

# PRESCOTT PARENT MAGAZINE

Sept / Oct 2014

Vol. 1 Issue 1

**BACK  
TO  
School**

## Common Core

Are teachers and students  
ready to be measured for  
college and career readiness?

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PRESCOTT  
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MAGAZINE

## A Note From The Publisher

dear Readers,

Welcome to the first issue of Prescott Parent Magazine! To say that this has been a labor of love for me would be an understatement. Growing up in Brooklyn, the thought that I may one day raise my family in a town where most (in our neighborhood) don't lock their doors, where my children can walk a few blocks away to the park or a friend's house without worry is somewhere I thought only existed in the movies. Then I came to Prescott.

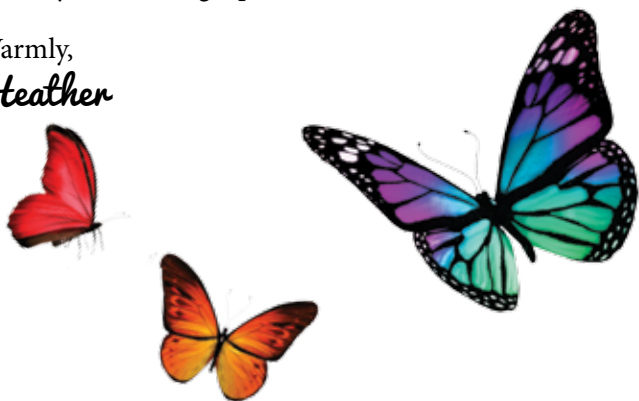
How can you not fall in love with this town? The nature, accessible history, courthouse square, symphonies, museums, parks, trails, lakes, ice cream shops, diners (this Brooklyn girl LOVES a good diner), art, hiking trails, events and strong sense of community are only a few of the reasons why people become smitten with Prescott and the Quad Cities.

One thing I did find lacking in our area was a publication for parents and families. Prescott may be nationally known as a retirement community, but believe it or not, there are many families in our area raising their children here. I created Prescott Parent Magazine as voice and informative resource for those parents and grandparents who reside or visit the Quad Cities.

In each issue of Prescott Parent Magazine you will find cutting edge articles about our community, education, parenting, relationships, events, a family resource guide, date night ideas and much more. In addition to our bi-monthly publication, Prescott Parent Magazine looks forward to sponsoring many community events, assisting with fundraising for needed resources and working with members of our community to make sure Prescott continues to be a wonderful place to live and raise a family.

Thank you for being a part of our first issue!

Warmly,  
*Heather*



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# PRESCOTT PARENT MAGAZINE



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*Prescott Parent Magazine is your family guide to the Quad Cities. Our mission is to provide insights and information to improve your quality of life. In each issue, readers find cutting edge information on parenting, travel, education, health, fashion, arts & culture, date night ideas, community, holidays and many other issues affecting parents and families today. Our editorial content is more relevant, quality and compelling. We interview local personalities, present unique angles and feature topics impacting your life.*





If you have a news brief  
please send a short  
50-250 word article to  
[editor@prescottparent.org](mailto:editor@prescottparent.org)  
More information at  
[prescottparent.org](http://prescottparent.org)

## Prescott Home School Group

Prescott Homeschool Group was created by a mother of three and former educator, as a local support system for all parents and children who homeschool. "We do not discriminate and love having a diverse group of members. We believe in creating an environment where all children strive, no matter what homeschool path you have chosen for them." You will find Prescott Homeschool Group offering a wide variety of activities and support for families with children of all ages. "We try to offer many things a large school system can, with the support the personal attention most public schools are unable to give. You will find study groups, play dates, theatrical performances, award ceremonies, field trips, customized lesson plans, science fair, art fair, music lessons, a monthly birthday celebration, parent's night out. BBQ's, summer camp-outs & we are currently working on a college prep course for our older students. There is something for everyone in our group!" Membership is \$50 per year, per family. For more information, email [prescotthomeschoolgroup@yahoo.com](mailto:prescotthomeschoolgroup@yahoo.com)



## The STEPS ART School

Announcing the 'Tis Annex Building at 235 N. Marina Street in Prescott with its classroom space for professional artist workshops and the 'Tis STEPS Art

School for Children art classes for ages 4 and up.

The STEPS Art School for Children has been providing FREE art education classes to Prescott area children since 2011. While the students work towards creating new work to be displayed in a professional gallery setting, the primary purpose is far greater. The program's focus is on concepts and exercises that help children develop a higher level of overall academic achievement, cultural awareness and sensitivity to the world around them.

*Classes begin this fall. Pre-registration is required*  
'Tis Art Center and Gallery  
105 S. Cortez St Prescott, AZ 86303  
[www.tisartgallery.com](http://www.tisartgallery.com)



## Fall Zoo Camp

Join Heritage Park Zoological Sanctuary this fall for an exciting and fun experience at Fall Zoo Camp. This year's theme is The Good, the Bad, and the Ugly: Everyone loves a cute, furry animal, but some animals just aren't cute!

We'll take a look at the Zoo's cutest, ugliest, weirdest and wildest animals through animal encounters, zoo tours, activities, games, crafts, and more in this wacky camp!

Camp runs the week of October 6 - 10 from 8:30am to 3:00pm each day.

Age groups are 6-8 year olds and 9-12 year olds. The cost per week is \$150/members and \$175/non-members. Children will get hands on experience with the animals, participate in games, and explore wildlife and nature by conducting wild investigations and creating amazing crafts. Don't miss the fun!

*For registration and more information stop by HPZS gift shop for a brochure or contact 928-778-4242 ext 18.*

*Pre-registration is required*



## Highlands Center for Natural History Weekly Nature Walks

Spark your 'natural' curiosity with our volunteer Naturalists as they take participants on a journey throughout the Central Arizona Highlands! Each FREE walk can be up to 1.5 hours long, though naturalists often adapt walks to participant's needs and desires. Walks take place along the Highlands Center's trails located within the Prescott National Forest on Saturdays and at select City of Prescott Trails on Wednesdays. Please refer to their schedule and call them directly for information.

Please be sure to bring plenty of water, wear comfortable walking shoes, have either sunscreen or a hat to protect yourself from Arizona's harsh sun and be prepared to have a lot of fun!

*Join members in our group and other hikers every  
Wednesday & Saturday at the following times:  
September-October 10:00 a.m.  
Highlands Center for Natural History, Prescott  
Ph: 928-776-9550  
[www.highlandscenter.org](http://www.highlandscenter.org)*

ASK

# Mama CLEAN



## Question

Dear Mama Clean,

I finally put the kibosh on endless hours of cartoon network over the fall break and ordered the kids outside for some good, clean, play-in-the-yard fun. Well the “good” and “fun” were had for sure, but the “clean” part, not so much. They got excited about our firewood pile as fort material and built a thing that could only be described as the pine sap palace, and now covered eyebrows to tennis shoes with the sticky stuff. Then I discovered that someone sat on the couch with it on their pants and now our cat has some on fur too. Help!

Yours,  
Stuck In Sap

## Answer

Dear S in S,

Tree sap is intriguing in its ability to transform from sticky to solid and back again. And it has super hero level properties of attaching to anything. You can think of it as similar to a very concentrated sugar solution, like what you would use to make hard candy or icing. Actually it is that exactly: the sucrose manufactured by the plant during photosynthesis dissolved in water (along with hormones and mineral elements) for transport to where it will be used or stored. Maple syrup is boiled down sap. (Apparently enterprising Finnish people even make a tasty liquor from fermented birch sap.) Sap is carried down from the leaves in specialized long tube cells with sieve-like holes at either end called phloem. In trees the phloem is the innermost layer of the bark, easily accessible to firewood fort builders. You may remember from your biology classes that the cells

that carry water and nutrients up to the leaves (rather than down from the leaves) are called xylem.

Anyway, don't despair; here are the easy steps for getting sap off of various things.

Starting at the top - the eyebrows: I recommend baby oil rubbed carefully in and wiped off. That goes for the sap elsewhere on skin.

Many people swear by WD-40 or Goo Gone to get sap out of clothing, but if you don't want your child to smell like either a garage project or an industrial orange juice factory, and if you don't want to compound your cleaning problem by adding oil to it, simple rubbing alcohol will get sap out of almost any fabric. Just dab away at the sticky or dried spot with a cloth dipped in rubbing alcohol and the sap will dissolve.

If you find you have an extremely large chunk of solidified sap somewhere, you can freeze it with an ice cube and chunk it off bit by bit before going for the rubbing alcohol treatment.

You can use either rubbing alcohol or baby oil on the cat fur.

~ Mama Clean

*Have a question for Mama Clean? Email them to [mamaclean@prescottparent.org](mailto:mamaclean@prescottparent.org) and possibly see it featured in one of our issues!*

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By SGT Steve

## I want to get into better shape, but I don't know where to begin!

**S**tarting a new health and fitness journey can be a scary, confusing and downright daunting task! There are so many options when it comes to exercise programs, trainers, and diets. If it wasn't confusing enough, you also have 'Expert A' who says you need to do things a certain way while 'Expert B' tells you to do them a completely different way. If the experts with years of education, research and experience can't seem to agree, where does that leave you? Probably scratching your head in frustration with analysis paralysis. I have earned over a dozen health and fitness certifications, and the world of health and fitness can still be a big mystery to me. I know how you feel!

The more my own education and experience grows, the more I have learned to simplify things for my clients. Keeping things simple makes sense and it works. You don't need a bunch of fancy gadgets or start a strict diet where you can only eat certain foods at certain times on certain days. If you focus on the four areas listed below, you will be off to a great start. A start that will lead to the results you want and deserve. It may almost seem too simple, but give it a try.

1. Move more. That's it. Just find ways to get up and get your body moving. That can be lifting weights, hiking, biking, swimming, walking, dancing, martial arts, gymnastics, yoga, hiring a trainer, joining a boot camp, sprinting, or trying out a roller derby team. The key is to move your body. Try new things you have never done. Keep exploring until you find something that fits your goals and likes. Get up and get going. Even a 20 minute walk 4-5 days a week is a start. Just do something.

2. Nourish your body. Notice, I did NOT say 'start a diet'. More often than not, a new fitness program goes hand in hand with some crazy diet. You don't need to diet to get results. I haven't been on a diet in years, and I am in the best shape ever. Instead of worrying about what you should not eat, go with common sense. You already know what you should be eating in order to get results. We all

know salads are healthier than cookies. Simply ask yourself each time you eat if the food you have chosen will help you look, feel and perform at your best. If more often than not the answer is 'Yes', then you are off to a great start! When it comes to how much you should eat, listen to your body. Eat when you are hungry. Eat until you are satisfied, not stuffed. Down the road you can explore different eating plans. For now, just eat healthy foods that nourish you.

3. Lighten up. We love to stress and freak out over the smallest stuff. We stress over traffic. We stress over our kids. We stress over our jobs. And then we turn on the news and stress over other peoples' problems. We take

little things and blow them out of proportion. A little stress is good and keeps us focused. Too much burns us out and tells our bodies to store fat. When you feel the stress rise up, step back, take a deep breath, and realize it

just isn't that big of a deal. It's up to each of us to lighten up and smile. Everything is not an emergency. We don't always need to rush. Breath deep, smile and let go. Life is meant to be enjoyed.

4. Get quality sleep. We need about 6-9 hours a sleep per 24 hours. Quality sleep is vital to our physical health, mental function and emotional well-being. By focusing on the three areas above, we will be taking big steps towards improving the quality and quantity of our sleep....especially when you lighten up. Also, make sure your room is dark, cool and quiet. If you have a baby and/or small kids, sleep often takes a back seat. That's ok! Just do your best and if you can, sneak in a nap or two. Finally, turn off electronics an hour before going to bed. Let your mind unwind. Read a book or listen to some calm music. This is all you need to get off to a great start! As you make progress, you will figure out new ways to move, eat, relax and improve your sleep. It's a lifelong process that transforms as you learn and grow. Just wake up and dedicate each day to taking care of yourself. You deserve it!

**Move more. That's it. Just find ways to get up and get your body moving.**

# EDUCATION NEWS

- The Prescott Unified School District, Humboldt Unified School District, Chino Unified School District and Mayer Unified School District are the proud recipients of a 2014 USDA Farm to School Planning Grant in the amount of \$44,058.00. Also known as the Four Seeds Farm to School Project, it enables students to have access to farm fresh food and educational activities to help instill an understanding of taking care of their bodies, their community and the planet.
- Congratulations to Prescott High School! They were just granted their full accreditation for another year, making the Home of the Badgers the longest standing accredited high school in Arizona! Go Badgers!
- Prescott Valley public schools continue to have one of the best student/teacher ratios in the country at 18.4 students per teacher.
- PUSD has started out the new school year by introducing many upgrades. Both students and teachers will now have access to 3,000 new pieces of hardware and software. This includes interactive TVs, Mimeo devices which will replace white boards and chalk boards, 2000 Chromebooks and the ability to work with a staff of six professional IT instructors.
- Arizona is still struggling to retain established public school teachers for a 5th year in a row. Studies conducted by the Arizona Department of Education estimate during that time 72,000 employees left prior to their retirement, reporting an annual teacher retention rate of about 65 percent. Superintendents at many Arizona schools blame the "mass exodus" on low pay and no raises caused by on-going voted tax cuts. This concerns many for the future of the children who attend public school in our state.
- PUSD is no longer funding the Kids and Company Program. Care is now available through the YMCA-After-School-Program and The Boys and Girls Clubs of Prescott, both DES certified programs.

Find more education news  
on our website/blog  
[www.prescottparent.org](http://www.prescottparent.org)

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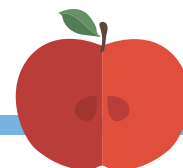
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# The Primavera Difference

By Samantha Kingsley



n estled in the pines above Prescott is a place where children love to go to school. This special place has a garden, playground, swings, monkey bars, flowers, many friends, a “field of dreams” and even a dragon! The children spend their days among dedicated teachers and parents in a peaceful, encouraging environment learning about themselves, the community, how to think critically and become lifelong learners. This is the Primavera difference.

“I didn’t like going to school before I came here” says a fourth grade student swinging from the monkey bars on a very colorful school playground. “My teacher at my old school would make me feel bad for getting the answer wrong. I felt embarrassed reading out loud. Here Mr. Dan shows me what I need help with and I know I can ask him questions to figure it out. He makes me believe I can do it!” This was a recurring statement from many of the children I spoke with while visiting Primavera School. The children feel encouraged to try new things, knowing they may not understand it at first and given the tools necessary to accomplish any problem they are facing. This strong sense of confidence seems to stay with the children who attend Primavera School long after their elementary school experience. On the Primavera website you find stories of alumni who are doing well, not just well but excelling in many areas of their lives; ‘Sarah Scott is a junior at Notre Dame Preparatory High School and has made Honor Roll every semester. The exposure to the arts, art galleries, and hands-on art classes at Primavera inspired a passion for the fine arts in Sarah! She spent 2 weeks at UCLA art institute and is attending Parsons Art School in NYC this coming summer. She went to Italy, France, and Switzerland last year and felt comfortable with the languages and cultures of each country, again showing an appreciation for those early years of foreign language at Primavera!’

When interviewing a local high school teacher for another article in this issue, we found her also speaking of this greater level of confidence in those students. “I can always tell if a student of mine has attended Primavera school. They tend to see the whole picture and teaching them often adds depth for the other students because they are seeing one of their peers engaged with a teacher and truly interested in what we are learning. I have seen it again and again over the years.” Rebecca attributes this to the Whole Child approach the school bases their philosophy after, as well as the individual attention each student receives. “You can tell these children had many hands-on experiences during their elementary years. This access when they are younger enables them to tackle a project without hesitation or fear of failure as they grow older.”

“I will get my silver card today!” an enthusiastic kindergarten student says to her mother during morning drop-off; “I won’t throw anything at my friends” another is overheard saying to their older brother. In Tera and Adie’s kindergarten class at Primavera School the children are settling in for the day and learning what is expected of



their new routines. “They all have been doing very well considering it is the first week of school. I have been very proud of all of them!” The children work together and often encourage their friends to make good choices so they can each earn the coveted silver card by the end of the day. A few of the parents have started using this card system at home, which has helped their child better understand what is expected of them. “I wish I knew about the card system when he was two!” laughs Malorie, “He has been doing so well with the transition to school and I know it is because Tera and Adie give him a clear understanding of what he is capable of, what he can do when he gets frustrated and that throwing rocks at the other children probably won’t get you many friends.”

Director of Primavera School, Carol Darrow pokes her head around the corner from her office and greets the

## The Primavera Difference Continued

parents with a warm smile. “I love having my office right next to their classroom! I can hear them play and begin to really discover the tools that will help them become those lifelong learners we speak of in our philosophy” Carol has been part of the Primavera School since 1982, when her daughter began attending as a student. She was asked to be the pre school di-



rector in 1986. Three years later, Carol applied for the director position when it became available. “I was thrilled to become director of this school! It was very different when I first began working here. There were no homes around the school like you see today, the students were housed in two separate buildings; one for preschool/kindergarten and one for all the other grades, which was first through third in those years. We would explore the woods for recess, and ring a bell when it was time to come in. It was very ‘little house on the prairie’ back then and we all enjoyed it.” Applying for their accreditation is what shifted their program to become more of the structured school setting you see today. “We made many changes to the school and program during that time as Prescott was growing and we wanted to be able to offer our program to more families. From the addition of new buildings, an experienced teacher for each grade level, implementing a school philosophy, which was at that time also closer to the Montessori Method since the whole child approach was still being developed. It is amazing all the ways we have evolved over the years to create the program and experience only found at Primavera.”

