Close-Up Program
by Lee Weber

During the week of February 26-March 4, six Northern University High School students will participate in one of the most exciting educational programs in America. The Close Up Program has been taking high school students from across the nation to Washington, D.C. for over twenty years. It is the largest program of its kind in the world, and recognized as the very best. Over 22,000 students visited Washington during the 1993-94 school year alone. Over 60 Iowa High Schools will participate in the program this year. Mr. Lee Weber, Instructor of American Government at NUHS, coordinates the program. He feels the Close Up Program is the finest educational program in the country.

The Close Up Week in Washington is quite remarkable. The underlying principle of Close Up is that students learn best by “being there” and interacting with those officials who really are the backbone of the nation’s government. The vast majority of each day is spent “on site” at numerous government agencies, embassies and monuments.

The educational program provides a variety of different kinds of activities. Students hear from major national and international government figures in large group SEMINARS, at which at least half the time is reserved for question and answer exchanges between the speakers and the high school students. Close Up program instructors also lead TOPICAL DISCUSSIONS, concerning the “hot” topics in national government policy being debated at the White House and on Capitol Hill the week of their participation. One full day is reserved for MEETINGS WITH IOWA CONGRESSMEN AND SENATORS. Tom Harkin, Chuck Grassley, and Jim Nussle, will all take time out to meet with the Iowa students at the Capitol Building, and to respond to their questions. MONUMENT STUDY VISITS are another component of the program. At sites such as the Washington Monument, Vietnam Veteran’s Memorial, and The Tomb of the Unknown Soldier, students learn of the historical importance of those honored there. SMALL GROUP WORKSHOPS are also conducted each day focusing on the governmental institutions of the federal government. Students find these particularly lively, since they often turn into debates with other students about what government ought to be doing and why. Even BUS TIME is educational. On each day’s excursion from the hotel to a downtown meeting site, the program instructors share their stories about the history of the city and its fascinating neighborhoods, which provide more than a few surprises for students. Seeing homeless people within two blocks of the Capitol, protestors and picketers near the Supreme Court, and vendors selling “hot” street merchandise across from the White House, is interesting, to say the least.

But Close Up is not just learning about government. A big part of the Close Up Program is SOCIAL INTERACTION with students from across the country. Each Close Up Hotel typically houses students from 4-6 different states and sometimes from American territories, such as Guam, Puerto Rico, and the Virgin Islands. During the week of our stay in Washington, each pair of students from one school rooms with two students from another state. This year NUHS students will share hotel rooms with students from California, Georgia, Indiana, Michigan, Oregon and Texas. SOCIAL ACTIVITIES also play a role. A NIGHT OUT with a Broadway style theater production, and dinner in a nice restaurant, as well as a concluding formal BANQUET and DANCE highlight the week. On the last full day of participation--Friday--students are allowed much of the day for FREE TIME, to further explore the city with the friends they have met during the week.

Close Up Continued on Page 3

Design and Publication
by
PLS COMMUNICATION CENTER
101 Ways Parents Can Help Students Achieve

Included in each issue of the PLS Newsletter this year will be ideas which parents can use to help their students achieve in school. These have been taken from a booklet entitled 101 Ways parents can Help Student Achieve, published by the American Association of School Administrators. This issue includes numbers 60-76.

60. Compile a list of parents with special skills or interests for your school. These talents can help teachers enrich learning activities for all students. Volunteer to discuss your own career with a group of students. Appear as a “guest reader” and read one of your own favorite books from childhood.

61. Stay informed. Attend school events and programs. Read the school newsletter. Attend a school board meeting as a member of the audience.

62. Consider spending a day at school with your child. Many working parents schedule a day of annual leave for this purpose. Or, if possible, join your child for lunch in the school cafeteria.

63. Volunteer. Many studies show that when parents take an active role as school volunteers, student achievement rises. That’s particularly true for the children of school volunteers. Your actions really do speak louder than your words. In an elementary school, you might: *Read to a child *Help tutor a child *Make a bulletin board *Listen to a child read to you. In an intermediate or high school, you might: *Sponsor a chapter of Students Against Drunk Driving or other service organization *Create a welcoming committee for newcomers to the community *Work in the attendance telephoning parents about students’ absences *Assist the school nurse.

