



Project **Encore**

**Welcome
Packet**

Project Encore – Music Family Checklist

- | | |
|---|--|
| 4-6 weeks before the term starts | <input type="checkbox"/> Register for a group class (www.ProjectEncoreAZ.org) |
| | <input type="checkbox"/> Discuss special needs or accommodations with program staff |
| Week 1 | <input type="checkbox"/> Prepare student with class materials (pencil, folder) and review check-in/out procedure with your student |
| | <input type="checkbox"/> Attend the last 5-10 minutes of the first class/lesson for an introduction from the instructor |
| Week 2 | <input type="checkbox"/> Encourage your student to practice at home |
| Week 3 | <input type="checkbox"/> Encourage your student to practice at home |
| Week 4 | <input type="checkbox"/> Check the concert schedule to confirm your day and time |
| | <input type="checkbox"/> Encourage your student to practice at home |
| Week 5 | <input type="checkbox"/> Attend the last 5-10 minutes of the class/lesson to talk with your student and their instructor about progress & the end-of-term concert. |
| | <input type="checkbox"/> Benchmarks for each class level will be sent home with student |
| | <input type="checkbox"/> Encourage your student to practice at home |
| Week 6 | <input type="checkbox"/> Priority registration for current students opens for following term |
| | <input type="checkbox"/> Encourage your student to practice at home |
| Week 7 | <input type="checkbox"/> Encourage your student to practice at home |
| Week 8 | <input type="checkbox"/> General registration for students opens for following term |
| | <input type="checkbox"/> Encourage your student to practice at home |
| Week 9 | <input type="checkbox"/> Encourage your student to practice at home |
| Week 10 | <input type="checkbox"/> Encourage your student to practice at home |
| Concert Week | <input type="checkbox"/> Attend your student's concert! |
| | <input type="checkbox"/> Complete survey to give your feedback. Watch for survey link in email. |

Welcome!

At Project Encore AZ, we believe families' lives are transformed through the power of music. Family engagement in a student's music education is vital. Thank you for your support and commitment to Project Encore AZ. We are grateful to have you as part of our musical family!

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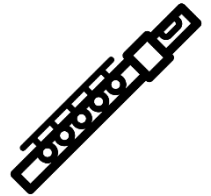
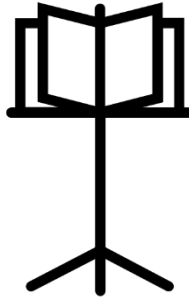
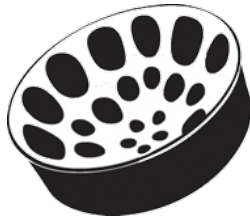
A. Choosing the Right Class

What We Teach

Group Classes

Steel Pan Drumming, Taiko (Japanese Ensemble Drumming), World Drumming, wind instrument ensembles and preschool-age programs (class availability may vary from term to term).

Each class is 45 minutes long, meets once a week, and most have a max enrollment of 12 students.



Our Instructors

A positive relationship between the student and the instructor is foundational to learning.

Families should not only ask their student about how their music skills are progressing and their continued excitement about their lessons/classes, but should also talk with them about their relationship with their instructor. It's also helpful for families to talk with instructors or program staff about how their students learn best and if there are accommodations that can be made to support their success.

Current instructor biographies and photos can be viewed on our website.

A. Choosing the Right Class

Our Classes

Early Childhood

(Classes offered may vary from term to term based on instructor availability)

We believe family bonding and engagement with music should start early. Families with toddlers and preschoolers can enroll in classes in our Early Childhood program.

Some examples of our Early Childhood classes are: Family Music and Movement offers children (ages 1-4) and their families the opportunity to sing songs, read some of their favorite stories, and discover the joy in meeting music and tales from around the world.

More information about these and other Early Childhood classes are on our website.

Benchmarks

For school-age students that are **not** new to music or are not sure where they fit, families should take a look at our benchmark system. Students are grouped by age and experience levels. Note: depending on enrollment numbers, not all age/experience level classes may be offered every term.

- Beginners should enroll in a “Roots” level class.
- Students who have mastered some basics should enroll in a “Rollers” level class.
- Students who have been learning an instrument for more than a year and are ready for mastery are placed in a “Rockers” level class.