According to [www.wholechildeducation.org](http://www.wholechildeducation.org), ‘Launched in 2007, ASCD’s Whole Child Initiative is an effort to change the conversation about education from a focus on narrowly defined academic achievement to one that promotes the long term development and success of children. Through the initiative, ASCD helps educators, families, community members, and policymakers move from a vision about educating the whole child to sustainable, collaborative action. ASCD is joined in this effort by Whole Child Partner organizations representing the education, arts, health, policy, and community sectors.’

It is clear that Carol Darrow is a passionate and dedicated director. The teachers have an administration which supports their individual teaching styles, giving



them the ability to create an experience only had in each classroom. “The whole child approach is our philosophy, but our program would not work and our school would not be the community it is without each of our wonderful teachers and parent volunteers. They are some of the most dedicated educators and people I have had the pleasure to work with. Madame has been teaching here since 1974. She teaches the 4th and 5th grades this year in our multi-grade class. She encourages each to become self reliant with their learning and we still have former students come back to visit her on a regular basis. Jenni is our second grade teacher. She has a bright, bubbly personality that the children are magnetically drawn to. Second grade is the age some children begin to possibly be bored with school and she keeps everything in that classroom so fun and exciting, they don’t have an option of being bored.”

The dedication from the teachers is something we kept hearing from the parents as one of the main reasons they enjoy having their child attend Primavera School. “I have had three children attend Primavera over the last decade and what amazes me is how each of my children has blossomed with their own strengths, gaining broader levels of confidence each year. They look like they have so much fun doing it too! My son learned French, Spanish and fencing all by the time he was in the 5th grade. Not many schools can offer that until high school and many are cutting back in those areas at that grade level due to tax cuts. Attending [Primavera] has given them the ability to explore those things before they would be able to, or even at all, at other schools. It’s an amazing opportunity for them and they don’t know how lucky they are to attend a school like Primavera.”

*For more information on Primavera School, go to their website [www.primaveraschool.org](http://www.primaveraschool.org) or give Carol Darrow a call at 928-445-5382.*



# Back to School Tips

Fill a water bottle half way, put it in the freezer and fill with juice or water before school to ensure your child will have a cold drink throughout the day.

-Greg, father of 1

Make lunch and pick out their clothes the night before school. This will free up what feels like an hour in the morning!

-Rob, father of 2

Instead of sandwiches, make a little more for dinner and give your children leftovers throughout the week.

-Erica, mother of 3

## Night Time Calm Down Jar

- Small Mason Jar - with liquid tight seal & lid
- 2 tubes blue glitter glue
- Half tube of silver glitter
- A few drops of blue food coloring
- Water

Add all to jar, mix well with warm water, tighten lid and give it a good shake to mix the glue. Will last up to 3 months.

-Barbara, mother of 5

Touch base with your child's teacher at least once during the week to find out how they are doing. By the time parent-teacher conferences come along, it is usually too late for that semester.

-Jennifer, mother of 4



# Traveling WITH YOUR FAMILY

*tips and tricks*

## Our Staycation in Prescott

By The Mortier Family



getting our family to agree on anything can be an ordeal. Now that the kids are getting older, everyone has an idea of where they want to go and what they want to do on vacation. After last year and the argument we almost had over getting our 14 year old twins to enjoy anything their 8 and 5 year old siblings wanted to do in Florida, this year we decided to put the big family vacations on hold and stay closer to home.

### Friday

Rented some new releases, set up the projector and had a family movie night/ camp out in the backyard. The fire ban has been lifted from all the rain and we were finally able to roast marshmallows in our fire pit. The younger kids and I even set up a tent where we slept under the stars for most of the night. It is amazing how many stars you can see in our skies. I realized I do not know as many of the constellation I thought I did.

### Saturday

I forgot how early the sun rises this time of year. After making some much needed coffee, we got the kids ready for the day and drove down to courthouse square. It has been years since I have had breakfast at the Bistro in Hotel St. Michael and the eggs benedict were still as good as I remember. The atmosphere is perfect for people watching and the kids were entertained wondering where all the people passing by are from.

The stores around the square are a fun mix of typical tourist spots, antique outlets, restaurants, old fashioned ice cream shops and art galleries. There are many events that go on downtown and there was a bluegrass festival happening that weekend. The lawn was covered with people on folding chairs, tapping their feet to the different bands that were playing while children danced along in the background.

After working up an appetite, the kids begged us to go to Devil's Pantry and try some of their famous fried fare. Have you ever tried chocolate covered bacon? It's sinfully

good. My twins agreed that is probably how they came up with the name.

Needing to walk and work off all the fried food I just ate, we decided to head down to Watson Lake to check out the trails and play some Frisbee golf. After walking a bit on the Peavine trail, a sunset canoe ride was in order for the end to a perfect day. There is something magical about being out on that large lake, surrounded by boulders in a small canoe. The twins even asked me to be part of their "selfie", something I understand to be a rite of passage in being accepted by the teenage tribe, if even for a moment. The 15 minute car ride back to the house was one filled with snores that night.

### Sunday

A Sunday morning in Prescott is not complete without a trip to Olde World Bagels. I went to college at NYU and waited years to find anything similar to what I used to have during those early mornings in the city. They follow the old kettle method, giving the bagels that familiar crunch on the outside. The open face lox and capers on an onion bagel is my weakness. The kids prefer the blueberry bagels with an orange juice.

Heading out to Prescott Valley for the afternoon, we decided to spend the rest of the day at Freedom Fun Station. With their arcade, mini golf, laser tag, virtual rides and play structures, it is the perfect place for all our kids to find something they enjoy all under one roof. Vanessa broke her old record for mini golf and has now saved up enough tickets to buy the jewelry box she has had her eye on for the last six months. She was very proud of herself and has already started talking about how long it will take her to win the next item on her list.

After a very eventful, fun weekend, we headed home for a quiet night. Watching the sun set behind Thumb Butte from our home reminds me we are lucky to live in this gorgeous part of the world. Why feel the need to travel so often, when we can have a wonderful vacation in our own backyard.

*Find information and directions to the locations mentioned above on our website.*





# Living Green

By Colleen Vanderlinden

## The Benefits of Composting

### Make an easy compost bin from a plastic storage container

**I**f you don't have much space to compost, or just want to start composting on a small scale before committing to a full size bin, consider making a compost bin from a plastic storage container. This is an easy project that will give you finished compost in a short period of time.

#### What You Need:

**Plastic storage bin, eighteen gallons or larger**

**Drill and sharp drill bits**

**Kitchen scraps, yard waste, or shredded newspaper to fill the bin**

**Wire mesh, if you are drilling large holes**

1. Obtain a plastic storage bin. Plastic storage bins are available just about everywhere, and most of us have at least one of them in our basement or garage. The bigger the storage bin is, the better. The bin you decide to use for composting should be no smaller than 18 gallons. The bin must have a lid. If you are able to obtain a second lid, this would be perfect to catch the liquid that leaches out of the bin. Otherwise, this nutrient-filled liquid will just be wasted.

2. Prepare the bin. You need to have air circulating around your compost to help it decompose faster. To manage this in a plastic bin, you will have to drill holes in the bin. It really doesn't matter what size drill bit you use, as long as you drill plenty of holes. Space them one to two inches apart, on all sides, bottom, and lid. If you use a large spade or hole-cutting drill bit, you may want to line the interior of the bin with wire mesh or hardware cloth to keep rodents out.

3. Place your bin in a convenient spot. Because this bin is so small, it will fit just about anywhere. If you are a yardless gardener, a patio, porch, or balcony will work just fine. If you have plenty of space, consider putting it outside the kitchen door so that you can compost kitchen scraps easily, or near your vegetable garden so that you can toss weeds or trimmings into it. It can also go inside a garage or storage shed if you'd rather not look at it.

4. Filling the bin. Anything you would throw in a nor-

mal compost pile, you can throw into your storage container composter: leaves, weeds, fruit and vegetable peels, egg shells, coffee grounds, tea bags, and grass clippings all work well. Anything you put into the storage bin composter should be chopped fairly small so it will break down quicker in the small space. Fruit and vegetable trimmings can be chopped small with a knife, or run through a blender or food processor to break them down. Chop leaves by running a lawn mower over them a few times. Crush eggshells finely so they will break down faster.

5. Maintain your bin. Every day or so, as you think of it, you can aerate the bin by giving it a quick shake. If the contents of the bin are staying very wet, or there is an unpleasant odor coming from the bin, you'll need to add some shredded fall leaves, shredded newspaper, or sawdust to the bin. These will dry it out and help restore the ratio of greens to browns that makes compost happen more quickly. If the contents are very dry, use a spray bottle to moisten the contents, or add plenty of moisture-rich items such as fruits or veggies that are past their prime.

6. Harvesting and using your compost. The easiest way to harvest the finished compost from your bin is to run it all through a simple compost sifter so that the large pieces are kept out of the finished compost. Anything that still needs to decompose can go back into the bin, and the dark, crumbly finished compost can either be stored in a bucket or bin for later use or immediately used in the garden. It is also wonderful to use in container plantings.

A plastic storage bin composter can be used year-round, and is a convenient solution for those of us who don't have space for a large pile.

#### Do this project outside. The drilling step creates quite a mess.

1. If possible, toss a few handfuls of leaves or shredded newspaper into the bin whenever you add very wet items to maintain the correct moisture levels.

2. To turn the compost easily, just give the bin a shake every couple days.

# HAPPY HALLOWEEN

TRICK OR TREAT

A Halloween-themed graphic featuring the words 'HAPPY' and 'HALLOWEEN' in a large, stylized, black-outlined font. Between the words are three jack-o'-lanterns with carved faces. To the left of the pumpkins is a black bat in flight, and to the right is a black cat with yellow eyes. The background is orange with a white spiderweb pattern. Below the main text is a black banner with the words 'TRICK OR TREAT' in white, sans-serif capital letters.





## 6 Tips For A Safe Halloween

Even if your kids are old enough to trick-or-treat on their own, they still need help from parents to ensure that when they leave the house, they have everything they need to stay safe. Consider these tips:

Be sure your child takes a working flashlight along or a healthy supply of glow sticks to ensure they're plainly visible from near or afar.

Don't let your kids leave home without a working, fully charged cell phone so they can dial 911 or call for help in the event of an emergency.

Remind your kids to walk only on sidewalks and to take extra caution when crossing streets.

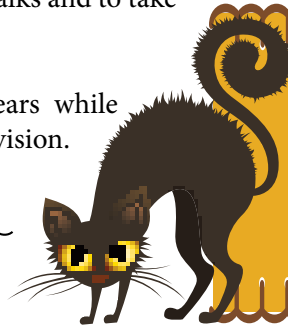
Insist that any costume your child wears while trick-or-treating doesn't impede their vision.

If they can't see where they're going, they're that much more likely to wander into traffic.

Don't send your kids out trick-or-treating alone. If they don't have a group of pals to go with, go with them. If they resist because they don't want to be seen with mom or dad, wear a costume. It's Halloween; you can get away with it.

Impose a curfew for your older kids and have them stick to a certain pre-planned route so you'll know their approximate whereabouts at all times.

*Courtesy of Allstate.com*



When witches go riding,  
and black cats are seen,  
the moon laughs and whispers,  
'tis near Halloween.

## Family Costume Ideas

These are some great ideas for group or family costumes from our staff members and contributors at Prescott Parent Magazine!

Adams Family  
Alice in Wonderland  
American Idol Judges  
Angry Birds  
Bee Keeper & Bees  
Blue Man Group  
The Breakfast Club

Candyland Characters  
Cruella De Vil & Dalmatians  
Exterminator & Mice  
Wild West Characters  
Gardener & Plants  
Ghostbusters & Ghosts  
Goldilocks & Bears  
Hamburger, Hotdog & Condi-ments  
Harry Potter Characters  
Kate Plus 8

Labyrinth Characters  
Lion Tamer & Lions  
Little red Riding Characters  
Peter Pan Characters  
Price is Right Contestants  
Robin Hood & Gang  
Shrek Characters  
Teenage Mutant Ninja Turtles  
Star Wars Characters  
Wizard of Oz Characters  
Zookeeper & Animals

# Prescott Halloween Parade Still Going Strong

By Samantha Kingley

For over 40 years, the Halloween Parade on Mt. Vernon has been treating the town of Prescott to a ghoulish event. The Victorian homes which line this quaint street are transformed to a Halloween wonderland as trick-or-treaters fill the streets in search of their favorite candy.

The tradition goes back to 1955, when a man named Al Smith bought the dilapidated house on the corner of Goshwin and Mt. Vernon Avenue. Built in 1902, the children in the neighborhood considered this house with its broken windows and saggy roof to be haunted, often daring one another to go near it at night. Harry, a long time resident of Prescott remembers it fondly, "A few years before Mr. Smith moved in, we began telling the younger children of the neighborhood that place was haunted. It was more to keep them from following us, but it stuck and the stories took on a life of their own. At night, the house made all these noises from the animals living inside the roof. You could see shadows in the windows during a full moon and it was quite creepy." Not wanting to disappoint the children, Al began telling them his own stories of things he found during his renovation of the old home, linking them to ghost stories he had overheard them telling one another as they passed the house. "He would decorate the house every Halloween and throw a big celebration. There would be candy, prizes, bobbing for apples. The parties became bigger once he married Jane. She looked forward to decorating all year. Naturally, the decorations at our home became bigger and scarier as the years went on too."

By the late 1970's, Prescott was growing and hundreds of people began descending upon the small neighborhood to enjoy this honored tradition. Most of the homes were now keeping up with the Smiths and some the children who grew up in the area began continuing the tradition for their family. "I remember when there were

only a few houses that decorated for the kids; now look at this street and all the people enjoying Halloween" says Betty with a big smile

through her old oak tree costume. "The day has turned into a reunion of sorts over the last decade. All the kids I grew up with are grown, many with grandchildren of our own. It means so much to have this continue and to maintain those connections."



Visiting Mt. Vernon Avenue right before the trick-or-treating officially begins at 5pm is like being at a stadium before the game. Everybody knows what needs to be done and most do not have time to chat. Something big is about to happen. The bowls of candy have been filled, hackup candy that fill large black trash bags are close at hand and the home owners now begin to settle into their positions for the evening. It is somewhat funny to see a grown man in a baby costume be serious with his son who was dressed as the grim reaper, "there are no excuses why you can't help pass out candy for an hour before you hang out with your friends!"

Not everyone likes to partake in giving out candy to what can be upward of 4,000 people in 3 hours. Some of the residents turn off their lights, lock their doors and hunker down for the evening. Their dark houses giving the area an added level of creepiness. Barbara, who has lived on Mt. Vernon for 40 years feels the event has become too big and too out of hand. "It used to be a fun night, but now there are so many people and the street is covered in trash by the end. The last time I gave out candy, \$2000.00 worth of those bite size bars was not enough for all the people. It's like a Halloween assembly line. How can that be fun?"

The neighbors might not be able to agree on whether the Halloween Parade should continue, but one thing is for certain, kids of all ages love this Prescott tradition and there is no sign of it slowing down anytime soon.



# Family Friendly Events

OCTOBER 2014

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## **Pumpkin Patch Train by Grand Canyon Railway**

Saturday, October 4th & Sunday, October 5th  
11am-4:30pm

Grand Canyon Railway transforms its historic rail cars into the Pumpkin Patch Train. Kids and parents alike are invited to don their favorite Halloween costumes and come join us this Fall for a fairy-tale ride through the countryside to a secret pumpkin patch, accessible only by train.

*Grand Canyon Railway Depot*

233 N. Grand Canyon Blvd. Williams, AZ 86046

Ph: 1-800-843-8724

[www.thetrain.com/special-events/the-pumpkin-patch](http://www.thetrain.com/special-events/the-pumpkin-patch)

## All Month

Saturdays & Sundays in October

### **Freeman Farms**

Uses natural growing practices, pumpkins for sale in the shop or farm stand, pumpkin patch-pick in the field, pumpkin patch-already gathered from the field, Fall festival, train rides, kiddie (mini) corn maze, tractor-pulled hay rides, farm market, concessions / refreshment stand, picnic area, face painting, petting zoo, farm animals, school tours available.

1096 East Road 3 South, Chino Valley, AZ 86323.

Ph: 520-850-3990; 928.636.5714

24

### **Prescott Ghost Talk**

October 24th & 25th

Friday 6pm & 7:30;

Saturday 6pm, 7:30pm, and 9pm.

See the legends and myths of Arizona as the ghosts, ghouls and goblins of Prescott re-tell their haunting tales. Visit the DAY OF THE DEAD gallery exhibit before the show. \$12 general public

*Prescott Center for the Arts, Prescott*

Ph: 928-445-3286

[pca-az.net](http://pca-az.net)

Fridays, Saturdays, Sundays all October

### **Mortimer Family Farms Pumpkin Festival & Corn Maze**

Friday 12pm-10pm; Saturday 9am-10pm; Sunday 9am-6pm

\$12 online, \$13 at the door

U-Pick Pumpkins, 10 Acre Corn Maze, Fall Decor, Apple Cider, Hay Rides, Farm Animal Kingdom, Haunted House, Bubble Run, Corn Bath, Barrel Train, Food Vendors, and music for the whole family!

