicks. The children are taught how these goals look and sound in all school settings (classroom, hallway, cafeteria, playground, restroom, etc.). Teachers spend much time teaching and modeling the appropriate behaviors, especially the first few weeks of school. The faculty and staff reinforce these appropriate behaviors by giving Positive Behavior Paws to students to redeem for privileges. This proactive approach has documented benefits: less student frustration, fewer suspensions, less violent behavior, less disruptive classroom behavior, less vandalism, improved morale among students and staff, improved attendance and an increased development of students' pro-social skills and responsible behaviors. Each classroom will have a menu of items/activities in which students may cash in their bobcat paws. For example, eat lunch with their teacher, wear slippers to school, sit in the teacher's chair, etc. Most importantly, students learn to take responsibility for their own behavior!

Clip Up / Clip Down Chart:

The clip chart consists of a chart that has been divided into levels; are "Outstanding", "Great Day", "Good Day", "Ready to Learning", "Think About It", "Teacher's Choice", and "Parent Contact." All of the children start the day on "Ready to Learn." Then, during the course of the day, the children move their clothespins up or down the chart, based on the behavioral choices they make. If they are making good choices, they can move their clothespin up a level at a time. Inappropriate behavior would cause them to move down a level. Since the children start in the middle of the chart, they have numerous opportunities to work their way up the chart. This really helps the children realize that they have to have self-control and be responsible for their actions and behavior if they want to be recognized for making good choices. Making it to the top of the chart is not easy, but it is definitely attainable. The children quickly realize how they must conduct themselves in order to achieve this goal.

For more information on the Clip Up/Clip Down Chart visit:

[Clip Up/Clip Down Chart Bare Bones](#)

TeRRiFiCC Character Counts Mission Statement – To improve the ethical quality of society by changing personal and organizational decision-making and behavior.

Character Counts! is a character education framework that provides people with purposeful, pervasive, repetitive, concrete, creative, and consistent efforts in embracing and promoting the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Character Counts! is a nonprofit, not religious or political program; it is a powerful means to advance curricular and behavioral goals.

Parent Support: The faculty and staff of Taylor Hicks Elementary School needs you to join us in a cooperative and supportive effort to provide a safe school and a classroom conducive to learning.

Discipline Policies

Any behavior that interferes with or disrupts the educational process will be handled according to frequency and severity of the offense with disciplinary measures imposed at the discretion of the administrator.

The Taylor Hicks Administration reserves the right to determine discipline to whichever level is deemed to be appropriate for the infraction committed.

An attempt will be made to contact parent/guardian by phone for any out of school suspensions and/or incidents involving a violation of law. Discipline action by a school administrator or law enforcement officer is not contingent on parental contact or consent. (PUSD Policy J.H)

Arizona School Laws/Arizona Revised Statutes:

District Policy is based on A.R.S, which directs and regulates how schools handle violations of the law that protect students and staff in public schools. A.R.S. 15-341 General Powers and Duties: A. The governing board shall: 1. Hold pupils to strict account for disorderly conduct on school property. 13-2911 Interference with the peaceful conduct of educational institutions; A. Students may be charged with a Class 1 misdemeanor. Violations of Public Law will be considered a violation of District Policy. Of particular importance is 15-507 Insult or abuse of a teacher, administrator or staff member in school; may be charged with a Class 3 misdemeanor. 15-841 B A pupil may be expelled for continued open defiance of authority or continued disruptive or disorderly behavior.

Bullying

Bullying is **NEVER** acceptable. For information on the Arizona State Statues regarding Bullying please visit [ARS 15-341 \(A\) \(37\)](#). You can also visit the [Arizona Department of Education Bullying Prevention Website](#) for additional information and resources.

Taylor Hicks Discipline Matrix

The following is a guide for possible disciplinary measures at Taylor Hicks. Absence from the list of additional misbehaviors does not preclude disciplinary action, nor does it imply limitations to the disciplinary action. (PUSD policy J-4634 JK-ED)

NOTE: This matrix is designed to be progressive in nature, however administration reserves the right to use administrative review when deemed necessary.