There is more to learn about the Benchmarks on page 9.

B. Registration

Project Encore AZ - Music offers classes in 4 seasonal terms each year. Each term is 9-10 weeks, with an additional week for student concerts.

Priority Registration

Students who are currently enrolled get special, advanced access to group registration for the next term. This is called "Priority Registration." We offer Priority Registration to support scheduling consistency for families who want to work with the same instructor/class at the day and time that works best for them. Priority Registration is only accessible for a week and usually opens 1-2 weeks before General Registration. Example below:

JULY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

Summer Term

▼ Priority Registration opens for Fall Term

AUGUST 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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			

Fall Term begins

General Registration

General Registration for the following term opens up during week 8 of the current term. For example, registration for fall classes and lessons opens in August for a start of term in late September. Example below:

JULY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

Summer Term

AUGUST 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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					

★ General Registration opens for Fall Term

SEPTEMBER 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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			

● General Registration closes for Fall Term

Fall Term begins

For registration dates, find our program calendar at ProjectEncoreAZ.org

D. Attending Classes

Families are invited to attend part of class the first week of term to meet and learn more from their student's instructor first-hand. Families have up until the end of week 2 of term to change classes. Families can receive a prorated refund if they withdraw at least 24 hours before the third class.

First Week of Term

- Check-In** When students arrive for class they are expected to stay in the lobby until their instructor opens the door to the rehearsal space. Our classes and lessons are booked back-to-back, so being on time is really important!
- Absences** If you know your student will be absent, please let us know before the class has begun by calling/texting 520-222-8869. We do not offer make-up classes.
- Materials** Students should bring a pencil and a folder for notes, practice logs, and printed music or worksheets provided by their instructor.

During Lessons

Accompaniment

Families of students aged six and under are required to stay in the building. We ask those enrolled in Early Childhood family classes to stay with their children at all times. Families are welcome to wait in our lobby, outside porch areas or visit the bookstore if it is open.

Folks not participating in the class or lesson (parents, siblings, etc) can be distracting to the student, so it's best to wait in the appropriate areas.

Parents who are interested in speaking with an instructor or observing the lesson should let the instructor know in advance as much as possible.

While waiting for students, we expect visitors to be safe, kind, responsible, and respectful.

After the Lesson

- Check-out** When class is over, students will need to have their designated adult(s) pick them up.

E. Student Conduct

Students are expected to be safe, kind, responsible, and respectful.

Conduct Examples

Students will be respectful of themselves and others.

Students will treat Project Encore AZ's musical instruments, equipment, building, and grounds with the utmost respect and care.

Students will respect and listen to Project Encore AZ's instructors, staff, and volunteers.

Students will use only respectful, appropriate, inclusive, and supportive language when addressing Project Encore AZ fellow students, instructors, staff, and volunteers.

Students will not engage in any dangerous or inappropriate activities that are harmful to themselves or others.

Students will display appropriate behavior in waiting areas before and after class.

Students will only play or use Project Encore AZ equipment when directed by instructors and staff.

F. Practicing at Home

Music lessons alone do not make a student a better musician. Instructors provide guidance, tips, and advice on how to play something, but musical growth comes from a consistent, well-structured practice routine at home.

Any student who wishes to progress on their instrument will need to spend countless hours developing their skills and knowledge. Positive encouragement and creating fun challenges with rewards will help students work towards their musical goals.

My Music Staff App

Using My Music Staff App

It's been said: "If you aim for nothing, you'll achieve it every time." It's important to set a goal for each practice session. What are you trying to achieve? Ask your teacher to help set some goals for you for your practice sessions.

For group lessons, we use the My Music Staff website to give feedback and access to additional practice audio and sheet music. Your instructor will give you information on how to access this essential resource.

Log-in Link from website: www.ProjectEncoreAZ.org/login

iPAD For Score App

Inquire with your instructor if they are using the [forScore iPad app](#). This can also be used for in-class instruction for sheet music.

G. Benchmarks

During week 5 of term, instructors will again invite families into class to cover what they've worked on thus far. At the same time, instructors complete benchmark assessments for all group class students. Benchmarks are a chance to check in on the progress students have made and make recommendations for registration in the next term. Benchmarks for each class level will be sent home with the students during this week.