Ph: 928-830-1116

Hwy 169 & 69, Dewey

[mortimerfamilyfarms.com](http://mortimerfamilyfarms.com)

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### **Boo at the Zoo**

6pm-9pm

Come trick-or-treat at the Zoo and bring your flashlight to see your favorite nocturnal animals after the sun goes down. Admission is \$3 for HPZS members and \$5 for

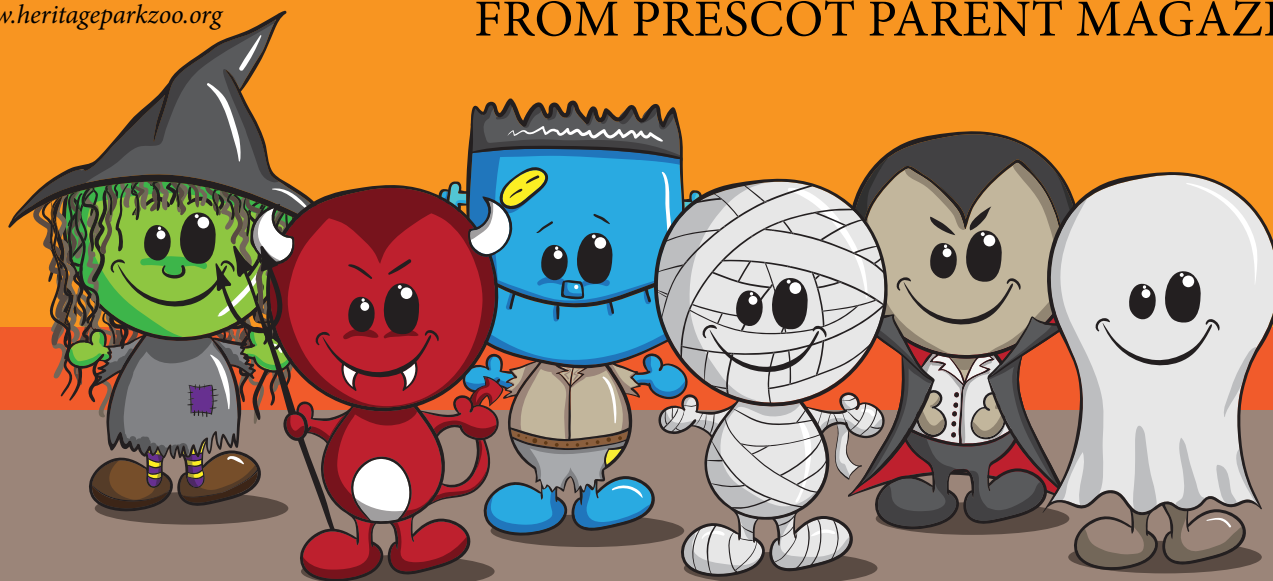
non-members. Children under 3 are free.

*Heritage Park Zoological Sanctuary, Prescott*

Ph: 928.778.4242

[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

Have a safe Halloween  
FROM PRESCOTT PARENT MAGAZINE



# Halloween Recipes

## Mama Leone's Pumpkin Muffins

Makes 36 muffins

*From the vaults of Mama Leone's recipe books, here is her famous pumpkin muffin recipe. These are so delicious and very easy to make!*

- 2 cups of fresh cooked pumpkin or one 16 ounce can
  - 3 1/2 cups all-purpose flour
  - 2 tsp. baking soda
  - 3 cups sugar
  - 4 eggs, beaten
  - 1 cup vegetable oil
  - 1 and 1/2 tsp. salt
  - 2 teaspoons cinnamon
  - 2 teaspoons nutmeg
  - 1/2 teaspoon allspice
  - 1 cup chopped pecans (optional)
  - 1/2 cup raisins (also optional)
  - Water: 1/2 cup water if you are using fresh cooked pumpkin
  - OR 2/3 cup water if you are using commercial canned pumpkin
1. Preheat oven to 350F
  2. In a large mixing bowl, stir together the flour, baking soda, salt, cinnamon, allspice, nutmeg and sugar.
  3. Add the eggs, water, oil and pumpkin,
  4. Stir until blended.
  5. Add the raisins and/or nuts. Mix well.
  6. Pour into 3 lightly greased and floured 9x5" muffin pans. You can also just use the cupcake liners.
  7. Bake 15 minutes at 350F. They are done when a

butter knife will pull out of the center with no batter on it.

8. Remove from oven and let cool slightly for 10 minutes.
9. Take muffins out of pan and cool on rack or on a table.

*I will tell you my little secret. Like banana bread, pumpkin muffins taste better if you wrap each in plastic, refrigerate and wait until the following day. They will keep well in the refrigerator and can be frozen for up to 3 months.*

*(All rights reserved)*

*Mama Leone was born into a first generation, very large Italian family in Brooklyn, NY in the 1940's. She has amassed a large collection of family recipes that go back generations, which she has agreed to share with the readers of Prescott Parent Magazine. She now lives in Prescott where she cooks for her very happy family. If you smell an amazing pasta sauce in the air one night, it may very well be from the kitchen of Mama Leone!*



Find more fall recipes  
on our website  
[www.prescottparent.org](http://www.prescottparent.org)



# Spooooooky Recipes

## Pumpkin Facts

### Creepy Candy Gel Worms

Makes 80+ worms

- 1 6-ounce package raspberry flavored gelatin mix
- 3 packages plain gelatin
- 3 cups boiling water
- 3/4 cup coconut milk
- A few drops green food coloring.
- 80-100 drinking straws
- The drinking straws with the bendy top make realistic worm ridges. If using them, extend the straws to the full length.

Gather drinking straws and place in a tall container. An empty quart or half-gallon juice carton works well.

Empty flavored and plain gelatin into a large bowl. Add boiling water. Stir for several minutes, until completely dissolved. Let cool slightly for 15-20 minutes.

Add a few drops of green food coloring to the coconut milk to make it light green. Add coconut mixture to gelatin mixture.

Fill drinking straws and container. Let cool in refrigerator for at least 8 hours.

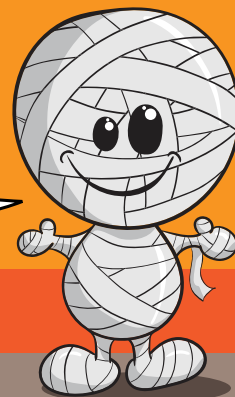
Working with one straw at a time, squeeze from the top and move your fingers down the length of the straw to push the worm onto a plate.

Keep refrigerated until ready to serve.

*Courtesy of Kids with Allergies*

- Pumpkins are fruits, a type of squash similar to cucumbers, squashes and melons.
- Pumpkins are native to North America and have been domestically grown here for five thousand years.
- In 1584, after french explorer Jacques Cartier explored the Saint Lawrence region of North America, he reported finding “gros melons” (large melons). The name was translated into english as “pompions,” which has since evolved into the modern “pumpkin.”
- Pumpkins are low in calories, fat, and sodium and high in fiber. They are good sources of vitamin a, vitamin b, potassium, protein, and iron.
- The largest pumpkin ever grown was over 1100 by a man in Ohio, in 2000.

Find more cool holiday tips and tricks on our website  
[Prescottparent.org](http://Prescottparent.org)





# THE COMMON CORE:

Are teachers and students ready to be measured for college and career readiness?

By Katherine Miedema Dominguez



**COMMON CORE**  
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

**C**hange in our public education system affects not only students, but also teachers, parents, and administrators. The implementation of the common core standards is one of the greatest shifts in education since the early nineties and has created a myriad of emotions amongst all stakeholders. As schools have begun implementing these new standards there have been many learning curves, with more yet to come. Teachers and administrators throughout most of the nation are working hard to find the best ways to transition students from old standards and to the new Common Core standards, which may take longer to fully measure than expected.

## From Standards-Based Education to Common Core

Prior to the standards-based movement, curriculum decisions were made by either districts or individual teachers. One of the greatest problems schools faced was student mobility, which created gaps in students' skills and knowledge. In the early 1990s, a large movement began as an initiative to correlate standards within individual states and provide consistency from one school district to another. As a result, each state devised its own standards and assessment systems within all subject areas.

Although the state standards helped to relieve some of the educational gaps within states, student mobility between states continued to plague schools and students because each state's standards were different from the other. According to "2000 U.S. Census, 18 percent of school-age children had moved to a new school the previous year" (Kendall, 2011, p. 7). The hope with Common Core is that



continuity among states standards will make it easier to bridge gaps as students transfer schools.

Another challenge of the standards-based approach is that, in an attempt to cov-

er everything, the standards became very wide in scope and shallow in sequence. Teachers struggled endlessly to teach each and every standard. When time ran out then they were forced to either skip certain concepts or rush through them. Kendall (2010) illuminates that the Common Core standards are greatly indebted to the standards-based movement for paving the way; however, laborious hours



# The Common Core Continued...

of collaboration had to take place in order to develop new standards (p. 5). Ultimately, the two greatest purposes of the Common Core standards are to provide national continuity and enhance student's higher order thinking skills.

The National Governors Association for Best Practices (NGA) and Council of Chief State School Officers (CCSSO) worked endlessly to develop the Common Core standards. The standards were designed by analyzing and selecting from the best state standards, examining standards from high performing countries from around the world, and identifying the skills needed for students to enter college or the working world to build a career (Common Core State Standards Initiative [CCSI], 2014). They found that concepts must not only be learned, but also applied. Students need opportunities to think critically and use higher-order thinking skills. In addition, they found that the standards' scope needs to be narrowed and the depth increased. The intended outcome is that students will be able to enter any situation and draw upon these "problem-solving" skills and content knowledge to handle any circumstance.

Once the standards were devised, each state's legislature had the choice to adopt and implement the standards. Forty-three states, the District of Columbia, and four territories have adopted the Common Core standards. Implementation has been a tumultuous transition, but as Joe Howard (personal communication, June 16, 2014), Assistant Superintendent of Prescott Unified School District (PUSD), mitigates, "As educators, we are constantly trying to improve our teaching methods to better the education of our students; therefore, change is inevitable."

## Implementation

Implementation of the Common Core has been a gradual process for many schools since 2011. It has been especially challenging because schools have had to simultaneously teach both old and new standards. This transitional period requires students to learn the new standards; and yet, take standardized tests for the old standards. For teachers who have worked hard to establish a good rhythm with their curriculum it has been time consuming to re-



create lessons to meet the new standards. Ashley Fine (personal communication, June 25, 2014), third and fourth grade teacher at Skyview School, explained that language arts has not been as hard to transition into because it is matter of going deeper with many of the same concepts. Whereas with math, since so many of the concepts were moved around she struggled with having to ensure that the students would be prepared for the old standard's AIMS test, yet begin teaching the new standards.

Even though the Common Core standards are national benchmarks, local-decision making enforces how they are implemented. Many schools rely heavily on textbook companies who have correlated texts to state standards. Now, the challenge is either to bridge the old material with the new standards or wait to purchase textbooks that correlate with the common core.

Currently, language arts and math are the only subjects that have been developed for Common Core standards and are meant to supplement state social studies, science and technology standards, but not replace them. The skills both in language arts and math are foundational aptitudes that are needed to gain knowledge of both social studies and science.

There are three main shifts in the language arts standards. One of the greatest shifts is the use and comprehension of complex texts which students are expected to read in order to gain strong vocabulary skills. Another major focus is to cultivate student's ability to read, write and speak by utilizing grounded evidence from text. The third greatest change is the use of more nonfiction texts



## The Common Core Continued...

that allow students to gain content knowledge. All of these changes are intended to prepare students in their transition to, and success in, college. Many stakeholders are concerned that there is too much pull away from classic literature; however, the standards maintain a 50-50 balance between informational and literary reading in grades K-5. In the later grades 6-12, there is a greater focus on nonfiction literacy in order to build knowledge in social studies, science and technology (CCSI, 2014).

Fine (personal communication, June 25, 2014) applauds the shift toward deep and close reading skills. She feels that teachers are helping students to think and engage more deeply with what they read and be more analytical. Another key difference she sees in this modification is the shift from reading for speed to reading for deep comprehension.

In addition to changes in reading standards, there are also some significantly different focuses on writing concepts. The three main types of writing that students will learn under the Common Core standards are narrative, informational/expository, and argumentative. The biggest emphasis is on argumentative writing, which goes beyond persuading a reader to side with the writer's opinion, but to give supporting evidence of multiple perspectives to an issue. Both the reading and writing standards support each other in deeper reading and writing strategies.

Brittany Powers-Hall (personal communication, June 16, 2014), reading specialist of Harris School in Gilbert, explains that in her school district she is part of a team of reading coaches who help guide teachers by creating thematic units that align with the Common Core and connect to their existing programs. Thematic units are one of the best ways to gain the depth of learning that the Common Core requires, as all subareas of language arts can be woven in. One of the challenges Powers-Hall identifies with the Common Core standards is the varied interpretations and implementations. She fears that textbook companies will also have varied interpretations; and therefore, will cause inconsistency among schools.

The mathematics standards share the same focus of increased depth as the language arts standards. In devising the new math standards, the amount of concepts taught per grade level have been decreased so that students fully attain one concept before learning another. In kindergarten through second grade, students are focusing on concepts, skills, and problem solving related to addi-

## Parental Tips to Support Children

There are a few things parents can do to help support their children in this transition. Building critical thinking skills will be the common thread through all work, even homework. It is important to ensure that your child is digging deeply.

- Constantly ask them extended deep questions:  
Why do you think that is the correct answer?  
How does that work?  
Why and how is this useful to know?
- Get to know the standards:  
Arizona Department of Education - [www.azed.gov/azccrs/](http://www.azed.gov/azccrs/)  
National Parent Teacher Association  
[www.pta.org/index.cfm](http://www.pta.org/index.cfm)  
Hover cursor over "For Parents" and click on "Parent Guides for Success". Click on "Booklet" to download pdf. PUSD offers parent nights where standards and curriculum are explained.
- Keep open communication with your child's teacher. Check in with them regularly to find out how to support your child at home.
- Read it, speak it, write it:
- Reading daily
- Have your child verbally summarize  
Write a one-paragraph summary. It is important that the summary highlights the most important information and in an orderly fashion.
- Read less, but go deeper.

Don't just summarize, but analyze. Be a positive model in problem-solving. For example with math, use the internet as a resource to find various methods to solving a problem.



*Continued on Page 49*



# Family Fashion

By Courtney Stazinik

## 11 Tips for What to Wear in Family Photos

**D**eciding what to wear in family photos can be just as challenging as finding the perfect photographer. These are photos you are going to hang on your walls and cherish for years to come. It can seem overwhelming when considering what to wear but it doesn't need to be. Use these tips to help you pick out the perfect wardrobe for you and your family.

1. Coordinating colors not matching. Long gone are the days of everyone wearing a white shirt and matching. Instead, pick a couple of colors and choose clothes that will fit in this color scheme
2. Look at your home decor. Do you like bright colors? Neutrals? Since you will be hanging these photos in your house you want to make sure the colors of your clothes go with the color scheme of your home.
3. Don't forget accessories. Accessories not only add to your outfit but they can be fun to use in photos. Have the man wear a tie for the woman to hold. Necklaces for the kids to play with or hats to hide behind.
4. Limit patterns. Personally, I enjoy having an outfit in the mix that has all the colors in it. However, not everyone in the photo should wear patterns as it may distract the final image.
5. Look for clothing collections. When shopping for clothes for my kids, I head to stores that typically have color coordinating collections. I can then purchase clothes for all the children from one store. I know their clothes will coordinate.
6. Plan ahead. Once you book your session, start thinking of the clothes right away. You may think certain clothes will fit your kids or that one dress is clean. If you wait until the day of or day before you may run into an issue of clothes not fitting, being dirty or need to be dry cleaned.
7. Say no to characters. Yes, your little one may love their Toy Story shirt but you may want to skip it for the family photo session. Just like patterns, characters on shirts can be pretty distracting.
8. Avoid all white or all black clothing. If you are wearing an all white shirt then it is very easy to blow out parts of your shirt causing it to lose its detail. Same can be said with all black, it's easy to have clipping on black clothing and the detail is lost.
9. Textures are your friend. I am a huge fan of a cotton fitted shirt. However, in photographs I like to add textures like scarves or belts to add a little more to the image. Don't shy away from different textures.
10. Consider your background. If you are taking photos in front of a backdrop, consider what you are wearing. I remember an image my sister, her husband and newborn son took where they were all wearing black in front of a black backdrop. She and her husband look like floating heads holding a baby.
11. Think classic. These photos will be hanging on your walls and treasured for years to come. By choosing simple, classic clothes you will help give your images a timeless feel.

*At Click it Up a Notch you will learn to improve your photos one click at a time. Whether you are looking to buy a DSLR, got it today or have been shooting for years you will find something for you here. We have over 3 years worth of tutorials covering manual mode [www.clickitupanotch.com/category/manual-mode-tips](http://www.clickitupanotch.com/category/manual-mode-tips) , lighting [www.clickitupanotch.com/category/lighting](http://www.clickitupanotch.com/category/lighting), composition [www.clickitupanotch.com/category/composition-2](http://www.clickitupanotch.com/category/composition-2) and editing [www.clickitupanotch.com/category/editing](http://www.clickitupanotch.com/category/editing). [www.clickitupanotch.com/photography-blogger/](http://www.clickitupanotch.com/photography-blogger/)*

## The 'Tis Art Center And Gallery Brings Another Gift To The Prescott Community

announcing the 'Tis Annex Building at 235 N. Marina Street in Prescott with its classroom space for professional artist workshops and the 'Tis STEPS Art School for Children art classes for ages 4 and up.

The STEPS Art School for Children has been providing FREE art education classes to Prescott area children since 2011. While the students work towards creating new work to be displayed in a professional gallery setting, the primary purpose is far greater. The program's focus is on concepts and exercises that help children develop a higher level of overall academic achievement, cultural awareness and sensitivity to the world around them.

