

November

2006

NPA

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Current faculty members' resumes are available upon request at the NPA office.

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From the Director

Our Parking Lot

Our parking lot and the drive through lanes can pose some problems during the beginning and ending of the day. Many drivers try to make the best of this by carpooling, coming early to get a prime waiting spot, arriving late after the crowd has diminished, or making arrangements with their children regarding alternate pick-up points.

A representative from the City of Flagstaff has spent time examining our traffic flow in the parking lot and onto the city streets. His comments were that we had made good use of space by using the perimeter of our property to handle traffic and parking. He was in favor of the two lanes, one for drop off and one for pulling through. He was quite complimentary, which is good. However, we still have congestion each morning and afternoon.

One point of concern is that we have veteran drivers and beginning student drivers navigating the same congested area. Hurrying to park, property damage was recently sustained by students. It was not inten-

tional; it was an accident. Excellent news is that the casualties were paint, metal and wood, and not an individual.

With winter snow and ice coming, we would like to ask the following of all drivers:

- Continue to pull as far forward as possible in the left drop off lane before having students exit the vehicles.
- Have students exit on the driver's side so as not to be next to moving vehicles.
- Please drive single file through the two tight turns. Please drive single file with plenty of space between vehicles on the hill. There will be times when this will be slick with ice, causing vehicles to slide.

Snow removal has been arranged. With the potential of "Snow Days" on the horizon, be sure to check the school website, Channel 2 News and KAFF Radio for announcements. Know that we will closely follow FUSD regarding school closing.

From the Counselor

College Search Underway for Juniors

On October 23rd, I gave a College Night presentation for juniors and parents about how to go about the college search process. Packets for students unable to attend were distributed the following day. These packets include appointment times for one-on-one advising sessions I run with every junior. I have scheduled these for mid-January through mid-February, so that we can discuss progress on the college search as well as look at course selection possibilities for senior year. I hope to see as many parents as possible accompany their juniors to these appointments.

Getting together the list of colleges to which a student will apply is a process best started early. Additions and subtractions to the list occur for most students, maybe even at this point in senior year, but getting the list pretty firm before the *start* of senior year is a good goal, so I am glad that our juniors are on their way with their searches.

NPA Students Testy in October

81 NPA students in grades 9-11 took the PSAT on

October 21st. Score reports are expected in early to mid-December.

Also, during Oct. 31-Nov. 2nd, we have about 20 juniors and seniors retaking AIMS tests, in the hopes of moving their scores up from "meets the standard" to "exceeds the standard" and thereby qualifying for the AZ Board of Regents tuition waiver for NAU, ASU, and U of A. For more information on the other requirements for this waiver, you can check out <http://www.ade.az.gov/asd/TuitionWaiver/>

Scholarship and Financial Aid Season Underway

Along with admissions applications, seniors are busy with the hunt for scholarships and financial aid. By this point in senior year, students should be registered with an account on Fastweb (www.fastweb.com), a great search engine with access to 1.3 million scholarships worth a total of over \$3 billion. NPA was fortunate to have Mr. Jack Edwards, NAU's Director of Financial Aid, give a presentation last month on the financial aid application process.

From the Counselor cont.

Parents of seniors should be gearing up for completion of the FAFSA, the Free Application for Federal Student Aid (www.fafsa.ed.gov). There are two preliminary steps that happen before filing the FAFSA. One is registering for a PIN that allows you to file the FAFSA online. You may go to www.pin.ed.gov for details on acquiring a PIN. FAFSA's can be filed any time after January 1st. While sooner is always better, most FAFSA's are filed in February and March.

In the meantime, and this is useful for ANY PARENT regardless of your child's grade level, there are financial aid calculators available at sites such as www.finaid.org which can give you a preview of what your likely Expected Family Contribution will be, at least based on the current income you enter in today's dollars. This can be a very good eye-opener; the more you know ahead of time, the more you can plan ahead to meet the needs when it's time. There are also calculators that let you see how monthly savings and investments can grow during the time between now and college.

Congratulations

Congratulations are in order for several students. **Jennifer Koehmstedt '07** was selected by NPA's Scholarship Committee to be NPA's nominee for the prestigious Baird Scholarship at the University of Arizona. Wethat Jennifer has displayed during her years at NPA impresses the scholarship committee at U of A as much as it did here at NPA.

hope that the leadership that Jennifer has displayed during her years at NPA impresses the scholarship committee at U of A as much as it did here at NPA.

Twenty-one students at Northland Preparatory Academy have been recognized as AP Scholars for their performance on Advanced Placement exams.