Level 1 Infractions	Consequence Options:
Classroom Disruptions Defiance Disrespectful Behavior Dress Code Violation Electronic Devices/Cell Phones/Toys Lying/dishonesty Inappropriate Language Not following Directions Rough Play Teasing Violation of School Policy	Verbal Warning Clip Down Parent Conference Think Sheet Apology Teacher/Student Conference Teacher/Parent/Student Conference Loss of Privilege School/Community Service Behavior Plan Confiscation of property Zero Credit Referral to counselor or peer mediation Restitution <i>Note: An accumulation of Level 1 Infractions may result in Level 2 or 3 consequences.</i>

Level 2 Infractions	Consequence Options:
Bullying Cheating Forgery Insubordination Lying Minor Aggressive Act (Hitting) Network Infraction Severe Defiance/Disrespect Severe Disruption Plagiarism Refusal to Complete Assignments Repeated Discipline Violations Theft Unexcused Absence(s) Unsafe Behavior Verbal Provocation	Clip Down Think Sheet Teacher/Student Conference School/Community Service Behavior Plan Restitution In School Suspension (ISS) Out of School Suspension (OSS) Long Term Suspension Expulsion <i>Note: An accumulation of Level 2 Infractions may result in Level 3 consequences.</i>

Level 3 Infractions	Consequence Options:
Arson Criminal Behavior Dangerous Items Ethnic Slurs Fighting Graffiti Haraasment Hazing Major Disruption of the Educational Process Possession of Stolen Property Out of Bounds (Off Campus) Theft	*Mandatory parent conference. In School Suspension (ISS) Out of School Suspension (OSS) Long Term Suspension Expulsion Referral to Law Enforcement

NOTE: It is not practical or feasible to include all possible student behaviors that may be deemed inappropriate or against school rules. Therefore, any misconduct not specifically cited in this code is subject to definition and judgment of the building administration.

Dress Code

The administration and staff reserve the right to employ administrative judgment in disallowing any clothing, accessories, jewelry, backpacks, and/or notebooks which could include any trends or fads that are distracting to the educational process, atmosphere, climate, or that pose a safety issue.

The PUSD motto is Dress for Success. Our objective is to promote personal safety and personal hygiene, encourage positive behavior and respect for self and others, promote positive peer images, and show respect for family and community expectations.

This dress code is in effect during school hours and during school events. Exceptions to portions of the dress code may be allowed during designated school spirit days or other events at the discretion of the administration.

The following are allowed:

- Shoes or sandals with a back must be worn at all times.
- All shorts and skirts must be mid-thigh. Modesty and decency will be considered in determining appropriateness.
- Sleeveless shirts, blouses, and dresses are allowed as long as the strap of the attire is the width of a credit card and undergarments are not exposed. No Razor back t-shirts.
- Shirts with low cut necklines cannot be lower than the armpit. Armholes must not fall below 2 inches from the armpit.
- Untucked shirts must cover the midriff when arms are raised above the head. (No bare midriffs)
- Pants, shorts and skirts must fit natural at the waist with no low-riding waist.

The following are not allowed:

- Clothing with obscene words, slogans, double meanings, sexual content, acts of violence. or anything that can be interpreted as immodest or indecent.
- Any clothing promoting the use of, advertising for, or depicting alcohol, tobacco, or drugs.
- Any type clothing, head covering, hand signs or gestures interpreted as gang membership/affiliation.
- Head coverings, including but not limited to hats, hoods, beanies, doo-rags, bandanas may not be worn inside any of the buildings at anytime during the school day or school functions.
- No sunglasses may be worn indoors.
- Articles of clothing or jewelry, which cause damage, maintenance problems, or present any safety concerns.
- Jeans with holes may not violate the mid-thigh dress code rule.
- Chains are not allowed on wallets or hanging out of pockets.
- Make-up, perfume, cologne, hairspray, body spray and all personal hygiene items are not allowed in class or hallways.
- Boy's shirts must have sleeves; no tank tops or sleeveless shirts are allowed. If sport jerseys are worn they need to have a t-shirt underneath.
- Visible temporary or permanent tattoos.
- Shoes with heelies (rollers), cleats or studs.

Cell Phones/Electronic Devices/Toys

Cell phones should not be visible or heard at anytime on school grounds. If parents allow their children to carry a cell phone for emergency purposes while walking home or at the bus stop, it should remain off and in the student's backpack while at school. If it is heard or seen, it will be confiscated and held at the office until the end of the day. On the second violation, parents/guardians will have to pick up the cell phone.

Electronic devices such as iPods, iPads, MP3 players, gaming systems, etc. are not allowed at school or on field trips.

Personal items such as toys, trading cards, or personal items not related to the classroom should be kept at home.

Students should not bring anything of value to school or on the bus. Taylor Hicks will not be responsible for stolen or misplaced items.