Currently, there are two 7 week long STEPS Art School for Children programs in each calendar year. One in the spring beginning in April and the other in fall beginning in September. Beginning classes are for children ages 4-7 and 8-11. Advanced classes are open to returning students regardless of age. New students with art experience can also enroll in the advance classes pending approval. The fall 2014 classes start September 8th and run through October 30th. The art show that follows will be in the 'Tis Art Center mezzanine gallery from January 2 - 14 and the

reception Saturday January 3rd. Students receive a 90% commission for their sales and the other 10% is goes back into the program funds. Visit [www.tisartgallery.com](http://www.tisartgallery.com) and click on the education tab for details.

The 'Tis Art Center & Gallery main building on Cortez should not be missed. New art shows are introduced every month showcasing fine art paintings, photography, sculpture, jewelry and wearable art, all by Prescott area artists. And then there's that beautiful third floor banquet hall that everyone talks about.



**'Tis Art Center & Gallery**

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928-775-0223 [www.TisArtGallery.com](http://www.TisArtGallery.com)



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*By Elena N. Marcus*  
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# Arizona Increasing Support for Children with Special Needs

By Dorothy Hill Baroch



educating children to meet life's demands and challenges has evolved over the centuries. Multiple images come to mind, from the one room schoolhouse to the modern classroom—an educational laboratory with computers, high-tech equipment, and access to information worldwide.

As early as 1647, government saw the need to educate children. “The General Court of the Massachusetts Bay Colony decrees that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school.”[i] One hundred twenty-years later, Thomas Jefferson proposed “a two-track educational system, with different tracks,” in his words, for “the laboring and the learned.”[ii]

Fast-forward to the 21st century, when amendments to the 1975 Individuals with Disabilities Education Act (IDEA) were implemented to “ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children.”[iii]

That concept continues to evolve, with a new approach recently outlined by Education Secretary, Arne Duncan, in an article released by The Washington Post in July.

“Until now, the agency considered whether states evaluated students for special needs in a timely manner, whether they reported information to the federal government and met other procedural benchmarks.

“Education Secretary Arne Duncan said ... that his department for the first time will also consider outcomes: How well special-education students score on standardized tests, the gap in test scores between students with and without disabilities, the high school graduation rate for disabled students and other measures of achievement.”[iv]

Commenting on the effect the new approach will have on Arizona’s educational system, Christopher Tiffany, Director of Family Support and Education, Raising Special Kids, said, “As the system is new, we can only speculate to its long term success. However, we are hopeful that it will do what it is intended to do, and that is to improve educational and vocational outcomes for students with disabilities for them to be successful in adult life.”

Jon, an adult born with spina bifida and hydrocephalus, offers a suggestion to aid parents in supporting their child’s growth toward a successful adult life. “...try really hard not to project your own entirely understandable fears and concerns on to your child by deciding their capabilities or aspirations for them. Instead, give them the space and opportunity to decide their own destiny.”

The following information, from the Arizona Department of Education website, is available to families, school districts and others who care for children with special needs. Additional information about services available



to families can be found on the Raising Special Kids website (<http://www.raisingpecialkids.org>).

## Statewide parent information and training on various topics to assist parents in:

- Understanding the special education process.
- Working with professionals to understand and support their child
- Learning advocacy skills to appropriately participate in meetings
- Special education resource documents on a variety of topics
- A local, regional, and national disability resource directory
- Regional support teams in northern arizona, central arizona, southern arizona
- A toll-free help line (1-888-877-5910) for parents staffed by trained and knowledgeable specialists
- All information, training and support provided in english and in Spanish[v]



In answer to the question, “If I were a parent in the Prescott/Quad Cities area, who suspected my child had needs beyond those that a normal classroom setting could support, what would be my first steps,” director Christopher Tiffany submitted the following information.

**Parents have a few options in regard to steps:**

- Every publicly funded school, traditional public school districts and charter schools, are required to have processes in place to identify, locate and evaluate children with disabilities. This is called Child Find. So the parent could bring the concerns to the teacher or principal to discuss Child Find activities, which are things like screening, data collection, observation, implementing interventions, etc. The important thing to remember is that all these activities take place in the regular education classroom and are being done by the child's general education teacher. If the Child Find activities support a suspicion of a disability, then the child will be referred for an evaluation to see if the child is eligible for Special Education. Child Find is a function of Regular Education.
- The parent, at any time, can refer their child by formally requesting, in writing, that the child be evaluated because they suspect their child of having a disability.
- The school would then have 60 calendar days to evaluate the child and determine if they are eligible for Special Education and Related Services.
- If the child is eligible for services, an Individualized Education Program (IEP) must be developed within 30 calendar days.
- Parents must give informed consent to the school for the school to evaluate the child, and they must give consent for the school to put the initial IEP in place.
- Parents are equal participants in any decision making team in special education.

A statement in the Raising Special Kids Mission Letter sums up their program and offers hope to parents and families. “The heart of our mission at Raising Special Kids is parent-to-parent support. Families of children with special needs can be a valuable resource to each other. The phrase, ‘families helping families’ which appears in our logo, reflects our commitment to serving families in many forms – grandparents raising grandchildren, single parents, non-custodial parents, adoptive or foster families, and families of many cultures. Our services are available at no cost to you as a family member of a child with a disability or special health need, and we encourage you to call our Family Support Team” (800-237-3007)

*Resources...*

[i] <https://www.raceforward.org/research/reports/historical-timeline-public-education-us>

[ii] <https://www.raceforward.org/research/reports/historical-timeline-public-education-us>

[iii] <http://nichcy.org/laws/idea> <<http://nichcy.org/laws/idea>>

[iv] [http://www.washingtonpost.com/local/education/states-special-education-services-face-tighter-oversight-by-the-obama-administration/2014/06/23/a103031e-fb36-11e3-b1f4-8e77c632c07b\\_story.html](http://www.washingtonpost.com/local/education/states-special-education-services-face-tighter-oversight-by-the-obama-administration/2014/06/23/a103031e-fb36-11e3-b1f4-8e77c632c07b_story.html)

[v] <http://www.azed.gov/special-education/deputy-associate-superintendent/parent-information-network>

*Dorothy Hill Baroch is a member of the Pacific Northwest Writers' Association and the Sun City Summerlin Writers' Workshop. She is owner and CEO of Organizational Dynamics, specializing in communication and organizational development. Dorothy is the mother of an adult born with a disability.*



## Knowing What and When to Feed Your Child Can Provide an Edge, Physically and Mentally

**b**obby's a bright kid, but you wouldn't have known it this morning. The eight-year-old's day was grinding to a halt before it had even started. He was feeling listless at school and found it difficult to concentrate on his morning math quiz.

By the time recess rolled around, he was too sluggish to play with the other kids. This was a job for Captain Carb. Dashing to the lethargic lad's rescue, the captain immediately recognized the handiwork of energy saboteurs; Bobby had skipped breakfast and tried to make up for his hunger pangs with a soda and sweet roll. Not a cool nutritional choice, counseled Captain Carb, for two reasons.

First of all, research shows that skipping breakfast results in shorter attention spans and increased fatigue. That's because the body needs breakfast in order to "get going." By skipping breakfast, the body's metabolic rate (the speed at which calories are burned and used for energy) slows because the "furnace" has not been stoked up. A study reported in the *Journal of Developmental & Behavioral Pediatrics* showed that children who skipped breakfast significantly reduced their levels of both energy and cheerfulness.

Secondly, while the sugary soda and sweet roll generate a quick burst of energy, that is soon followed by more hunger and fatigue: Too much sugar forces the pancreas to dispatch the hormone insulin, whose job it is to mop up all the excess sugar in the bloodstream --- and these "sugar soldiers" do an extremely thorough job that can result in too much energy loss.

It's the complex carb foods (whole-grain cereals, pasta, and bread), with their high complement of B-vitamins, that deliver packets of "time released" energy to our bodies' cells. That's the kind of energy you want. Complex carbs break down more slowly because of their fiber, compared to simple carbs (like sugar), and since the glucose is absorbed into the blood over a longer period of time, there's no emergency call to the pancreas and no sudden pangs of hunger.

### ***Did You See Where I Put My Zinc?***

Indulging in sugary and overly processed snacks, which are virtually empty of vitamins and minerals, at the expense of more healthful foods can also lead to a deficit in the essential memory minerals iron and zinc. Researchers have known for years that severe iron and zinc deficiencies can cause cognitive problems. More recent findings from the *Journal of Nutrition, Health and Aging* suggest that having low-normal levels of iron and zinc can also impair memory performance and learning capabilities.

Iron is essential for verbal recall, while zinc is necessary

for good visual recall. Government findings from the U.S. National Health and Nutrition Examination Survey reveal that many children's diets are low in essential minerals, including iron and zinc.

Health professionals, however, advise against taking separate supplements of iron and zinc at the same time, since these two minerals will compete with one another for absorption into the

*"...while the sugary soda and sweet roll generate a quick burst of energy, that is soon followed by more hunger and fatigue..."*

blood stream. The best source is food (which creates no absorption conflict), with a multiple vitamin and mineral supplement for extra nutritional insurance.

Foods that are good sources of both iron and zinc include: grass-fed meat, wild-caught seafood, organic poultry, beans and whole-grain cereals.

When you eat is as important as what you eat in terms of energy maintenance. The body stores energy in the form of glycogen in the liver (to maintain a proper level of blood sugar) and in the muscles (to fuel muscle activity). If the supply of glycogen runs low and hasn't been replenished with a meal, the body adjusts by breaking down lean muscle tissue to obtain the glucose it needs. That makes you feel overtired... and you certainly don't want to give up lean muscle tissue.

To avoid this, and to keep the body supplied with abundant energy, it's important to eat regularly. Never go longer than four hours without some food. Children, especially, need frequent small meals to meet their increased energy and growth demands.

Maintaining a high energy level also requires endurance, and there's only one way to build that -- regular physical activity. If your child is vegging out on videogames or television, it's time to encourage some outdoor play.

Take a minute to evaluate what's on your child's plate. Check it for a balance of high-energy complex carbs and sources of both iron and zinc. Getting it right will give your child (and the entire family) the energy and endurance needed to feel great!



# A Love Story

By Phyllis Meyers

The doctors looked at the newborn with trepidation. Their apprehension doubled when they discovered the little premature baby had an opening in a heart valve and a bleed in the brain. How do you tell loving parents their first newborn might not make it? That was just one of the heavy decisions the doctors in charge of little Sophia had to make.

Sophia was born April 6th, 2014, at the Palomar Medical Center in Escondido, California. Due to being a premature baby she was immediately sent to the Rady Children's Hospital in San Diego and put on a ventilator to improve her breathing. Rady Children's Hospital was chosen due to the fact they are better equipped to deal with premature arrivals. Sophia's mother, Julie, had been at Safari Park, north of Escondido when her labor began. Much to her surprise, Sophia was born three months early.

Julie had been a resident of Prescott for eight years and a teacher at the Liberty Tradition School for the same amount of time. Her relationship with her husband, David, (see photo) started on line as a friendship and quickly blossomed into a love affair and, after a year, they were married in a beach wedding in San Diego. David, born in India, has a striking tan complexion and Julie is white as snow. Everyone remarked, "What lovely babies you are going to have; their coloring will be beautiful!" That prediction, at first, was not to be true. Sophia, being so premature, had a blue, greyish tint to her skin. (photo) She was scrawny and skinny with tubes sticking out of most orifices. Her ribs showed and she weighed barely two pounds. Of course to Julie and David she was beautiful.

Julie and David were provided lodging at the Ronald Mc Donald House in San Diego, which is right across the street from the Rady Hospital. Due to this they were able to spend hours with Sophia. Julie does not have enough good things to say about the Ronald McDonald House. "They were absolutely wonderful and without them we never would have been able to spend the quality time we did with Sophia. It was just a matter of minutes for us to cross the street to see her. They also made the whole experience financially feasible."

Once at the hospital, Julie would cradle the small baby and talk and sing to her, holding her closely, as only a mother can do. We cannot leave David out of the picture.



He had his work schedule changed so he could also spend hours with the little one. All the love they could muster was transferred to Sophia.

The doctors at the medical center prescribed two operations that were to be performed on little Sophia; one for her heart and one for the brain. Julie asked everyone to say prayers for little Sophia. The doctors postponed the operations twice due to the fact Sophia seemed to be making remarkable progress on her own. She was thriving on the breast milk given to her after Julie pumped her breasts. The fluid in her brain started to drain and the bleed stabilized. Medication was given her for her heart valve.

This is where the love story truly begins. Not only did Sophia gain weight; the opening in her heart valve started to close and the head bleed stopped! Nurses and doctors began to call her "the miracle baby". Suddenly the impossible became possible. Within three months Sophia turned into a plump, pretty and pink baby. (see photo) On June 20th David and Julie took their little princess home. What's love got to do with it? Everything!



# The Big Question

By Natalie Durham

"Why god?"  
my mothers voice rang out  
as she stood in our gravel drive  
chin pointed toward the roof of the sky

her words rumbled through  
the neighborhood like a freight train      everyone heard

my best friends son stood on their deck  
half a block away

turned to his mother  
seven year old eyes wide with fear  
uncertainty  
"who said that?"

there are so many why's with easy answers

why broccoli  
why clean my room  
why not  
why homework  
why nap  
why can't I have a sleep over

because its good for you  
because its messy  
because I said so  
because your teacher said so  
because you are tired  
because it's a school night

why god

no answer

save the thick silence  
save the ripples of words lost to the cathedral sky



**"WHAT WE HAVE ONCE ENJOYED  
DEEPLY WE CAN NEVER LOSE.  
ALL THAT WE LOVE DEEPLY  
BECOMES A PART OF US."**

**~ HELEN KELLER**



***Want to read more?***

Check out our website  
[prescottparent.org](http://prescottparent.org)





# Date Nights are Important for New Parents

By Valerie Rosen

*A*s a new parent, your world is so much about feeding, diapering and fussing over your new little angel that time with your spouse or partner takes a back seat. However, staying connected to your spouse is essential to maintaining a healthy relationship. Plan regular date nights for just the two of you -- sans baby -- to keep your sanity and strengthen your relationship.

## *The Communication Factor*

With you and your spouse being so focused on your new bundle of joy, it can be hard to find time to focus on the two of you as a couple. Small disagreements can become major ones if you haven't taken the time to talk and know where the other stands. According to the report "The Date Night Opportunity," by the National Marriage Project, date night gives couples the chance to reinforce mutual beliefs, address any changing viewpoints and offer support to each other. Without taking the time out to connect with your spouse in this manner, your quality of communication could seriously erode over time.

## *The Romance Factor*

More than likely, you probably find it hard to get into a romantic mood when you're in baby mode, making sure you're prepared for the next feeding and trying to prevent diaper rash. Date night gives you and your partner a chance to re-ignite that loving feeling, with no distractions from the little one. According to relationship expert Dr. Bryce Kaye, date night is essential to managing the emotional state of your relationship. The "Date Night Opportunity" report further states that couples who plan regular date nights have a stronger sense of commitment to each other and the relationship.

## *Date Night Ideas*

Don't feel pressured to go all out for a big date night as a new parent. You likely will feel more comfortable sticking close to home in case the babysitter calls for an emergency. Walk to a neighborhood coffee shop and cozy up on a love seat with your favorite caffeinated beverage. Go out to eat at casual eatery that the two of you used to frequent before the baby was born. Get a little playful and competitive with your partner over miniature golf or bowling. If you are not ready to leave your little one with a sitter just yet, you can still get spend intimate time when your baby is sleeping. Light some candles in the living room and cuddle on floor pillows while watching a movie you both love. Plan a backyard picnic -- with the baby monitor close by -- on a warm summer evening. Melt chocolate in a fondue pot and feed each other chocolate-dipped strawberries.

## *The Date Night Rules*


Whether you are having your date night away from home or in the living room, keep baby talk to a minimum. Save serious discussions and problems for another time. Dr. Bryce Kaye suggests focusing your date night talk on your shared dreams, hopes and fond memories. If you are staying in for date night, put a little effort into dressing nicely. Don't just come downstairs wearing the wrinkled shirt with baby spit-up on it. Maximize your time together by keeping things simple. Don't plan an elaborate evening driving from location to location, or cooking a fancy four-course dinner. The point is to de-stress with your spouse, not make things more complicated. Avoid turning your date night into a group date night, even if you are dying to see your friends. This time should be all about you and your partner focusing on each other.





# 15 Ideas for At-Home Date Nights

By Erika Carroll

 think I can speak for many couples when I say that making an effort for date night can seem overwhelming, especially if you don't have family in town to help with kids. By the time you coordinate schedules, hire a babysitter, pay for dinner, pay for a movie, then pay the babysitter, you've spent more than you feel like you should have for something that should be fun and relaxing.

Don't get me wrong. I love date night and I love going out. But there's no reason that we can't celebrate the every day and have at-home date nights after the kids go to bed. I've come up with a list of some ideas for at-home date nights for those nights that you can't find a sitter or for when you just want to turn an ordinary day into something intentional and fun.