ROOTS

Are you new to this instrument?

Roots level classes introduce instrument basics and key foundational skills. Students can expect to spend, on average, up to four terms in a Roots level class before moving on to the more intermediate Rollers level.

ROLLERS

Have a little experience with and basic knowledge of an instrument?

Rollers classes focus on intermediate level content and building consistent use of foundational skills. Students can expect, on average, to spend several terms at the Rollers level, often a full year as they grow and develop their musical strength and confidence. Enrollment in a Rollers class requires instructor recommendation. New students can request an assessment to determine the best level for their first class.

ROCKERS

Have you been playing for at least a year and have a solid foundation on your instrument?

Rockers classes move beyond foundational skills into more advanced mastery of a particular instrument. The class also focuses on skills necessary for playing in an ensemble or band. Length of time in a Rockers class varies from student to student depending on independent goals. Students who have mastered the Rockers benchmarks typically move into our performing groups. Enrollment in a Rockers class requires instructor recommendation. New students can request an assessment to determine the best level for their first class.

For more information about our class levels and to view instrument benchmarks, visit our website at ProjectEncoreAZ.org.

G.1 Taiko Benchmarks

During week 5 of term, instructors will again invite families into class to cover what they've worked on thus far. At the same time, instructors complete benchmark assessments for all group class students. Benchmarks are a chance to check in on the progress students have made and make recommendations for registration in the next term. Benchmarks for each class level will be sent home with the students during this week.

The following benchmarks are a guide and not a definitive outline of what needs to be achieved to move into the next level. There are sub-skills within each benchmark to help students progress. Benchmarks are fluid as we keep developing our group classes.

For more information about our class levels and to view instrument benchmarks, visit our website at ProjectEncoreAZ.org.



TAIKO ROOTS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

___ Bachi grip and stroke

___ Kata

___ DON/DOKO/KA/KARA/TSU

___ Right hand/left hand stickings

___ Demonstrate ability to play at least **2** songs in Level 1 repertoire

Comments:

JIUCHI SKILLS:

___ Jiuchi - Straight

___ Jiuchi - Swing

Comments:

LANGUAGE SKILLS:

___ Phrases – Entering / Exiting

___ Phrases – Counting 1-10

___ Phrases – Bow-In / Bow-Out

___ Phrases - Kiai

___ Phrases - Kuchishoga

Comments:



TAIKO ROOTS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

DRILL REPERTOIRE:

- Warm-Up Roll
- Bachi Clicks
- Isolation Drill
- Kenny Endo's Renshu
- Tanaka Sensei's Renshu
- "Mark's Evil Sticking Drill v1" by Mark Rooney
- "Mark's Evil Sticking Drill v2" by Mark Rooney
- Zoku Drill
- "Dusseldorf Bayashi" by Monica Baumgardner
- Don-Ka Drill
- 1-Minute Drill

Comments:

LEVEL 1 SONG REPERTOIRE:

- "Aki Bayashi" Traditional (Chu Part)
- Aki Bayashi (Ji)
- "Ogi Matsuri" (Chu Part)
- Ogi Matsuri (Ji)
- "Tucson Ondo" by Karen Falkenstrom (Chu Part)
- Tucson Ondo (Ji)
- Tucson Ondo (Dance)

Comments:



TAIKO ROLLERS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- All the ROOTS benchmarks
- Dorotsuku/Dorokara/Dondoko
- Comfortable with solo-ing
- Stage presence (smiling, kata)
- Demonstrate ability to play at least **2** songs in Level 2 repertoire

Comments:

JIUCHI SKILLS:

- All the ROOTS benchmarks
- Jiuchi - Buchiawase
- Jiuchi – Stepping Stones
- Jiuchi – Matsuri
- Jiuchi - Raku

Comments:

LANGUAGE SKILLS:

- All the ROOTS Benchmarks

Comments:



TAIKO ROLLERS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

DRILL REPERTOIRE:

- All the ROOTS benchmarks
- Tony Trepasso's Movement Drill
- Tanaka Sensei's Partner Drill
- Tiffany's Doro Tsuku Drill
- Kristy's Multi-Drum Drill
- Forest Festival Drill