Sky Bischoff-Mattson '06, Jerad Hughes '06, Rebecca Rand '06, Jennifer Reid '06, and Chelsey Russell '06 were named AP Scholars with Distinction for averaging at least 3.5 on all AP exams taken and earning scores of 3 or higher on at least 5 AP exams.

Kaitlyn Childers '07, Delyan Mandushev '06, Emily Rand '07, and Steven Taylor '07 were named AP Scholars with Honor for averaging at least 3.25 on all AP exams taken and earning scores of 3 or higher on at least four AP exams.

Kieran Baker '06, Brian Butler '07, Tanner Carothers '07, Ketlin Hance '07, Nicholas Jones '07, Alex Kilgrow '07, Jamie Money '06, Riley Monson '07, Mackenzie Moore '07, Melissa Sechrist '06, Toby Weinstein '07, and Ben Zeldes '07 were named AP Scholars for averaging at least 3.0 on all AP exams taken and earning a score of 3 or higher on at least 3 AP exams.

Nine of NPA's twenty-six graduates in 2006 earned AP Scholar status or higher, and eleven of the thirty-seven members of the Class of 2007 have earned this honor through the end of their junior year.

As Always,

As always, if there is any way I can be of assistance with your child's progress, or answer any questions you may have, please contact me at sdanner@northlandprep.org.

--Steve Danner

Just in Case...

As it gets colder and the potential for snow increases I decided that I would take this opportunity to pass on information about how NPA alerts the parents in the case of a snow delay or school cancellation.

While we usually follow FUSD's lead on snow delays and school cancellations there have been a few times that we have not so it is best not to rely solely on FUSD. We will notify Channel 2, KNAU and KAFF as soon as the determinations for a late start or a cancellation are made. I will also post information on the NPA web site and attempt to email families by 6:00am.

In the case of a 2-hour delay start we will start at 10:00am and end at the normal time of 3:00pm. The Late Start schedule can be found at www.northlandprep.org/schedules.htm.

As always, please feel free to contact me with questions or concerns,
Toni Post



The Veil Project: October 23, 2006



The students in Ms. Kelly's 3rd hour Composition class generated an idea for a project that was based on a book called *Persepolis* that we had read earlier in the year. The story is about an Iranian girl growing up in Iran during the Iranian Revolution of 1979. The project, later named *The Veil Project*, was designed to replicate the first-hand experience of wearing a veil similar to those of women in many modern Muslim countries.

The project was planned, researched and put into action entirely by the students. Although Ms. Kelly offered her suggestions and support, the students did all the work and their enthusiasm for the project was its momentum. The students each researched different aspects of the chador, including the political, religious and personal significance of the veil, the purpose of the veil in Muslim society, the proper wearing of the veil, different types of veils and parts of the veil.

The veil materials were all selected and hand constructed by the women in the class. The men made and put up posters, studied for questions people might have about the project and helped to construct the veils. They also supported the women by walking them to class and helping them hold their books. All of the students kept journals during the entire process, chronicling their experiences. Some of their thoughts are posted on the wall in the commons area for all NPA students to read.

When the project was conducted on Monday, Oct. 23, the women wore their veils all day long, and the boys wore all black with the words Veil Project written on the backs of their black shirts in Arabic. Things went mostly as planned, but some unexpected quirks arose in the process of dealing with stereotypes, assumptions and generalizations that the NPA student body had regarding the veil and its significance. When it was all said and done, all the students in Kelly's 3rd hour said that they thoroughly enjoyed the project.

PREPARING ON THE DAY OF THE PROJECT:

Preparing for the Veil Project took over a month. The school day before the presentation was crazy and especially in the Composition class. All of the girls struggled to get into the full veil in the fastest manner possible. Unfortunately, our class was expected to arrive to school at 7 a.m. to prepare both mentally and physically for the big day. That hour prior to the deathly moment of us being released into the world as completely different figures was probably one of the most stressful moments of my life. I had no idea what to expect from my teachers, yet alone my peers.

WEARING THE VEIL:

Being in the veil and chador was different than anything I've ever been through in my life. I felt so vulnerable. It was like I was trapped inside my own box. Suddenly, I stood out from everyone else. Many people stared at me, and at times I felt like I couldn't breathe because of the stress. Not only that, but I felt like I was going to pass out under all that material.

The air inside was stale and warm. I could not even imagine wearing the chador in the desert, and now I have respect for those who do. For me, one school day was more than enough, but some women wear it everyday.

Whether it's for religion, government or personal reasons, these women have an admirable devotion to their beliefs to wear the chador, burka or even just the veil.

Wow. I have never experienced such a bad headache in my life! I have never worn a black sheet covering all of my body for 7 hours straight. Well, this project was interesting because it was something new. I was really frightened by the idea of being an outcast among my friends.