1. Sports Night. If you're watching your favorite football team play, put on your team colors, fix hot dogs and nachos. Treat it like you're at the game!
2. Dinner al fresco. Fire up the grill and sit outside on your back patio or on your front porch to eat. Sometimes just being outside while your kids are sleeping inside makes you feel like you're far away from home.
3. Just dance. Create a playlist of your favorite songs and dance in your living room.
4. Movie night. Make some stovetop popcorn and rent a movie. This is more fun if one of you rents a movie and surprises the other.
5. Something sweet. Cook an amazing dessert together and indulge. Eat it straight out of the pan!
6. Take a walk down memory lane. Spend time reminiscing about when you met and where you went together. Get out the photo albums and tell stories about what you remember from those first weeks together.
7. Let's get fancy! Cook a 5 star rated meal, break out the fine china, light the candles in the dining room, and get dressed up.
8. I love you because... Write love notes to each other and leave them over the house for the other to find.
9. "Live" music. Watch a concert on DVD. Pick an artist or band that you both love and escape for a little while.
10. Make it a theme night. If his favorite movie is Rocky, watch Rocky while eating Rocky Road Ice Cream.
11. Home improvement. Set aside a night to tackle a home project together and order a pizza. Maybe it's painting a room or hanging pictures. Doing it together without distraction makes it more fun than the average project day.
12. Wine and cheese. How can you go wrong with some great wine and cheese?
13. Go "camping." Light the fireplace, get out the sleeping bags, make a pot of chili, s'mores (or s'mores brownies) and sit by the fire telling your favorite stories.
14. Whisk away to Italy. Or just pretend! Make homemade pizzas, have some gelato for dessert, and watch a movie from the area (with sub-titles can be fun). You can do this with Mexico, France, or even make it an all-American 50s night with burgers and milkshakes!
15. Breakfast and crosswords. Save the crossword puzzle from the newspaper, whip up some pancakes and a big breakfast, but do it all after the kids are in bed. It's a good opportunity to reclaim some of those lazy morning activities you used to love.



ust as it's important for our children to learn how to make healthy food choices and healthy activity choices, learning how to be healthy in other areas of their life can have positive long-term effects on their futures. Being holistically healthy can make kids feel good make better choices, but what are our schools doing to ensure kids are shown how to do so?

The World Health Organization defines health "as a state of complete physical, mental and social well-being." While we have all been familiar with the physical education and nutrition programs public schools have had in place for quite a while, mental and social well-being, both key components of overall health, don't always have the spotlight in the discussion on health education. Due to the rise in school violence over the last few decades, however, these other areas of health are becoming a real public concern. The recent discussions of school violence touch on the social factors of violence, including the social effects of mental health problems. The involvement of schools in helping fight school violence from this perspective is slow going however Arizona has taken significant steps to join in this fight through initiatives and programs.

Schools have always had a role in the social education of children. In school, children learn social lessons such as being respectful of teachers, how to form friendships and how to generally get along with others. These lessons are being taught through the social and emotional learning initiatives that have spread across the nation and now are reaching out globally as school violence is better understood and the solutions to violence become clearer. The Arizona Department of Education Early Learning Standards includes social and emotional learning standards as part of their early childhood curriculum. These standards include recognizing your own emotions and regulating them, recognizing others' emotions and responding positively to them and having respectful and appropriate social interactions. These standards are likely to make a difference in the lives of children who are at risk of committing school violence. The Character Education department in the Arizona Department of Education aims to encourage character and morals in students across Arizona. The values that this initiative is teaching are part of what makes communities, schools, families and children healthy, in a socially respon-



sible way. Playworks, as part of the department's mission, is operating at many Arizona schools and is spreading across the state. Playworks is a program that helps schools use recess time to teach lessons about being socially and emotionally healthy kids. Through supervised and "coached" play, kids learn how to build self-confidence, leadership skills, and the ability to better manage their behavior. A recent nationwide study has shown that Playworks helps teachers use their time more effectively in the classroom because kids were having less behavioral problems.

Arizona's school health program has also adapted to these new concepts of health. Arizona school health education programs now address not just nutrition and physical education, but psychological and social well-being, strong family and community relationships and the overall health of the school environment as well. The Insight Academy of Arizona, a public online high school, incorporates social and emotional learning as part of their curriculum, having students attend guidance sessions throughout the school year that helps them cultivate the social skills and self-awareness needed to succeed in the job market. Social and emotional learning also has shown to be very effective in helping children with learning disabilities find success in the classroom. The Sierra Academy



## PLAYWORKS

*Continued on Page 32*





## Second-grade teacher's open door policy helps ensure students' success in the academic year.

Anyone who is willing to spend over six hours a day with twenty-four seven year olds in approximately 625 square feet of classroom space must either be very crazy or very exceptional.

Leah Joy Oberg, one such teacher at Mountain View Preparatory School, an Arizona International Baccalaureate School ([www.azibs.org/az-ib-schools](http://www.azibs.org/az-ib-schools)) located in Cottonwood, is truly among the exceptional. Leah exhibits exceptional patience, creativity, and leadership, meriting much of her success in the classroom to an open door policy which encourages parents to not only volunteer for extended hours, but to pop in just any old time.

While many parents historically limit their relationship with their child's schooling to parent-teacher conferences, sports, and special event attendance, Leah, known as "Mrs. Joy" to her students, inspires parents to overcome any hesitation or timidity about making impromptu visits during the school day. She encourages keeping channels of communication open by sending home weekly newsletters that not only keep parents abreast of curriculum themes and focus, special events, and field trips, but to also encourage volunteer participation by thanking and featuring those parents who have visited in the prior week, whether as a drop-in, guest story-teller, or general classroom volunteer. Over time parents have contributed invaluable assistance, ideas, elbow grease and materials including spearheading such fun activities as Christmas and Mother's Day craft projects and constructing props for student plays.

Research shows that children whose parents volunteer in the classroom exhibit better attitudes and score higher academically. Teachers who have classroom support are able to do their job more effectively. And parents who participate in the classroom are better equipped to support their child's homework or special projects. In this age when a majority of parents work, squeezing in some volunteer time can make a huge difference in a child's success. The relationship between home life and school life becomes strengthened through the teacher-volunteer collaboration.

Leah's personal philoso-



phy revolves around the idea that learning is taking place in a child's life 24-7, parents are the primary teacher in that child's life, and she, as an adjunct teacher, is in partnership with parents to optimize the child's educational experience. Ideally, the thirty-two and a half hours a week that children are at school are strategically designed to utilize a child's most productive hours of the day in ways that stimulate and reinforce learning and the development of social skills. Knowing that each child is an individual, with different abilities, talents, and learning styles, a good teacher focuses on the child's strengths and offers strategies to help strengthen areas that need support so the child can feel successful and enjoy their schoolroom experience. Leah finds that a simple phone call to a parent can make a huge difference in forging a connection and encouraging ongoing dialogue about what's happening at school. In the process, she gets to know the child better in terms of the dynamics of the home environment and that child's special place in the family. Trust is built and a sense of teamwork emerges between parent and teacher, further bolstering the success of the student.

Occasionally a parent will take a vital role in the classroom on behalf of their child. New to the community and to the other kids, one student's mom spent the first day of school present in the classroom as a show of



support in helping him acclimate to yet another unfamiliar place. Another mom, whose daughter was academically behind, made a conscious decision to take an active role in her daughter's new school year by volunteering every week for three or more hours, and sometimes for the entire day. While this kind of an arrangement could create an opportunity for some negative behavioral issues for a few children and parents, her decision proved to be highly beneficial for her daughter, herself, and for Leah.

Students may indeed thrive getting a little extra one-on-one attention that an assistant can provide, but so do teachers. The extra help proved invaluable to Leah. In addition to general assistance, the girl's mother helped with fluency reading checks (taking each child aside for a short time to listen to them read, and informing them of their words per minute and number of errors) as well as with scoring simple worksheets and tests, giving Leah a little less paper work and a little more effective, quality teaching time.

Generally speaking, parents love their experience in the classroom. Getting a sense of what the teacher's expectations are and teaching style is like, and how their child functions in an academic setting, watching them interact with the teacher and other children and witnessing how they focus and apply themselves in a learning environment, are all enormously helpful to understanding the big-picture perspective of their child's fast-expanding little universe. Plus it can be a heck of a lot of fun!

If activity is the foundation of education, what else might a really imaginative teacher dream up in order to optimize learning power? Doing nothing. That's right... she turns down the level of the oftentimes frenetic energy of twenty-four excited little people fresh off the playground after lunch with a concept called "Imagination Station." Leah, parent volunteers, and kids all take a few moments' breather in their seats for some quiet time where they have been instructed to sit with their imagination and get com-

fortable with going inside themselves. Encouraged to create a special place they can go for a few moment's rest, they visit this place

or just think "happy thoughts" about what makes them feel good. One volunteer mom has borrowed the "Imagination Station" concept and created an enhanced "time out" experience for her own brood of four children at home – resulting in a more peaceful and cooperative household.

So you see, parents as partners in the classroom really is a successful combination for all — student, teacher, mom, dad, and the rest of the family as well. Whether you are an educator or a parent, as the bright new school year ahead unfolds, consider making valuable time in the classroom for cultivating and walking cheerily and confidently into this notion of an "open door policy." Opportunity knocks!

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Holistic Health Education Continued  
from page 30



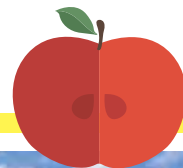
in Scottsdale makes use of a social and emotional learning curriculum to build confidence and social skills in learners who have had challenges in general education classroom. These curriculums and programs provide the opportunity for students to succeed despite emotional or behavioral disabilities and become active and contributing members of society. Arizona's teachers are being educated on social and emotional learning and are actively recruited to be instructors of these various programs.

The certified training of teachers and the implementation of this kind of curriculum is a sign that Arizona schools value and believe in the benefits of social and emotional learning on our children. Arizona's education system views health holistically and sees families, communities and schools all responsible for the overall health of children.



# The A. B. C.'S Of Prescott's Public Schools

By Phyllis Meyers



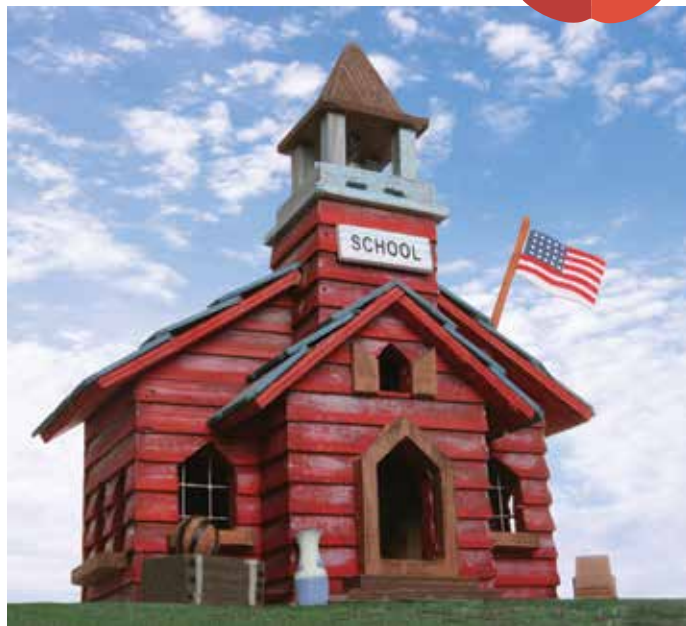
Arizona's school system is as diversified as its scenery. Education includes public schools, private schools, home schooling, tutoring and the latest development: schooling online. It used to be mother would pack a lunch, kiss little Tommy goodbye and off he would go on the school bus. Most of that has changed. Now mother pulls out a book, sits down at the kitchen table and says, "Let's concentrate on lesson 12 today Tommy" Of course that's not always the case. Public education still reigns supreme as the fundamental method of education and today we are going to concentrate on how, why and when it all began.



Back in the 1800's a man by the name of Samuel Curtis Rogers moved to Prescott from California where he was the founder of the first rural public school district in California. He arrived in Arizona about 1866 and supervised the building of and the teaching in the first public school house. It was situated on the corner of Granite and Carleton and completed in 1867. The old school house remained there until 1948 when it tragically burned to the ground. A replica of this school house presently stands on the grounds of the Sharlot Hall Museum, built by the Kiwanis Club in 1962. Just as recent as 2006 Sharlot Hall Museum held a commemorate exhibit of Mr. Rogers aptly called "Good Morning Mr. Rogers." There have been several discrepancies in regard to the actual construction of the schoolhouse, none of which can be concretely proven except for that of Mr. Rogers. In 1906 Mr. Rogers wrote a letter to his great granddaughter detailing the construction of the schoolhouse and the problems he encountered. Although this was not the first educational opportunity to be offered in Prescott (private schooling was available as early as 1864), Roger's schoolhouse provided Prescott with a beginning of the great American institution; that of free public schools. Roger's interest in public schooling did not stop there; he persuasively wrote about the problems the institution faced and made recommendations which were incorporated in the Ochoa Safford school law of 1871 which officially created the Arizona Public School System.



Children today attend public schools with little thought to the fact that at one time they did not exist. In the beginning they



were called "free" public schools and other education came with a price.



Such schools as the Washington Elementary School and the Prescott School were erected in the 1800's. Both were large, stately schools built of brick and mortar. Washington School is the oldest continuous school in Arizona. For 104 years students have walked the halls of this historic building which remains today in our fair city. Prescott School was rebuilt in 1920 and added a courtyard garden and, in 1955, an auditorium. This very school has a history of its own, providing the first educational facility for the hearing impaired and later was designated the Lincoln School for the Deaf.

Today over 6,000 students attend the many schools of Prescott which include a total of twenty. There are six elementary schools, five charter schools, four private schools, two colleges, the middle and high schools, the campuses of Arizona University and Old Dominion University, and of course the renown Embry Riddle University. There are also a plethora of online schools, academies and universities. As mentioned earlier, Arizona's educational facilities are as diverse as its scenery.

*For more information on the history of our schools, contact the historical library of Sharlot Hall Museum at: 928-445-3122.*

# The Teenage Obsession with Being “Cool”

By Dominique Del Grosso



course not all teenagers will be consumed by this shift, as the degrees are as unique as the individual. Identity flux is a natural progression in maturation, so it's likely your adolescent will experience these feelings on some level.

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*“Hey, don’t write yourself off yet. It’s only in your head you feel left out or look down on. Just try your best, try everything you can. And, don’t you worry what they tell themselves when you’re away...”*

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Sarah Edmonds, a psychologist in private practice in Prescott, says—that like these song lyrics demonstrate—talking teens out of being popular won't work. And sometimes, an obsession with popularity can come at the cost of a teenager's ability to make constructive decisions.

“The best approach to take is to empathize with your child and his feelings. You want to enter his world and imagine how he must feel,” she says. “Authentically express your concerns about what you see happening, and acknowledge the need to ‘fit in,’ but at the same time, use real life examples to share your hopes and worries for your child.”

In addition, Edmonds says it can be hard for parents not to project a vision of who, what and how teenagers should be. Generally, parents simply want kids to be happy, but remembering that when your child's interests are wildly different for yours, can feel difficult. But no matter, a teenager may specifically select an interest unlike yours because “adolescents like to fight for independence,” Edmonds says.

Although it may feel trying to watch the flux between tastes, interests, friends, etc., it's important to help teenagers feel encouraged to explore—so long as the interests are safe and healthy. Edmonds says the best thing parents can do to help teenagers gain an authentic sense of self outside of “cool,” is to simply get involved. She says it's never too late to carve-out special time to spend together. “Parents should embrace what the child likes and wants. It's important parents don't pass judgment, but simply be present,” she says. “Likely, spending quality time will get your teen talking, and it will help ward-off those feelings of angst, isolation and being misunderstood.”

So, let's say you don't approve of the outlets your teen is engaging in. Edmonds says you should be creative in swaying your teenager's interests to something more neutral. And, when it comes to those bigger, controversial topics in adolescent maturity, embrace open communica-

The 2001 teenage anthem, “The Middle,” written and sung by the American alternative rock band Jimmy Eat World, captures the true spirit of youth identity woes. The song's opening lyrics easily transport us back to a time when who we were and if we fit in weren't so certain. It's a time few of us can adoringly recall as adolescence.

Being a teenager is tough; a fact most can agree. Being perceived as “cool” and popular by a teenager's peer group is likely the most valuable currency. But as adults, we have maturity and experience on our side to tell us otherwise, even if being accepted and “one of the group” remain pervasive.

Adolescence is a tricky time for both teenagers and parents. With all the emotions and social or academic pressures colliding at one time, it's easy for everyone to get stuck in a sticky web of frustration and intolerance. However, no matter how difficult the heightened emotions rise, teens are capable of making good, solid decisions at home and out in the world at-large. But, the foundation to do so comes from relentless parental support, understanding, empathy and negotiation—and a little “tough love” doesn't hurt every now and again. Ultimately, the approach parents take with teenagers may make the difference mattering most.

## **“I HAVE TO BE POPULAR!”**

No matter how ridiculous the adolescence phase can feel for all involved parties, the lyrics from the hit song “Popular,”—featured in the Broadway musical “Wicked”—call-out the shift teenagers face from an identity once connected to family to a fluid sense of self; one that is largely reflective of the teenager's social circle and status. Of



tion. Edmonds says parents shouldn't just express how to feel about a major issue, but parents must also give reasons for the "why" in the answer.

"It's important to relay your expectations to children about the 'big' issues," she says. "The 'why' is so important to explain to help them understand the impact of consequences."

Try your best to—once again—imagine life through a teenager's eyes. Keep in mind that although teenagers act independent and aloof, the need for support and guidance is as necessary as it once was, but simply, in a different way. Teenagers will drive you crazy. They will make mistakes. Remember teenage years are fleeting, and so is the obsession with being cool.

So—with little effort for another ideal musical innuendo—there are no better words for parents to live by when dealing with popularity-focused teenagers than those of the hit "Frozen" song, "Let it Go." Yes, parents, let it go.

Be curious about and with your teenagers. Be honest about your expectations, have fun interacting, embrace your teenager for who he or she is at that moment in time, and enjoy the ride. The ride only lasts once in a lifetime, and it's worth the waves.