Comments:

LEVEL 2 SONG REPERTOIRE:

- All the ROOTS benchmarks
- "Stepping Stones" by Oliver Kirby (Chu Part)
- Stepping Stones (Shime Part)
- "Matsuri" Traditional arr. Odaiko Sonora (Chu Part)
- Matsuri (Fue Part)
- Matsuri (Shime Part)
- "Korekara" by Michelle Fuji and Walter Clarke (Chu Part)
- Korekara (Shime Part)
- "Raku" by Chabo-san of Shidara (Shime Part)
- Raku (Chu Part)

Comments:



TAIKO ROCKERS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

___ All the ROOTS and ROLLERS benchmarks

___ Odaiko (playing upstand)

___ Shime-daiko (beta and seated)

___ Katsugi Okedo

___ Naname style

Comments:

JIUCHI SKILLS:

___ All the ROOTS and ROLLERS benchmarks

Comments:

LANGUAGE SKILLS:

___ All the ROOTS and ROLLERS Benchmarks

Comments:



TAIKO ROCKERS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

DRILL REPERTOIRE:

___ All the ROOTS and ROLLERS benchmarks

Comments:

LEVEL 3 SONG REPERTOIRE:

___ All the ROOTS and ROLLERS benchmarks

___ Kachidoki (Chu Part)

___ Kachidoki (Shime Part)

___ Kachidoki (O Part)

___ Soma (Chu Part)

___ Soma (Solo Part)

___ Tsutsujin (Chu Part)

___ Tsutsujin (Shime Part)

___ Tsutsujin (O Part)

___ Sho Sai Myo (Chu Part A)

___ Sho Sai Myo (Chu Part B)

___ Sho Sai Myo (Shime/Narimono Part)

Comments:

G.2 Steel Pan Benchmarks

During week 5 of term, instructors will again invite families into class to cover what they've worked on thus far. At the same time, instructors complete benchmark assessments for all group class students. Benchmarks are a chance to check in on the progress students have made and make recommendations for registration in the next term. Benchmarks for each class level will be sent home with the students during this week.

The following benchmarks are a guide and not a definitive outline of what needs to be achieved to move into the next level. There are sub-skills within each benchmark to help students progress. Benchmarks are fluid as we keep developing our group classes.

For more information about our class levels and to view instrument benchmarks, visit our website at ProjectEncoreAZ.org.



STEEL PAN ROOTS LEVEL

Ages 6-7

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- Mallet grip and stroke
- Good position on the pan (good playing position with hands and feet)
- Right hand/left hand stickings, rolls
- Demonstrate ability to play at least 2 songs in Level 1 repertoire

Comments:

MUSIC SKILLS/THEORY:

- Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)
- Determine by listening if a note is above, below, or the same as another note
- Read and perform rhythmic and melodic patterns using notation.

Comments:

PAN SKILLS:

- Knowing the names of the different pans
- Knowing the basic history of pan
- Knowing the care of pans
- Control over "barking" the pan(s)

Comments:

BONUS SKILLS:

- Play C Major scale
- Play chord triads C major, G major, F major
- Pitch matching (sing back a note played on the piano)
- Identify sharp, flat and natural accidental signs



STEEL PAN ROOTS LEVEL

Ages 8-12

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- Mallet grip and stroke
- Good position on the pan (good playing position with hands and feet)
- Right hand/left hand stickings, rolls
- Demonstrate ability to play at least 2 songs in Level 1 repertoire

Comments:

MUSIC SKILLS/THEORY:

- Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)
- Determine by listening if a note is above, below, or the same as another note
- Maintain a steady beat while playing individually and with others: whole, half, quarter, eighth and corresponding notes in simple meters
- Perform literature from memory

Comments:

PAN SKILLS:

- Knowing the names of the different pans
- Knowing the basic history of pan
- Knowing the care of pans
- Control over "barking" the pan(s)

Comments:

BONUS SKILLS:

- Play C Major scale
- Play chord triads C major, G major, F major
- Pitch matching (sing back a note played on the piano)
- Identify sharp, flat and natural accidental signs