I admired the middle school kids because they were really interested in what was going on. I had about 5 kids come up to me to ask questions. I felt special, unique and happy to teach someone something new. Anyway, by 4th hour I was ready to die, but every time I kept thinking about those Iranian women who had to wear the chador every day. The whole day was pretty much dirty looks, facial expressions of any type you can imagine and some looks of admiration. Also, from every teacher I heard, "You are very brave to do this." I just smiled and with my eyes I said, "Thank you."

By the end of the day I was done. I needed to be done. I had fallen down the stairs, had a horrible headache and did not talk to my friends much. I got mean looks and I pinched myself with a safety pin putting on my chador. But I do not regret it; it was a good experience.



Annual Notification to Parents Regarding Confidentiality of Student Education Records and School Directory Information

Confidentiality of education records is a right of public school students and their parents. This right is provided for by two federal laws, the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). Under these laws, "education rights" means those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. Of course, education records are maintained on every child enrolled in a public school. The types of information gathered and maintained includes, but is not limited to: the student's and parent's names, address and telephone number; the student's date and place of birth, date of enrollment in the school, records from previous schools attended, attendance record, subjects taken, grades, school activities, assessment results, number of credits earned, immunization records, disciplinary records, if any, correspondence from parents, and child find and other screening results, including hearing and vision screening results.

In addition, for children with disabilities, education records could include, among other things, evaluation and testing materials, medical and health information, each annual Individualized Education Program (IEP), notices to parents, notes regarding IEP meetings, parental consent documents, information provided by parents, progress reports, assessment results, materials related to disciplinary actions, and mediation agreements.

The information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional sources, including doctors and other health care providers.

This information is collected to assure proper identification of a student and the student's parents and the maintenance of accurate records of the student's progress and activities in school. For children with disabilities, additional information is collected in order to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

The federal Family Policy Compliance Office of the U.S. Department of education has provided the following notice of parents' rights under FERPA. In accordance with IDEA, the rights of the parents regarding education records are transferred to the student at age 18.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask a school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, a school may disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, if the school states in its annual notification of FERPA rights that it forwards records on request.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by a school to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-4605
202-260-3887 Voice
1-800-877-8339 TDD

A school may designate information in education records as "directory information" and may disclose it without parent consent, unless notified that the school is not to disclose the information without consent. The law defines "directory information" as follows:

The student's names, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletics teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Arizona Department of Education at 602-542-3111.

ANNUAL NOTICE OF SPECIAL EDUCATION SERVICES AVAILABLE

It is the responsibility of Northland Preparatory Academy, a charter school, to inform the general public and all parents of students enrolled in our school of our responsibility to make available special education services for students with disabilities and how to access those services. In addition, we have a responsibility to provide information regarding early intervention services for children from birth through two years of age.

We are responsible for identifying, locating, and evaluating all children with disabilities within our school and for making appropriate referrals to:

- Arizona Early Intervention Program (AzEIP) for children from birth through 2 years of age for evaluation and services if needed; and
- School district of residence for children aged 3 through 5 for evaluation and services if needed.

We are also responsible for providing a free and appropriate public education (FAPE) which includes special education and related services for students with disabilities at public expense, under public supervision and direction and without charge to the parents.

For all new students to the school, the classroom teachers complete screening activities within 45 days of enrollment. The teachers look at the student's ability in the areas of academics, vision, hearing, adaptive behavior, communication, social/emotional, and motor skills. If any concerns are noted, parents are informed. Other students are referred by teachers who are concerned about their performance.

The student's performance may be monitored and/or teachers may decide to refer the student for additional help. If a referral is recommended, parents will be invited to a meeting at the school to discuss this procedure and to make a decision as to whether or not they want to pursue that option. No evaluations are completed without written parental consent. Following any evaluations, parents are again invited to a meeting to discuss results and make decisions regarding an appropriate educational plan for their child.

Policies and Procedures for Special Education are available on the NPA web site under Policies.

If you have concerns about your child or a child you know, please contact Jackie Kehl at the school (214-8776) for more information.

NORTHLAND PREPARATORY
ACADEMY

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We're on the web!
www.northlandprep.org

November 2006

Sun Mon Tue Wed Thu Fri Sat

			1 NPA Band Concert 7 pm	2	3	4
5	6 Fall Sports Awards 6:30 pm	7	8	9	10 No school Veterans Day	11
12	13	14	15	16	17	18
19	20	21 Early Release Periods1-7	22 Holiday No school	23 Holiday No school	24 Holiday No school	25
26	27	28	29	30		