Dear Ms Mary,

I need advice. My husband and I had our first baby in April. After six weeks of maternity leave, I've gone back to work. With both of us working full time, you can imagine how busy our lives are. My husband's parents live in Chino Valley and are crazy in love with their granddaughter. They are truly wonderful people but the problem is they want to see the baby all the time. They expect us to spend every Saturday or Sunday with them and they stop by at least twice a week just after we've gotten home and are preparing dinner and playing with the baby. I love my in laws but want more private time with my husband and baby. My husband doesn't understand why I don't want to see his parents so often and says I'm being selfish to want to keep the baby all to myself. We've had several "discussions" about it and I really want to find a solution before it becomes a major issue between us. How can I tell my in-laws to back off a bit without hurting everyone's feelings?

Sincerely,

*Treading Carefully in Prescott*

Dear Treading Carefully,

The more things change, the more they stay the same. In-laws have been causing marital strife since the first "I dos" were declared. I think you're smart to want to nip this in the butt ASAP. First off, you need to come up with a plan of action with your husband. I'm guessing that your wish to limit time with your in laws has less to do with a selfish desire to keep baby all to yourself and more to do with a longing for more private time. For most families, entertaining during the week is out of the question. Working full time and managing a home is one thing, but working full time, managing a home AND taking care of an infant is quite another. I believe a compromise is in order. Agree to see your in laws at least one day on the weekends, but visits during the week must cease. Once you and your husband agree to this, tell his parents that although you know how much they love to see baby, you are just too exhausted after work to have company during the week. With time this problem will take care of itself as the novelty of a new baby fades. Good luck and happy parenting.

*Have a question for Ms. Mary? Send them to [msmary@prescottparent.org](mailto:msmary@prescottparent.org) and possibly see it published in one of our issues. All submission will remain anonymous.*

# What Parenting Style Is Best?

By Dominique Del Grosso



a happy child makes for a happy parent. When a child isn't doing well in school, it's likely the impact isn't felt only in the classroom. This begs one of the never ending questions about what type of parenting style will produce the better student: "helicopter parenting," a "laissez-faire" style, neither or a mix of both?

Throughout a child's academic career, parents who lead with a thoughtful, tuned-in approach make the difference that count. One thing is certain: no parent or student is perfect. Parents will likely make many mistakes in finding the best approach for their children. The thing to remember is making mistakes is important. Mistakes teach us where improvement is needed, assist us in knowing where children are on the academic spectrum, where they need to be, and provide tangible information that can be used to help achieve better results.

Choosing one parenting style over the other will not produce a superior student. In today's world, excelling in school can equate to an adult life that offers financial independence and numerous professional possibilities—a reality easily lost and seemingly inconceivable in the minds of youth. Consequently, this reality is possible when reinforced not only by educators in the school system, but by parents, too.

Guiding children through the markers and ranks of school can sometimes feel like an insurmountable task,

especially if parents don't feel confident about academic prowess. Nevertheless, the most important factors—our experts agree—are to be involved in your child's learning because parents can make a significant impact on what a student expects of himself and the type of student he becomes.

## PARENTAL CONTROL

Tara O'Neill, a teacher at Yavapai College in Prescott, says there are two schools of thought when parents are faced with instilling academic requirements in the home and at school. "There are parents who believe in a demanding approach to a student's academic efforts," she says. "And, then there's a more relaxed approach parents take."

For some parents, leading with an "iron fist" works best. Doing well in school is a non-negotiable, and nothing less than excellence is accepted. O'Neill says taking this kind of approach can work, but not all students will respond the positively; "The goal [in helping children succeed] is to get engaged with your kids from a young age. Help them to have a curiosity about the world and a desire to learn," she says.

Being involved in your child's learning can mean a number of things to parents. Sometimes, it's the little things that make the biggest difference, O'Neill says. Making at-home habits of reading books daily, completing homework with your child—but not doing the homework



for him—and tirelessly reaffirming the importance of an education again and again will likely help establish positive attitudes surrounding academics.

O'Neill cautions that parents and students can't work efficiently until a child's learning style is identified. Understanding a child's aptitudes, weaknesses—or potential disabilities—will set parents and students up for greater success. And then, working as a cohesive group with teachers, parents and students, creating a plan together for academic improvement is achievable.

### RELAXED APPROACH

Providing another view of the parenting spectrum, Wendy Watson, an early-childhood faculty member at Prescott College, says there is value in taking a more relaxed—but not necessarily “hands-off”—stance.

She recommends that parents keep nagging at a minimum, as the goal isn't to alienate the child. Watson says the more parents push a child to do well and perform at high levels; the pressure can result in acting-out, which is the opposite desired outcome. Not all children will respond in this way, so Watson says it's essential to understand what works for your child and how they engage best. Having an understanding like this can help drive the approach parents take.

In some cases, no matter the methods, children can forgo academic success for the sake of rebellion or lack of motivation. In this case, Watson encourages parents to allow children to “feel the bumps in the road. One of two things will happen; kids will turn academic behavior and/or grades around or they won't,” Watson says. Although allowing a child to fumble can feel counterintuitive, allowing him to feel the result for the choices made can prove a point. Likely, failing will get through to a child who is dead-set on doing things their way.

O'Neill echoes Watson's perspective and reinforces the importance of education. “Tying all academics to bribes or negative consequences isn't ideal, as it won't produce an authentic motivation and sense of worth in children,” she says. “There are times when consequences are



necessary, but doing well in school shouldn't be a choice.”

### CREATING A LIMITLESS FUTURE

Parents don't have to be educated or have vast knowledge to produce smart, engaged and productive students. Although there may not be a perfect parenting style or at-home tactics that are certain to manufacture the top-tier student, what matters most is a parent's desire to invest in the kind of student the child is and will be. It's never too late to change the course of a student's academic outlook and the investment made can determine their future path and life options.