STEEL PAN ROOTS LEVEL

Ages 13-18

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- Mallet grip and stroke
- Good position on the pan (good playing position with hands and feet)
- Right hand/left hand stickings, rolls
- Demonstrate ability to play at least 2 songs in Level 1 repertoire

Comments:

MUSIC SKILLS/THEORY:

- Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)
- Determine by listening if a note is above, below, or the same as another note
- Maintain a steady beat while playing individually and with others: whole, half, quarter, eighth and corresponding notes in simple meters
- Perform literature from memory
- Perform independent parts while others play contrasting parts

Comments:

PAN SKILLS:

- Knowing the names of the different pans
- Knowing the basic history of pan
- Knowing the care of pans
- Control over "barking" the pan(s)

Comments:

BONUS SKILLS:

- Play C Major scale
- Play chord triads C major, G major, F major
- Pitch matching (sing back a note played on the piano)
- Identify sharp, flat and natural accidental signs



STEEL PAN ROOTS LEVEL

Adult

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- Mallet grip and stroke
- Good position on the pan (good playing position with hands and feet)
- Right hand/left hand stickings, rolls
- Demonstrate ability to play at least 2 songs in Level 1 repertoire

Comments:

MUSIC SKILLS/THEORY:

- Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)
- Determine by listening if a note is above, below, or the same as another note
- Maintain a steady beat while playing individually and with others: whole, half, quarter, eighth and corresponding notes in simple meters
- Perform literature from memory
- Perform independent parts while others play contrasting parts

Comments:

PAN SKILLS:

- Knowing the names of the different pans
- Knowing the basic history of pan
- Knowing the care of pans
- Control over “barking” the pan(s)

Comments:

BONUS SKILLS:

- Play C Major scale
- Play chord triads C major, G major, F major
- Pitch matching (sing back a note played on the piano)
- Identify sharp, flat and natural accidental signs

Comments:



STEEL PAN ROLLERS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- Maintain Roots level benchmarks
- Demonstrate ability to play at least 2 songs in Level 2 repertoire
- Explore simple improvisation

Comments:

MUSIC SKILLS/THEORY:

- Maintain Roots level benchmarks
- Identify all of the line and space note names on the treble clef
- Understand how to read chord markings/boxes
- Understand song form (verse, chorus, repeats, etc...)

Comments:

PAN SKILLS:

- Maintain Roots level benchmarks
- Identify different music styles (soca, reggae, pop, samba, calypso, etc...)
- Demonstrate the proper storage of pans
- Demonstrate proper set-up/tear-down of pans

Comments:

BONUS SKILLS:

- Maintain Roots level benchmarks
- Ear training: Pitch matching/sing back a simple melodic phrase
- Identify line and space notes on the Grand Staff
- Identify sharp, flat and natural accidental signs

Comments:



STEEL PAN ROCKERS LEVEL

Student Name

Instructor Name

Term

Date

Class Recommendations (check all that apply)

ROOTS

ROLLERS

ROCKERS

TECHNIQUE:

- Retention of all Roots/Rollers benchmarks
- Play a complete song without stopping/losing place
- Demonstrate ability to play at least 2 songs in Level 3 repertoire

Comments:

MUSIC SKILLS/THEORY:

- Retention of all Roots/Rollers benchmarks
- Determine by listening if a chord is major or minor
- Identify intervals by ear

Comments:

PAN SKILLS:

- Retention of all Roots/Rollers benchmarks
- At least Roots level skills on at least 1 other pan set

Comments:

BONUS SKILLS:

- Count the group into song
- Demonstrate proper dynamics
- Demonstrate knowledge of song form (verse, chorus, repeats, etc...)
- Ear training: Pitch matching/sing back a simple melodic phrase)

Comments:

H. Student Concerts

At the close of each term, Project Encore AZ hosts a week-long student concert series to showcase the hard work and dedication of our students.

Private Lesson Students

During week 4 of the term, Private Lesson students will be invited to sign up for a concert time. Not every Private Lesson student participates in concerts. It's up to the student, their family, the instructor, and availability.