2018-19
School- wide
Title I
Parent Handbook



Taylor Hicks Elementary School
PARENT/STUDENT/TEACHER COMPACT
2018-2019

PARENT/GUARDIAN AGREEMENT

As the parent/guardian of _____ I agree to:

- Build a partnership with the school to help my child achieve the state's high standards.
- Ensure that my child has had adequate sleep, breakfast and is dressed appropriately for school.
- See that my child arrives to school on time and attends regularly.
- Have a designated time, place and method for checking my child's papers and homework daily.
- Read to or with my child for 15 minutes a day, at least 4 days per week.
- Maintain communication with my child's teacher(s).
- Require my child to be responsible for his/her behavior, attitude and effort at school and home.
- Notify the school of any changes in contact information.
- Support the school in its efforts to maintain discipline and a safe learning environment.
- Make sure my child is present for state required tests.

Signature: _____

Date: _____

STUDENT AGREEMENT

It is important that I work to my ability; therefore I will strive to do the following:

- Build a partnership with my teachers and parent(s) to help myself achieve the state's high standards.
- Accept responsibility for my behavior, choices and attitude at school and home.
- Attend school regularly and always work to the best of my ability.
- Come to school each day dressed appropriately with a backpack/binder, books, parent/teacher notes, and be prepared for learning.
- Complete and return all homework assignments.
- Show respect for my school, others, and myself by following school rules.
- Agree to spend at least 15 minutes reading each day.

Signature: _____

Date: _____

TEACHER AGREEMENT

It is important that students achieve; therefore I will strive to do the following:

- Build a partnership with the student and parent to help the student achieve the state's high standards.
- Provide alternative teaching strategies and remediation opportunities for all students while respecting all students.
- Provide specific skill instruction as well as the opportunity to practice skills at the appropriate level.
- Provide a climate in my classroom that is conducive to learning.
- Communicate with parents through conferences, progress reports, report cards and by phone.
- Provide ideas you can use at home to help your child; ensuring regular two-way meaningful communication.
- Provide reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Signature: _____

Date: _____

Program Description

Overview

The goal of the Title I program is to improve student achievement in the areas of reading comprehension, language (writing), and math with an emphasis on early' intervention. Taylor Hicks Elementary School also supports the Arizona Department of Education goals of:

1. Implementation of best practice strategies.
2. Use of effective methods and instructional strategies that are based on scientifically based research.
3. Implementation of a whole school needs assessment.
4. Activities and programs at the school to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.
5. On-going professional development of teachers, administrators, and paraprofessionals.
6. Strategies to attract highly qualified teachers.
7. Instruction by highly qualified teachers and paraprofessionals.
8. Strategies to increase parental involvement.
9. Plan for transitioning preschool children from early childhood programs to elementary school and elementary school to middle school.
10. School support team or external technical assistance.
11. Coordination of budget resources.

Selection and Placement

Kindergarten

Utilizing District Benchmark Assessments and teacher referral, students are placed in small group instruction.

Grades 1-4

All students in Tier 3 (lowest 25th percentile) are identified for service (Corrective Reading, ELL, Special Education). Tier 2 students will also be identified for classroom and/or corrective reading services.

- STAR Reader
- Galileo & DIBELS Benchmark Assessments
- Teacher input
- Multiple measures as needed for diagnostic purposes
- Parent input

A rank order list (for reading/language) will be established for each grade level (1-5) using the District Benchmark Assessment scores. Eligible students are placed in the program according to their order on the list, with the lowest scoring student being the first to be considered for placement until all vacancies are filled. Students enrolled in other programs (ELL, Sp. Ed., etc.) will be considered for placement in the program after consultation with the special area teacher and if openings in the program exist. Students may be placed in or exited from corrective reading services based upon need and assessment measures throughout the year.

Exit Criteria

Students may be exited from the program utilizing teacher input and quarterly benchmark score, and/or progress monitoring scores from District Benchmark Assessments,

and/or

They are able to demonstrate the ability to make adequate classroom progress as determined by the reading specialist and the classroom teacher. Such progress shall be demonstrated by:

- Phonemic awareness
- Comprehension
- Vocabulary
- Phonics
- Fluency

Program Description

Kindergarten

The Corrective Reading teachers and will provide differentiated curriculum in a pull-out setting. During this small group time, instruction will focus on:

- Language development
- Phonics
- Early math concepts
- Phonemic awareness
- Reading readiness

First Grade

The Corrective Reading teachers and will provide differentiated curriculum in a pull-out setting. This small group instruction will focus on:

- Language development
- Comprehension
- Emergent reading skills
- Phonemic awareness
- Fluency
- Writing/Spelling
- Phonics
- Vocabulary
- Barton Reading
- Reading readiness skills

Grades Two through Four

In these grades, the Corrective Reading teachers will use the pull-out model to implement the following research-based reading:

- Small group instruction, focusing on specific instructional level and skills needs of students.
- Reading comprehension instruct
- Phonics, Phonemic Awareness and Spelling instruction, as deemed necessary.
- Barton Reading
- Sondag System
- Boosting vocabulary and reading fluency through group discussion and repeated reading of familiar text.
- Phonics and Spelling practice

Transition Plans

Preschool to Kindergarten Transition:

A transitional Kindergarten Parent Information Evening is held annually to discuss strategies both parents and teacher can use to smooth the transition for students entering Kindergarten. Further, each student who enrolls in Kindergarten is briefly assessed using a Brigance screener to determine their level of need for support in developing early literacy and numeracy skills. We use this data not only to balance classes for student benefit, but to focus early on with students who need to fill early gaps in their skills in order to be on par with their peers. These students receive not only additional teacher attention and support, but 1-1 work with Instructional Aides.

4th Grade Transition to Middle School:

Taylor Hicks faculty prepares students for the transition from elementary school to middle school in several ways. Starting in 2nd grade, students participate in a block schedule similar to that of middle school. This process requires the students to adapt to various teaching styles, classroom structures, group dynamics, and be personally responsible for keeping track of materials and assignments. The RTI team communicates with middle school RTI teams about children who were carried on the data review roster in order to support a successful transition and share employed intervention strategies. The fourth grade class visits the Middle School campus to familiarize themselves with their new school. Middle school teachers visit the fourth graders at Taylor Hicks to discuss middle school expectations and answer any questions they may have. The middle school orchestra and choir visit Taylor Hicks to acquaint fourth graders with some extracurricular activities that will be available to them.

Parent and Family Engagement Policy

Annual Title I Parent and Family Meeting

Meeting will be scheduled at a convenient time in which all parents of participating children will be invited and encouraged to attend, to inform parents/guardians of their school's participation School-wide Title I Program, explain the requirements of Title I, the right of parents to be involved in the planning, review and evaluation of the school's Title I Program, describe and explain the curriculum used in the school and the forms of academic achievement used to measure student progress.

Meeting Times

Flexible scheduled meeting times will be established with the option of child care provided to increase parent/guardian participation.

Schoolwide Program Plan

Under section 1114(b) if the the plan is not satisfactory to parents of participating children, submit parent comments on the plan when the school makes the plan available to School District.

Home Reading Program

Read a minimum of four days each week for at least fifteen minutes per day with family involvement.

Back to School Night (Fall)

Parent information night: Parents/guardians are given a School-wide Title I Program Description and sign a Parent/Student/Teacher Compact. All components of the program are explained and parents' questions/concerns are addressed.

Parent College & Career Readiness Standards Nights

A parent/child workshop for families to gain an understanding of classroom expectations for students.

Parent Data Interpretation Night

Parents will receive information to facilitate understanding of District Benchmark Assessments.

Quarterly Progress Reports

Reports are sent home with classroom report cards, with evaluations and comments on areas of progress and/ or concern for each child.

Open House (Spring)

Classroom and Corrective Reading teachers will be available to meet with parents.

Parent Conferences

All teachers meet the parents of their students during scheduled fall parent conference times. Conferences with Corrective Reading teachers are available, either individually or with the classroom teacher. Communication is facilitated through phone calls, as needed.

Staff Development

The teachers and staff at Taylor Hicks Elementary School will have the opportunity to attend conferences and workshops throughout the year to promote his/her own knowledge and to promote research based practices for all students. Information learned by individual staff members will then be shared with the Taylor Hicks faculty during staff meetings and/or professional development workshops.

All teachers will attend professional development workshops and workshops on standards based curriculum and testing.

All classroom and Corrective Reading teachers will work collaboratively during regularly scheduled grade level meetings throughout the year.

Evaluation Component

Program effectiveness will be evaluated by:

- District Benchmark Assessments
- AZ State Standardized tests
- Participation in parent activities
- On-going data analysis of student achievement and instructional practices by the Intervention Team through the MTSS process.
- Annual school needs assessment results
- Annual parent survey results

Parents Right to Know

We are pleased to notify you that in accordance with the *Title I Section 1111 (h) (6)*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Should you have any questions, feel free to contact Kelsey Secor, principal, and she will be happy to assist you.