Invest quality time with your child. Explore subject material and seek to learn more than just topics of interest. Talk—ask questions, and answer theirs. Keep the conversation flowing. At the core of your effort, empower your child to rise to his potential. Believing in your child's future is the single greatest gift a parent can give.

~~~~~  
*Family*

LIKE BRANCHES ON A TREE  
WE ALL GROW IN DIFFERENT DIRECTIONS  
YET OUR ROOTS REMAIN AS ONE

## *The Importance of Teaching Our Girls About Finance*



**m**anaging money is one life lesson adults should

teach children by example early and often, as youngsters explore the world around them and grow their futures within it. A healthy respect for money – and how to earn, spend and save – improves prospects for little ones’ survival and success.

Parents may want to shield their children from life’s harshest realities as long as possible, but evidence suggests that knowledge, comfort and ongoing experience with money at an early age could be one of a child’s most valuable educations.

When kids start asking for money, they need to understand the concept behind what they are requesting. Somebody always has to exchange time to receive money. If kids want to be handed money, they should be encouraged to trade their own time earning it.

Fear and discomfort with money can get in the way of people optimizing its potential for achieving life’s goals. It’s not just a young person’s problem. It’s very rare to find someone who has a healthy relationship with money. The result is families not communicating on their finances, becoming frustrated when they are not on the same page and putting themselves at the mercy of circumstances they likely could control.

Girls, in particular, must learn to confidently speak the language of money. Eventually, they will need to negotiate the value of their professional contributions for wages and benefits to support daily requirements for essential food, shelter and health, as well as other purchase needs and desires.

Over a lifetime, girls statistically face more frequency as sole-earner households, higher health care costs, lower income and more part-time employment. Women are marrying later, having fewer children, giving birth to their first child at older ages, raising children without a spouse and more likely to live in poverty, mostly because of lower wages from career paths other than higher-paying science and technology-related fields.

These trends, outlined in a 2014 “Women in America” report by the US Department of Commerce,

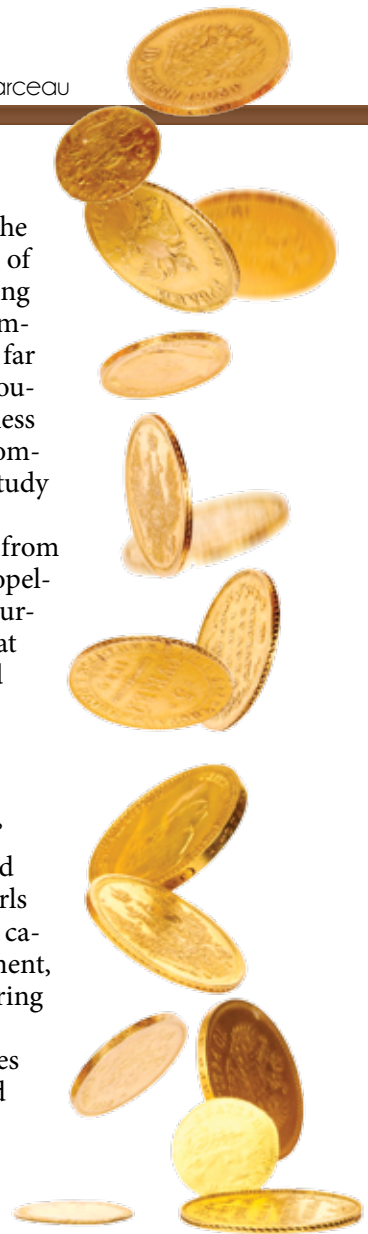
signal a lifelong need for the most effective management of earning, spending and saving among females of all ages. Families headed by women “have far less income” than married couples because women earn less and two-earner households command higher earnings, the study notes.

Money is a conduit from wish to fulfillment. It’s the propellant that feeds the engine of purchase needs and wants. That fact needs to be accepted and respected. Everything is a relationship of cause and effect. You go to work and bring money home. Then, you sort through “must haves” and desires for how to save and spend it. We need to help girls figure out their best path to career choice, money management, financial success and mastering savings and investments.

Despite higher rates of college graduation and achievement of advanced degrees, girls in general remain significantly disadvantaged in math and sciences. Educational differences by gender arise at a young age, when girls excel verbally and boys begin to think more spatially. Girls outscore boys in reading assessments and underscore them in math. Schools offer programs for the reading and language disparity, but often fail to address mathematics remediation.

“Having It All: Girls and Financial Literacy,” a report by The Girl Scout Research Institute, states that the lack of standardized financial literacy coursework in grades K-12 has pushed the responsibility for educating young people about money management to parents, families and beyond-school programs. More than 1,000 girls aged 8 through 17 – and their parents – were interviewed in a 2012 nationwide survey about girls’ confidence, attitudes and experiences with money.

The positive finding is that girls are exceedingly





optimistic about their futures, career opportunities and having it all. They do, however, “admit to lacking the financial confidence and knowledge to achieve their dreams.”

Girls ages 11 through 17 claimed knowledge about how to save (90 percent), how to shop for the best values (85 percent), how to make a budget (59 percent), how to pay bills (58 percent), how to establish good credit (46 percent), what a credit score is (38 percent), how credit card interest and fees work (37 percent), how to invest money and make it grow (36 percent) and know about 401Ks (24 percent).

Most insight about money and finances was obtained from moms (85 percent) and dads (61 percent), according to the Girl Scout study. Eighty-six percent of parents considered themselves to be financially confident: dads at 92 percent and moms at 83 percent. Optimizing that confidence is critical to parents setting a good example for their daughters in managing money responsibly and educating them on the elements of financial success. That reportedly is best accomplished by reaffirming the need for math skills, empowering exploration in math, science, finance and economics, inclusion in discussions about family financial decisions, and acknowledgement that some purchases may need to wait until money is available.

Start with an allowance. Teach your daughters about the three buckets: saving, tithing and spending. Give them a general rule to save 10 percent of what they earn and never, ever kill the goose laying the golden eggs of savings and investments.

*For additional ideas and ways to encourage financial literacy, visit web sites such as <http://www.moneyasyougrow.org/>, [PracticalMoneySkills.com](http://PracticalMoneySkills.com) and [Learn4Good.com](http://Learn4Good.com). Information about a K-12 Financial Literacy Badge, a video series on running a business, and the business venture practicum – selling Girl Scout Cookies – is available at [www.girlscouts.org](http://www.girlscouts.org)*

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TRICK  
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HAPPY HALLOWEEN  
 FROM ALL OF US AT  
 PRESCOTT PARENT MAGAZINE

## The growing popularity of children's yoga means more opportunities for youth to engage in the ancient practice

**a** 10 year-old girl depends on it to relieve the tension in her muscles and to help her relax. A pre-schooler uses it to help her calm herself when something upsets her at home.

A seventh-grade boy uses it to cope with his parents' divorce.

A teenage girl's attitude changes from stereotypical teen apathy to refreshingly enthusiastic in a matter of just a couple of hours.

It sounds like the makings of a television advertisement for the newest, hottest anti-anxiety, anti-ADHD drug. But it's not. Rather, these scenarios are all the result of partaking in a much more time-tested cure for what ails us: yoga.

The young people described in these anecdotes are part of the movement of children and teens becoming involved with the ancient practice of spiritual and physical mindfulness that, traditionally, has seen more adult practitioners than youth. And the participants—both the children themselves and their parents and families—are seeing benefits that spill over into their everyday lives.

Indeed, children doing yoga is not a brand new development; some children's yoga studios across the country have been around for a couple of decades. And, of course, long before studios geared directly towards children began popping up, adult yogis were sharing the practice of yoga with children in more organic ways. But, evidence suggests that in the last couple of years there has been a boom in the development of yoga offerings designed specifically for toddlers, school-aged children and teenagers. This is a trend that spans the country, including in the Prescott area.

### STARTING THEM VERY YOUNG



"My daughter, Sianna, has been a yogi since before she was born," says Skye Anicca, a Prescott-based instructor of various forms of yoga, including prenatal and mom-and-baby classes.

Prenatal yoga, a gentle practice intended for expectant mothers, is considered by many to be a child's first



introduction to yoga. Then, soon after the baby is born, the new mother—and, sometimes, the father—returns to the studio to continue their

shared yoga practice by participating in a parent-and-child class. Many such classes welcome babies as young as six weeks old, as is the case with the Mommy & Me Yoga class that Anicca teaches, with daughter Sianna in tow, at Lotus Bloom Yoga in Prescott.

"After having my daughter, I naturally began evolving my own practice to include her, so teaching Mommy & Me Yoga was a natural extension of that, with some of the same principles from prenatal yoga," says Anicca, who holds an ERYT-200 (experienced registered yoga teacher-200 hours) certification from the Yoga Alliance.

Sianna, who turned one year old in May, loves yoga and gets excited when mom rolls out the yoga mat, Anicca said. And the benefits to the young yogi are tangible: "Strangers, actually, often comment on her excellent posture."

Oliver Duke, who turned one in July, began taking Anicca's Mommy & Me class at four months old and also gleaned tremendous benefit from an early introduction to yoga, says his mom, Liz.

"My little boy, who often stays close to mom and observes, began venturing farther away from me and interacting more confidently with others. I remember watching in amazement as I put him down on my yoga mat at the be-





ginning of class and he happily crawled off to socialize with another baby. The social interaction and safety of the space definitely helped him to develop more confidence and that was an amazing process to witness.”

While the Lotus Bloom class is geared towards babies and toddlers from six weeks to 18 months old and their mothers, other yoga studios offer parent-and-tot classes for children up to three years old. Classes are generally intended to benefit both the parent and the child physically, socially, mentally and through strengthening the parent-child bond.

Anicca’s Mommy & Me class is all about creating a safe space for moms and their little ones, she says.

“For moms with young (not yet mobile) babies I encourage gentle touching/massage and lots of holding. Mobile babies are enticed to participate with dance, song, and yoga poses. They understand that mom wants to have fun with them and they respond positively.”

### EMPOWERING THE SCHOOL-AGED YOGI

“I like yoga because...well...because...it helps me remember that I AM STRONG!” says four year-old Cora Kelley, as she demonstrates a series of yoga poses that ends with a Popeye-esque display of strong arm muscles.

Cora is a bouncy red-haired, energetic pre-schooler who has been doing yoga, with and without her mom, since she was three years old. Her teacher, Miriam Zavagnin, RYT-200, owner of Kansas City, Mo.-based MimiZ



Yoga, believes that empowerment is one of the main benefits of children starting yoga at a young age. Learning the tenets of yoga helps children realize their own strength, their inherent self-worth and their ability to control their own bodies and emotions, she says.



Zavagnin’s journey towards becoming a children’s yoga instructor began somewhat informally, when, as a middle-school Spanish teacher, she started to incorporate simple breathing exercises from her own yoga practice into her classroom teaching as a means of calming students before tests. She noticed an energy shift among the students and received feedback that it helped relieve their anxiety. But the wheels in her mind didn’t really begin to turn until, at a parent-teacher conference, the grateful mother of a seventh-grade student broke down in tears as she thanked Zavagnin for teaching her son the calming breathing exercises. The boy’s new-found ability to center himself through mindful breathing, the mom explained, was invaluable in helping him cope with his parents’ divorce.

“I began researching children’s yoga teacher training the very next day,” says Zavagnin, who has since earned both her children’s yoga teacher certification and her RYT-200 certification.

Though she is qualified to teach adults, Zavagnin says her passion lies in helping mold younger yogis.

“Children’s yoga is more playful and fun than most adult yoga practices: we are playing games and I have to keep it fast-paced to keep their attention,” says Zavagnin. “We don’t hold poses for very long and we are not so worried about alignment; I’m just introducing them to yoga and getting them to breathe the right way so they learn how to calm themselves down.”

And that calming ability is one of the benefits for which little Cora Kelley’s mother, Jessie, is most grateful.

“When Cora is having a hard time, I ask her to sit cross-legged and do the yoga breathing that Ms. Mimi taught her. We do it together and it helps her—it helps both of us—calm down,” says the elder Kelley.

Cora has also gained both physical strength and self-esteem since starting yoga, says her mom.

"[My husband] Kevin and I do our best to use empowering language at our house, and we talk with the girls about things like eating lots of eggs so they will grow up healthy and strong, but Ms. Mimi's "I AM STRONG!" mantra is really good for them to internalize."

The Kelleys' younger daughter, Evelyn, who is two-and-a-half, has recently started taking mom-and-tot yoga classes with her mom under Zavagnin's tutelage. Jessie, who began practicing yoga about a year and a half ago, says that sharing this interest with both of her daughters has been invaluable.

"I am really grateful for the message of being present and really being in the moment. Even though it's so simple, people often don't think about it. It is an important thing for our family to keep in mind."

### A GOOD OUTLET FOR TWEENS AND TEENS

"When Sophie is doing yoga, I know that she is fully engaged in the moment, even though she doesn't share much about it verbally," says Salli Maxwell, mother of 10 year-old yogi Sophie Maxwell-Trott. "I know that she gets something from it; I have seen her sitting cross-legged and Ommm'ing with her friends."

Sophie, a sixth-grader at La Tierra Community School in Prescott, has been doing yoga for longer than she can remember. Her mom, who has been a practitioner for 20 years, has photos of an eight-month-old Sophie seemingly moving through a vinyasa, a common sequence of core-strengthening yoga poses. And Sophie's innate interest in yoga has carried over from her baby years to her middle-school years.

"I like how it helps me stretch and makes my muscles feel less tense," says Sophie. "It keeps my body in good shape and I also like that it's something I can do anywhere."

Through a program offered at La Tierra, Sophie and her classmates attend class once a week at Blackbird Yoga in Prescott. La Tierra is one of a few charter schools in the area that offer yoga as an extension of their physical education curriculum.

Unlike Sophie, who has always had yoga as part of her life, other middle schoolers and high schoolers in the area are just discovering—and taking a liking to—the discipline.

Sarah Ann Rainwater, RYT-200, owner of Vinyasa Fit hot yoga studio in Prescott Valley, says that she is seeing an increasing number of teenagers come to the studio to try classes. And though some initially have a negative or indifferent attitude about the practice, she almost always sees an upswing in their outlook after one or two classes.

"We have several 14 to 16 year-olds who come in

with a parent and some of them seem kind of annoyed before their first class, but by the second or third class they are a lot happier," says Rainwater. "One girl came in for a trial class with her mom, who is one of our regular practitioners, and the girl was initially kind of shut-off. But by her third class, when she needed to make a decision about whether to buy a monthly membership package, she was enthusiastic about committing to a membership because she found that she really enjoyed the classes."

Because hot yoga is practiced in a room that is heated to anywhere between 90 and 105 degrees, it's not for everyone. But, Rainwater says she welcomes teens to her studio because she knows first-hand about the positive impact the practice can have on their bodies and their psyches.

"Yoga really helps with finding self-acceptance. In the really pliable teenage years, it's so important for them to learn to love their bodies," says Rainwater. "For me, the first time I felt love for my body was when I was on the yoga mat. Helping these young students skip over the hardship of body image issues really makes my heart light."



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Follow Edie as she takes us along another one of her wonderful nature exploration hunts! In this issue, we will be searching for some of the common bugs and trees you will find in the Prescott area during the early fall months. Don't forget to go to our website and print out the checklist to make it a true adventure!



# Explore Nature with Edie



**Tarantula** – You can find these gentle giants throughout September in the dry sandy soils of open areas, but walk lightly because they are very sensitive to ground vibrations! You do not need to be afraid of tarantulas; they will not go out of their

way to bite you and their venom is weak. They enjoy eating grasshoppers and beetles, with the occasional feast of a small lizard. If a hungry coyote approaches too closely, the tarantula may kick its back legs and “throw” hairs from its abdomen into the would-be attacker’s eyes and nose. If you are an especially sharp-eyed searcher, you might see the opening of the tarantula’s deep burrow lined for strength with silk webbing. How to tell the boys from the girls? Females are chunkier and reddish brown; males are skinnier and black. Male tarantulas live 10 to 12 years. Females can live twice as long!



**Ladybug** – Their appealing oval domed red or orange bodies, delightful dots and six little legs make the ladybug one of childhood’s first insect joys. Gardeners love them for their voracious appetite; ladybugs

lay hundreds of eggs in the colonies of aphids and other plant-eating pests. The newly hatched larvae immediately begin to feed. Around Prescott in late summer and early fall, you are likely to find big gatherings of ladybugs at high points along the trail. Their ascending migration is accomplished by riding updrafts of wind. “Hilltopping” is a sort of ladybug convention that gives these little bugs the best chance to find a mate before winter hibernation. Why convene on a mountaintop? Some scientists think it is because these places are safer from predators like other insects, birds, and spiders.



**Cicada** – The sound of Prescott in late summer is the sound of the cicada. Each male cicada has a special noisemaker, called a tymbal, built into his abdomen. The

tymbal clicks once as he sucks in his muscles, then clicks again as he relaxes them. The abdomen and throat act as a sort of noise box that intensifies the sounds. The little guy also modulates his song by pointing his abdomen in different directions relative to the branch and tree trunk. Why go to so much trouble and make this racket? Each species of cicada has its own distinctive pattern and combination of clicks so that each song attracts only the right mate. Cicadas spent most of their lives underground not quite grown up yet and eating sap from plant roots. Most cicadas are underground for 3-5 years, but some spend as long as 17 years before coming up to shed their skins and emerge as adults. Look carefully and you might find an empty skin abandoned on a tree branch.



**Common Sunflower** – Our tall and cheery native sunflower of roadsides and meadows. The 2-3 inch flowers with classic yellow rays and brown centers grow from many stems on one plant. Goldfinches love the tiny seeds and will feast along your garden edge all fall as a bird bodied reminder of colorful October days.

This wild sunflower was first cultivated by Native Americans who developed varieties with larger seeds for eating and pressing for oil. When you find a patch in bloom, I recommend you crouch to your child’s height and walk among them looking together up at the blue Arizona sky.



**Arizona (Canyon) Grape** – An enduring and determined wild vine that climbs over bushes, small trees and rocks with coiling branched tendrils sporting large glossy maple like leaves, which in the fall produce clusters of purple black mini grapes. Historically people native to the area ate the fruit straight from the vine or sundried for later use. The little wild grapes are very tart, but if you are handy in the kitchen and have lots of honey on hand, you could try a jam or jelly-making project.



Arizona Ash – The Arizona Ash is one of the trees that turn a beautiful yellow in the fall. Each leaf is made from 3-7 lance shaped leaflets arranged on either side of a central stem. Each seed in the hanging cluster has its own wing. You'll find the ash along with cottonwoods, willows, and box elders along all of our beautiful creek banks for a stunning fall display.



Gambel Oak – The leaves of the Gambel Oak display gorgeous color in the fall and give us one of our few true fall reds along with yellows, oranges and all the flame- like variations in between. It is a stalwart companion to the tall pines in

our forests where it is an important browse tree for deer.



Send us photos of your family exploring around Prescott. You may even see them published in future issues.

Email Photos and a short caption to [editor@prescottparent.org](mailto:editor@prescottparent.org)

Native Americans ground the acorns into meal then leached it in water until all the bitterness (tannic acid) was gone. This was the staple for mush, soup, and pancakes.

**When walking in nature always remember to stay on the path, bring plenty of water, a small snack, never remove an animal from their original habitat, and most importantly, have fun!**



Have Fun Exploring!

Check back in the next issue for more information about the Prescott Area!



The Golden Guides - First published in 1949 and marketed as field guides for children, the pocket sized Golden Guides quickly established themselves as the go-to on subjects from Natural History to hard Science. They are small enough to be navigated comfortably by people with little hands, but comprehensive enough to serve as solid introductory field guides for anyone.

Peterson First Guides, Houghton Mifflin Company - There are Peterson first guides on just about everything your curious naturalist wonders about: birds, insects, rocks, you name it.

The Cornell Lab of Ornithology - a great resource that includes everything from bird cams and basic tips for identifying to lots of great information on how to attract birds to your yard and a sound library of raven vocabulary. <http://www.allaboutbirds.org/Page.aspx?pid=1189>

Barry Lopez, Children in the Woods from Crossing Open Ground, Charles Scribner's Sons, New York, 1988



## Sages' Healing Center

The day that I became a licensed Naturopathic Physician was one of the happiest times of my life. Growing up as the daughter (and granddaughter) of a medical doctor, I always knew that I wanted to practice medicine. It was not until having completed college though; earning my degree in Spanish that I realized Naturopathic Medicine was the right path for me. Although this decision required many more years of study to become a doctor, in the end it was well worth it, as every day I am blessed to be able get to do the work that I love.

As a Naturopathic Doctor I treat all members of a family, from newborns to seniors. I utilize a variety of tools in my tool bag, these ranging from diet and nutrition, supplements, lifestyle changes, and medications when needed. The most important aspect, and the reason that I love my job as a doctor, is that I am able to spend up to one hour with each of my patients. In this time, I get to know them as people and thus am able to individualize treatment plans according to each patient's specific need(s).

As the mother of two little girls, I am especially excited to be treating newborns, infants, and children. The experience of working with children and their families truly brings joy to my heart. Being in a position to spend time with parents, listening and addressing concerns, while following children through the milestones of development, is a gift. In treating children, I have an opportunity to treat the family as a whole.

Please visit our website [www.sageshealingcenter.com](http://www.sageshealingcenter.com) to learn more about our approach to health and/or call our office to schedule a complimentary twenty minute consultation.

I look forward to the opportunity to meet with you in person.



**SAGES'**  
HEALING CENTER

**Dr. Kathryn Sage**  
Naturopathic Physician  
Member of the Pediatric Association of Naturopathic Physicians

*All Natural Pediatrics*

- Pediatric visits only \$60
- Birth to 18 years of age
- Same day appointments
- Online scheduling

1101 E. Gurley St, Prescott • (928) 458-6748  
[www.sageshealingcenter.com](http://www.sageshealingcenter.com)

## Christmas In Prescott

"If you love the joy and excitement of the Christmas season, then enjoy those feelings all year long at the Albus family's "Christmas In Prescott", - celebrating 10 years in business. "Christmas In Prescott" is a full time Christmas Store with year round gifts also. We have over 3,000 ornaments from all over the world for all ages, occasions, sports, and most occupations. We have beautiful Christian ornaments, snowmen, Santa's, elves, nutcrackers, snow globes, nativities, cards, baby, wedding and many more themes for your Christmas décor. Prepare to be amazed when you see the theme trees and latest decorating ideas. Enjoy our decorated patio with the bubbling fountain, and hospitality table with free Hot Mulled Cider and homemade chocolate chip cookies. Get a preview by visiting our web site [ChristmasInPrescott.com](http://ChristmasInPrescott.com). Questions? Call 928-776-1669



The Albus Family's  
**Christmas in Prescott**  
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1235 Willow Creek Rd  
Prescott, AZ 86301

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Call Bren at 928-848-0755 or email [prescottbren@gmail.com](mailto:prescottbren@gmail.com)  
for more information and pricing

# Just Our Type: The Typewriter Phenomenon That Improves Spelling in the Classroom

By Kristen Kauffman



As an English teacher at AAEC (Arizona Agribusiness and Equine Center) High School in Prescott Valley, I experienced firsthand the surprise on students' faces when they saw my mid-century Smith-Corona. Some thought it was a new invention, and some thought that by typing on it, they became a "real writer" and selected "writer-worthy" words.