Group Lesson Students

Group Class students will be scheduled for a concert on the same day of their regular class but the time may be slightly different. In some instances, we do need to place a class concert on a different day to fit them in. The full concert schedule will be published and shared with families during the 4th week of the term

Attending the Concerts

The performers at each concert will be a mix of ages, skill levels, and instruments. We encourage families to stay for their whole concert, even after their performer is finished. All the performers deserve an audience. Staying also allows your student to see what other students are working on

Visit our website to view concert schedules for each term.

H. Policies - General

Student Accounts

All Project Encore AZ participants must have an up-to-date student account in JackRabbit, our online registration software. Account creation and updates can be done online. Project Encore AZ staff will only provide student information to adults listed on the student's account. If a parent/guardian wishes to allow other caregivers (grandparent, nanny, etc) to access student information, enroll a student, or make changes to registrations, the caregiver must be listed as an Authorized Caregiver on the family's account.

Registration

Registration is required for participation in any Project Encore AZ activity and must be completed before a student begins. Registration can be completed through the links online at www.ProjectEncoreAZ.org

Parent/Guardian Responsibilities

Supervision

Parents and guardians are responsible for the actions and behavior of students at all times while in the building and on the 88 S. 1st Street grounds. Parents and guardians will be required to cover the cost of repair or replacement of any damaged Project Encore AZ equipment, instruments, or facilities if the damage was caused by them or their student(s).

Photo and Video

Project Encore AZ occasionally uses publicity photographs and audio/video footage in its effort to help bring music education opportunities to students. By registering for a class, you irrevocably grant Project Encore AZ and its duly appointed agents the absolute right and permission to copyright and/or publish or use photographic portraits, pictures and audio or video footage of you or your child, or in which you or your child may be included in whole or part, or composite or distorted in character or form in conjunction with your name or a fictitious name, or reproduction thereof in color or otherwise, made through any media, for art, advertising, or any other lawful purpose whatsoever.

You also grant Project Encore AZ the same right and permission to use any statements or testimonials made by you

H. Policies – General (cont.)

Discontinuation

Project Encore AZ reserves the right to discontinue a student at any time for failing to meet our Attendance Policy (see separate policy), non-payment of fees, or breaking the Student Code of Conduct (see separate policy).

No refund will be given. If the student is discontinued for non-payment of fees, he or she may enroll again in the next term after the account balance is paid in full. If discontinued due to inconsistent attendance, the student may enroll again for the next term and eligibility for tuition assistance will not be affected.

If discontinued due to failure to follow the Student Code of Conduct, future enrollments will be determined on a case by case basis.

Notice of Non-Discrimination

Project Encore AZ strives to provide programs and services that reflect the cultural diversity of our community. We do not discriminate on the basis of religion, race, color, ethnicity, sex, gender identity / expression, national origin, sexual-orientation, age, disability, veteran status, or other status protected by applicable law.

I. Policies – Attendance

Please read through our attendance policies carefully prior to the start of term. Please call 520-222-8869 with any questions.

Classes Canceled

Project Encore's goal is to make the most appropriate decision for our students, staff and patrons based on available information. We will typically be closed for classes if the Sierra Vista Unified School District closes due to weather conditions. If classes and lessons are canceled due to weather or other circumstances such as instructor absence, a credit will be placed on the student's account for the missed activity. Please see our website and social media sites for school-wide closure reports. In the case that an individual class is canceled, students will be notified by phone and email.

Group Class Students

Attendance Students must pay for all lessons in the course, regardless of attendance.

Families are asked to contact 520-222-8869 regarding any absences as soon as possible.

Unfortunately, due to schedule constraints, it may not be possible to reschedule missed classes.

For an absence to be considered excused, notification must be given on or before the day of the missed class.

Three absences out of four consecutive classes are grounds for being withdrawn from the class without a refund for the remainder of the term.

Students arriving more than 12 minutes (or 1/4 of the class instructional time) past the start time for their class will be marked absent and that absence will be counted toward the three absences policy noted above.

Withdrawals, Refunds, and Credits Full refunds or credits are available until 24 hours before your first class of the term. If you withdraw at least 24 hours before your 3rd class begins, a prorated credit will be issued on your account. If you wish to receive a refund instead of a credit, please contact us.

No credit or refund will be given if your class has met 3 times or it is less than 24 hours before your 3rd class.