Bryan Adney, an ASU alumnus who now teaches at Alhambra High School in Central Phoenix, has experienced a similar phenomenon in his own classroom. Also featured on CBS Sunday Morning, the Phoenician high school teacher observed that not only were students impressed with his own 1952 Royal HH Typewriter, but once they started using it on their own, they became better typists – and better writers. "Spelling definitely improved. Students who are typing on a regular basis were more prone to identifying their own spelling mistakes and go back and correct them."

It was at this point Adney started a typewriter experiment, charting the improvements of these students' writings in a blog titled "Magic Margin: The Classroom Typewriter Project." Today, the blog is very well-developed

**P**erhaps one of the most interesting trends in education within the last couple of years has been the utilization of a retro device to improve spelling and composition in high school students. What is the retro device? The typewriter.

In 2012, CBS Sunday Morning reported a renaissance in young people interested in these vintage devices, often found at thrift stores for \$7.99. Reporter Bill Geist interviewed Michael McGettigan, a typewriter activist based out of Philadelphia, who stated there has been a rise in type-ins (socials where writers bring their typewriters so that they can write together). When Geist asked why this trend was so engaging for young people, McGettigan replied, "I think a typewriter makes you think a little bit because those marks you're putting on the paper just stay there. If you make a mistake, it's wrong. So it makes you back up and you go, 'Okay...'"

Type-ins are not only happening with young people in Philadelphia, but in our own town. In July, the Prescott-based writing group for Camp Nanowrimo (National Novel Writing Month) featured a "Retro Day" at the Prescott Gateway Mall where writers brought their typewriters. Type-ins happen in Phoenix, too: on July 26th, the new Changing Hands Bookstore in Phoenix hosted a type-in at their café, and Luxe Coffeebar has hosted several type-ins within the last four years.

It's the novelty that attracts students at first. Many high school students haven't even seen a typewriter before, and they are usually captivated by the nature of the device.

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**"I think a typewriter makes you think a little bit because those marks you're putting on the paper just stay there. If you make a mistake, it's wrong. So it makes you back up and you go, 'Okay...'"**

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with typewriter activism all starting back from Adney's initial findings: "The results show that [in the Fall of 2010], 100 percent of his 53 students surveyed said they enjoyed using the typewriter, and 68 percent said they felt their spelling had improved."

Just as McGettigan implied, students who use typewriters are much more likely to take their time with written projects, using more critical thinking on skills like spelling and composition. After all, if you misspell a word or if you carelessly say something that isn't quite what you had intended, you have to either use White-Out or take out a new piece of paper and start over from the beginning.

Sources:

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<http://www.magicmargin.net/>



## The Common Core Continued From Page 20...

tion and subtraction. During third through fifth grade, students concentrate on multiplication and division of whole numbers and fractions as well as begin exploring early algebraic expressions. At the sixth grade level, ratios and proportional relationships, and early algebraic expressions and equations are taught. In seventh grade, students continue to work on ratios and proportional relationships, and arithmetic of rational numbers. Meanwhile in eighth grade students learn about linear algebra and functions. Finally at the high school level, students are taught number and quantity, algebra, functions, modeling, statistics and probability.

Another major change in the mathematics Common Core standards is not only narrowing down concepts per grade level, but ensuring that each grade is a stepping stone for the next. "Each standard is not a new event, but an extension of previous learning" (CCSI, 2014). For example, students master multiplication of whole numbers by fourth grade while learning to multiply whole numbers by fractions and then in fifth grade they learn to multiply fractions. It is important to note that the standards are still being adjusted and fine-tuned.

Finally, the third greatest shift with Common Core is the focus on rigor. It is not intended that more topics are covered, but rather the depth to which a student understands a concept is amplified. Rigor is devised into three learning aspects: conceptual understanding, application, procedural skills and fluency. It has been customary for students to know mathematical procedures, but not truly understand the concepts behind them. While, procedural skills are still essential, students are also expected to conceptually understand why they are performing a given procedure. As a means to go even deeper, students are expected to find and use various problem-solving approaches to a single problem. It is still important that students are able to perform these procedures within a timely manner as to show fluency. Ultimately, students also need to apply their conceptual understanding and procedural skills to real world situations.

The shift in the mathematics standards has been hard not only for the students, but also for the parents and teachers. Teachers have to look at teaching math in a way that is more exploratory for students and guide them to find new and varied methods to solving problems. Most parents were not taught math this way and have a hard time helping their children with their homework because they are used to a single solution approach. Jean Wood



Powers (personal communication, June 3, 2014), school psychologist in Mesa School District, shared that students are crying in frustration because they do not know how to find other ways to solve a problem. She suggested that it is unfair to expect students who are not taught these higher-order thinking skills from kindergarten to be tested to these standards.

In PUSD, Howard recognizes an implementation dip is part of the process and emphasizes the need for early intervention so that students who are not understanding of a concept are circled around to relearn it before they move on. The beauty of this system then allows students who do understand the concept to dig deeper into the concept with an enrichment program and then the class can continue on with all students having the foundation of the lesson. Essentially, teachers have to use differentiated instruction to serve all students.

A lot of the tension around the Common Core standards is rooted in the high stakes testing. Each state has the authority to choose its own assessment system to measure student's abilities according to the standards. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a collaboration among various states designed to create an assessment system that will measure the Common Core Standards.

"These high quality, computer-based K-12 assessments in Mathematics and English Language Arts/Literature



# The Common Core Continued...

cy give teachers, schools, students, and parents better information [about] whether students are on track in their learning and for success after high school, and [provide] tools to help teachers customize learning to meet student needs" (PARCC, 2014).

One of the expected differences in this test will be authentic responses to open-ended questions along with some fill-in the bubble multiple-answer questions. In addition, students will have to go beyond just providing an answer, but they will also have to explain, reason and provide evidence to their answers.

Arizona was initially part of PARCC and planning to participate in the 2014-2015 testing schedule, but as of May 30th Jan Brewer decided to open the market for other testing options (Creno, 2014). Recently, many states have decided to delay or withdraw from Common Core implementation and assessment as schools are finding that their students are not ready to be measured by these standards (Lu, 2014). New York State began testing to measure Common Core standards in 2013 with only about 30 percent passing proficiency (The Editorial Board, 2013). The drop from previous years is significant, but it is an indication that students will need more time and continuous instruction to perform properly on these tests.

Although Scott McCreery (personal communication, June 11, 2014), director of Skyview Charter School, and Joe Howard acknowledge that there are many opportunities to for teachers to go through training, Brittany Powers-Hall believes that it is not enough and will require more than a few trainings. Schools need support systems, collaboration among teachers and a "period of experimentation" in which teachers have to also go through a learning curve to see what works.

Ashley Fine emphasizes that with any change, it is important that law-makers, the public, and parents are patient enough to allow teachers and students to adjust to the new expectations. She feels that these goals are worthwhile and attainable, but will take some time to adapt. One aspect that has already changed is teacher collaboration. After initial resistance from teachers, both Powers-Hall and Howard have noticed that there is more lesson-sharing among teachers.

## Common Core Funding

The Common Core standards are part of the Race to the Top initiative that provides funding incentives for test result scores. According to the Officer of the Press Sec-

retary (2009), along with designing and implementing rigorous standards, the Race to the Top initiative is putting more emphasis on attracting and keeping great teachers, using data systems to help inform instruction, using innovation and technology to help struggling schools, and sustaining education reform that meets the demands of current industries.

Schools will receive funding based on how well the students score on the test. The better a school performs the more funding they receive. Schools that do not perform well will not be rewarded financially which is part of the No Child Left Behind (NCLB) initiative. However, the lengthy implementation process is not funded and there is no guarantee that a district's investment will be reimbursed. Arizona received some additional funding which is routed through regional service centers and provides training opportunities (Howard).

Unfortunately, some teachers are succumbing to the increased pressures of Common Core and the teacher evaluation process. There are more hoops to jump through and more pressures on teacher's shoulders to elevate student performance (Fine). Good teachers will have more incentive to find jobs in higher performing schools because student's scores are now being linked to teacher salaries. Many school districts in Arizona are determining teacher's bonus pay through 301(b) funds that are based on student's test results (Powers-Hall).

One of the greatest challenges that schools face is the need for technological advancement as the new testing will be proctored on computers.





# The Common Core Continued...

Most schools do not have the technology demands that this system requires. For example, Scott McCreery explains, a small school of about 170 students needs about \$30,000 to purchase the necessary technology so students can not only complete the tests, but also utilize throughout the year as a learning device. In large school districts, if you multiply this amount per student body, then the district is looking at a hefty bill.

Howard stated that PUSD has revised their action plan and technology is on the top of their priority list. They are working with Yavapai County for purchasing discounts and Northern Arizona University for technical support to accomplish this goal. They hope to be able to meet the needs in order to proctor the online tests.

## Accommodations for Special Needs Students

Testing at large is problematic for anyone with any disability or even linguistically inept people. Assessment requires that the test taker be able to read, interpret and produce a linguistic response. Even with a multiple choice response test students have to be linguistically able to accomplish this task. The new Common Core assessment requires a student to go beyond selecting from multiple choices, but identify the answer, write it and explain why this answer is valid. The computer-based assessment will have several accommodations for students with special needs, but it will require students to be technologically savvy which is another challenge in itself (Fine).

Students who qualify for special needs already are given an Individual Educational Plan (IEP) where specific goals are directed to meet the standards. These IEPs will need to be adapted to the new standards. Students who are English Language Learners (ELL) will be at a disadvantage until their linguistic skills meet their grade level,

which generally takes years before they have reached full acquisition. Teacher's fear that the complexity of the Common Core standards is not within reach for some of the most cognitively or linguistically challenged students and requires substantial accommodations (Beals, 2014).

All in all, this change in educational standards has been widely accepted by state lawmakers and now school administrators and teachers are working hard to transition this new implementation. As with the standards-based movement, the Common Core standards will also need time to be fully attainable to all students as teachers solidify their methods and strategies. It may take a decade before test results will indicate that students have reached full expectations and only positive approaches will aid in this goal.

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# Preparing America's Students for College & Career

### August 15 – September 14

In the mezzanine gallery: "Lindquist Family and Peter Heckel" Mixed Media and Turned Stone Works

*'Tis Art Center & Gallery*

105 S. Cortez St.

Prescott, 86303

[www.tisartgallery.com](http://www.tisartgallery.com)

### Aug. 16 – Sept. 22

In the main gallery: "Summer Photography Show"

*'Tis Art Center & Gallery*

105 S. Cortez St.

Prescott, 86303

[www.tisartgallery.com](http://www.tisartgallery.com)

### September 16 – Oct. 13

"Judy Kaufman and Sheri Oriona" Found Object and Mixed Media

*'Tis Art Center & Gallery*

105 S. Cortez St.

Prescott, 86303

[www.tisartgallery.com](http://www.tisartgallery.com)

### Tuesday, September 2nd

Teen Book Club

4pm-5pm

James Dashner's *The Maze Runner* is a thrilling post-apocalyptic tale sure to keep teen readers on the edge of their seats. Grades 7-12. The first eight teens to register will receive a free copy of the book.

*Prescott Public Library*

Ph: 928.777.1537

### Thursday, September 4th

Popcorn & Pages

4pm-5pm

This month we will discuss *Welcome to the Bed & Biscuit* by Joan Carris as we eat

buttered popcorn! Popcorn and Pages is a book club for children in grades 2-4. The emphasis will be on encouraging pleasure reading, exploring predictions for book plots, and eating popcorn. The first fifteen children to sign up each month will get a personal copy of that month's book.

*Prescott Public Library*

Ph: 928.777.1537

### Saturday, September 6th

Get Real Men's Expo

8:30am-1pm

Men's Expo & Big Boy Toy, Trucks, Jeeps, Muscle Cars, Motorcycles, Boats, Tools and Car Show. Inspirational Speakers with topics just for men. Dutch Oven "Biscuits & Gravy" served at 8:30am followed by hamburger fry at 1! This event is for men of all ages! Come and join the fun.

*For more info - Go to:*

[www.everymanprescott.com](http://www.everymanprescott.com)

### Saturday, September 6th

Mile High

Comedy Theater

7pm-9pm

Adults Only/Date Night Idea Don't miss out on Mile High Comedy Theater on Saturday, September 6th, at 7:00 PM at The Elks Theater in Prescott. Mile High Comedy Theater presents an evening of comedic entertainment featuring improvisational and stand-up comedy for only \$10. Using

suggestions from the audience, the Mile High Comedy Theater troupe spontaneously creates scenes and games that will keep you laughing throughout the entire performance.

*The Elks Theater, Prescott*

[www.milehighcomedytheater.com](http://www.milehighcomedytheater.com)

### Saturday, September 6th & Sunday, September 7th

Prescott Valley Rotary

Balloon Fest

This is the 4th Annual Prescott Valley Rotary Balloon Fest, an annual fun, family and youth oriented event for the Prescott Valley and Quad-City region. Showcasing hot air balloons from across the US.

Saturday: 7:30am Balloon Launch; 9am-5pm Family Activities; 8pm Balloon Glow Sunday: 7:30am Balloon Launch Admission is free

*Tim's Toyota Center, Prescott Valley*

Ph:928.772.1819

### Tuesday, September 9th

Zoo by Moonlight

8pm-9:30pm.

It's a great time to see the Sanctuary's nocturnal residents out and about. Special admission prices: Members \$3, non-members \$5 under 3 is always FREE.

*Heritage Park Zoological Sanctuary*

Ph: 928.778.4242

[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

### Friday, September 12

7pm

Bring the whole family to learn about the amazing insects that come out after dark.

\$2 kids (13 and under) \$5 adults

*Highlands Center for*

*Natural History, Prescott*

Ph: 928.776.9550

[www.highlandscenter.org](http://www.highlandscenter.org)

### Saturday, September 13th

Breakfast with the Bear

9am-10:30am

Enjoy a continental breakfast, see a special bear feeding, learn all about bears and make a craft.

Pre-registration is required. Payment is due at time of reservation.

\$15 for member adults, \$5 for member children

\$20 for non-member adults, \$7 for non-member children

*Heritage Park Zoological Sanctuary*

Ph: 928.778.4242

[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

### Sunday, September 14th – Monday, September 15th

Prescott Western

Heritage Days

10am-5pm

The Prescott Western Heritage Foundation, Inc. will be holding its 4th Annual Prescott Western Heritage Days. This event will celebrate the western heritage of Prescott and Yavapai



County from 1864 to present. Admission to the event is \$ 8.00 per person 18-64 yrs. \$7 65+ and military (both with valid ID), \$5, 13-17 yrs, Free 0-12 yrs

*Sharlot Hall Museum*  
*www.prescottwesternheritagedays.com*

### **Friday, September 19th & Saturday, September 20th**

Shrine Circus

Doors open at 6pm,

Show starts at 7pm

The Shrine Circus, one of North America's premier traveling circuses, is owned and produced by Jody Jordan of Las Vegas, Nevada. Each performance includes all the elements of a traditional circus show including but not limited to: lions and tigers; amazing aerialists; dashing, daring, dauntless daredevils; fabulous funny clowns; enchanting elephants; boundless feats of balance and agility; hazardous horsemanship; precision performing animals of all shapes and sizes; plus we can bring in those mania motorcycle manipulators, the amazing Jordan 'Danger Zone' riders in the unbelievable Globe of Death!

*Tim's Toyota Center, Prescott Valley, Ph:928.772.1819*

### **Saturday, September 20th**

16th Annual Fall Navajo Rug & Indian Art Auction

*The Smoki Museum,*  
*Prescott*

*Ph: 928.445.1230*

*www.smokimuseum.org*

### **Monday, September 22nd**

Dinner with Wyatt Earp  
7:30pm

Join us for this one-man play about an elderly Wyatt Earp who looks back on his life and his adventures during the last days of the American Frontier. Played by Wyatt Earp, the great-grand nephew of the real Wyatt Earp

May not be appropriate for children under the age of 13. \$28 for Dinner & Show (Tax and tip not included) Reservations start at 5pm - Showtime 7:30pm

*The Palace Restaurant,*  
*Prescott*

*Ph: 928.541.1996*

*www.historicpalace.com*

### **Saturday, September 20th**

Annual Fall Gathering

5:30pm-8:30pm

Come enjoy live cowboy music, an authentic western barbeque, and other fun activities at this annual event celebrating the museum's original grand opening ceremony in 1984.

\$25 per person

*The Phippen Museum,*  
*Prescott, Ph: 928-778-1385*  
*hippenartmuseum.org*

### **Saturday, September 20th**

Southwest Skye Pipes and Drums Concert

12pm-1pm

A live bagpipe and drum band will present traditional and modern tunes from Scotland, Ireland and the United States on the lawn.

Sunhats and lawn chairs welcome.

*Prescott Public Library*

*Ph: 928.777.1537*

### **Sept. 25 - Oct. 20**

"Eclectic Works in Various Media"

*'Tis Art Center & Gallery*

*105 S. Cortez St.*

*Prescott, 86303*

*www.tisartgallery.com*

### **Friday, September 26th**

Prescott's 4th

Friday Art Walk

5pm-8pm

On the 4th Friday of each month over 18 participating Prescott galleries keep their doors open to visitors and local alike for a night of fun, food, music and ART!

*www.artthe4th.com*

### **Friday, September 26th**

Artists Reception in conjunction with Prescott's 4th Friday Art Walk.

*'Tis Art Center & Gallery*

*105 S. Cortez St.*

*Prescott, 86303*

*www.tisartgallery.com*

### **September 25th-28th**

The Yavapai Fair

Thursday: Exhibits open

from Noon - 9pm,

Carnival open 4pm - 10pm;

Friday: Exhibits open from

9am - 9pm, Carnival open

Noon - 10pm; Saturday:

Exhibits open from 9am -

9pm, Carnival open 11am

- 11pm; Sunday: Exhibits

open from 9am - 4pm, Car-

nival open Noon - 7pm

Children Under 6: FREE

Ages 6-19 Thurs/Friday

FREE! Sat/Sun \$3.00

Ages 20-59 \$6.00

Ages 60 +: \$3.00 Thurs/Fri;

\$5.00 Sat/Sun

All active military personnel are free (ID required)

Carnival Ride tickets sold separately at the carnival ticket booths.

*Tim's Toyota Center,*

*Prescott Valley*

*Ph:928.772.1819*

### **Saturday, September 27th**

Free days at Prescott

National Forest

Dawn to Dusk

All fees will be waived at Lynx Lake Recreation Area, Granite Basin Recreation Area, Thumb Butte, Mingus Mountain Recreation Area, Hayfield Draw and Alto Pit day use areas.

The waiver does not apply to overnight campgrounds, group use fees or fees charged by concession-operated facilities. Get

Outdoors and Enjoy!

*Ph: 928-443-8000*

### **September 27, Oct. 4, 11, 18, 25**

Knee-High Naturalists  
9:30am-11am

Discover a new wonder of the natural world each Saturday morning alongside your child.

Members \$45; Nonmembers \$55. Pre-registration required.

*Highlands Center for  
Natural History, Prescott*

## Calendar of Events Continued...

Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

### Sunday, September 28th

Wander the Wild –  
Auction/Fundraiser/Adults  
Only  
2pm-7pm  
Help a child discover the  
wonders of nature, and  
have a great time doing it!  
Reservations Required:  
\$90 per person / \$660 for a  
table of 8

*Highlands Center for  
Natural History, Prescott*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

### Sunday, October 5th

Taste of the Wild – Adults  
only/Fundraiser  
Local restaurants, winer-  
ies and breweries will be  
offering tastings from their  
menu. Music and enter-  
tainment, a silent auction,  
special animal encounters  
and much more!  
Reservations Required: \$75  
per person

*Heritage Park Zoological  
Sanctuary*  
Ph: 928.778.4242  
[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

### Saturday, October 11th

Breakfast with the Wolf  
9am-10:30am  
Have Breakfast with an  
endangered Mexican Grey  
Wolf! Enjoy a continental  
breakfast, see a special wolf  
feeding, learn all about  
wolves and make a craft.  
Pre-registration required.  
\$15 for HPZS member

adults, \$5 for member  
children  
\$20 for non-member  
adults, \$7 for non-member  
children

*Heritage Park Zoological  
Sanctuary*

Ph: 928.778.4242

[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

**More October Events  
on Page 17 &  
[www.prescottparent.org](http://www.prescottparent.org)**

## Ongoing Events

### Wednesdays

Nature Walks  
10am Locations Change,  
so please call ahead  
*Highlands Center for  
Natural History, Prescott*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

### Thursdays

Pre-School Story Time  
Stories, songs and activities  
especially for children, ages  
3-5. Siblings are always  
welcome. Call for more  
information.

*Prescott Public Library*  
928.777.1537

### Saturdays

Prescott Farmers Market  
May 10th-October 25th  
Fresh Quality Produce  
from Local Farmers!  
[www.prescottfarmersmar-  
ket.org](http://www.prescottfarmersmar-<br/>ket.org)

Nature Walks

10am Locations Change,  
so please call ahead

*Highlands Center for  
Natural History, Prescott*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

Family Storytime  
Prescott Public Library  
presents a new Saturday  
storytime program, featur-  
ing 30 minutes of stories,  
songs and activities for the  
whole family!

*Prescott Public Library*  
928.777.1537

### First Saturday of the month

Lavender Herb Farm  
Monthly Tea Party  
11am-3pm; Reservations  
available for 11am, 12noon,  
1pm & 2pm

Fashioned after a tradition-  
al English Tea Party with  
lady finger sandwiches,  
scones and orange pekoe  
tea. High Tea every third  
Saturday at 2pm.

\$15 per person, no credit  
or debit cards

*Lavender Herb Farm,  
Chino Valley*  
Ph: 928-636-5270  
[www.lavenderherbfarm.com](http://www.lavenderherbfarm.com)

## Looking Ahead

### Saturday, December 6th

At 1pm  
New Exhibit! "An Essential  
Relationship: Amateurs  
and Professionals in Cen-  
tral Arizona Archaeology"

*The Smoki Museum,  
Prescott*  
Ph: 928-445-1230  
[www.smokimuseum.org](http://www.smokimuseum.org)





# Family Resource Guide

## **Bella Home Furnishings**

115 West Willis St. Prescott, AZ 86301  
928-445-0208  
bellahome@cableone.net

## **Kakes for Kids - "Cakes for Kids"**

PO Box 555 Chino Valley, AZ 86323  
928-533-8107

## **Christmas in Prescott**

1235 Willow Creek Rd. Prescott, AZ 86301  
928-776-1669  
customerservice@christmasinprescott.com

## **Prescott Homeschool Group**

PO Box 10742, Prescott MPO, Prescott AZ 86304  
970-270-2552  
www.facebook.com/prescotthomeschoolgroup

## **Primavera School**

1446 Moyer Rd. Prescott, AZ 86303  
938-445-5382  
www.primaveraschool.org

## **Sages' Healing Center**

1101 E. Gurley St. Prescott, AZ 86301  
928-458-6748  
sages@sageshealingcenter.com

## **Heritage Park Zoological Sanctuary**

1403 Heritage Park Rd.  
Prescott, AZ 86301  
928-778-4242  
www.heritageparkzoo.com

## **Sharlot Hall Museum**

415 W Gurley St.  
Prescott, AZ 86301  
928-445-3122  
www.sharlot.org

## **Go Bananas**

3520 Gateway Mall  
Prescott, AZ  
928-583-7655  
www.gobananasprescott.com


## **Prescott Chamber of Commerce**

117 W Goodwin St.  
Prescott, AZ 86303  
928-445-2000  
www.prescott.org

## **Prescott Valley Chamber of Commerce**

7120 Pav Way #102  
Prescott Valley, AZ 86314  
928-772-8857  
www.pvchamber.org

*Have your business listed in our  
Family Resource Guide! 970-270-2552  
advertising@prescottparent.org*



Thank you for reading the first issue of the  
**PRESCOTT PARENT MAGAZINE.**

Check out the November/December issue  
for more articles, events,  
local business news & Holiday tips.

[prescottparent.org](http://prescottparent.org)