64. Say “thank you.” Jot a quick note to thank a teacher for spending extra time with your son or daughter. Call the principal to share the good news about a history teacher who has sparked your daughter’s interest. At the end of the year, write a letter to a teacher who has done an outstanding job—and send a copy to the school district’s personnel office.

65. Consider serving on a school or district advisory group. As a parent, you have valuable insights that can help improve education for all children.

66. Don’t be afraid to advocate for your child. Perhaps you are concerned about a teacher who assigns too much homework—or not enough. Perhaps your child is persistently unhappy with a teacher. Perhaps you believe your child should be taking more challenging courses. If your concern extends over time, let the school know. Begin by talking with the teacher. If you can’t resolve things at that level, contact the principal. Other school administrators, including the superintendent, may also be helpful. When you act as an advocate for your child, remember that reason and facts will be more persuasive than anger and emotion.

PROMOTING YOUR FAMILY’S VALUES: Parents today are worried about the values their children are exposed to in society. The schools share this concern. But schools recognize that a person’s primary values must continue to come from home. Here are some ways to pass on your family’s values to your children:

67. Talk about your values. If you choose to visit a relative or spend time with your child, rather than work overtime, say, “I believe people are more important than things.” If you give money to support a cause you believe in, tell your child why you’re doing it.

68. Encourage your child to talk about his values, too. Whenever possible, try to support your child’s values by taking positive action. For instance, many children are as concerned, if not more concerned, about protecting the environment than adults. If this is the case, you could work with your son or daughter to promote recycling in your family.

69. Think about the message you send with your actions. It’s hard to talk about honesty if you brag about cheating on your taxes. It’s hard to teach the value of human kindness and fairness if you condemn other races or peoples.

70. Teach your children how to make decisions. Ask your child to think about what might happen if she chooses one course of action over another. But let her make some of her own decisions—and discover her own consequences.

71. Let your children know you are always there to listen. Teens sometimes say they don’t talk with their parents because they don’t want a lecture. If your son or daughter starts discussing a problem, make an effort to listen more than you talk.

PEER PRESSURE “What children bring to school...is critically important in the learning process.”--Dorothy Rich, Home and School Institute

72. Get to know your child’s friends. Invite kids to spend their after-school hours in your home. For the price of a few refreshments, you’ll soon learn about who your child is seeing...and you’ll be able to make sure no drugs or alcohol are used.

73. Teach your child how to say no. You might role play a situation in which your teenager is offered drugs or alcohol. Here are some responses: “No, thank you.” “I don’t need that to have a good time.” “I have to stay sharp for my team.” “No means no.”

74. Talk with other parents. You might learn that “everybody” isn’t allowing kids to have unsupervised parties. In one Wisconsin school dis-
district, parents have organized themselves into a Parent Support Network. Beginning in middle school, the parents agree: *not to allow parties in their homes when they are not present *not to permit the use of drugs in their homes or on their property *to follow certain guidelines if a party is held at their home, including calling the parents of children who possess drugs or alcohol *to call the host parent to verify the occasion and location *to allow their children to attend parties only at the homes of parents who have signed the agreement *to call host parents who have not signed the commitment to discuss the guidelines about social gatherings *to tell their children they have signed the agreement, and to discuss it with them.

75. Turn peer pressure into positive pressure. Encourage your child to work with other teens to tackle a problem in your community. He might volunteer at a soup kitchen, develop a performance for senior citizens, or clean up a stretch of highway. He’ll be improving the community and boosting his self-esteem.

76. Many schools sponsor peer counseling programs. Students who are accepted into these programs learn listening and leadership skills. They often have a chance to work with younger students to provide a positive role model. Find out whether your school has such a program and encourage your child to participate.

Fieldhouse Progress Report

Work has begun above the ground level, so progress on the fieldhouse is becoming more apparent. Our reasonably mild winter has helped make up time: concrete and masonry are proceeding more quickly than we had planned during the winter months. The block wall that has been finished is actually a center wall that will be on the west side of the concession stand and the east side of the restrooms on the ground level and the corridor wall on the second floor. The east wall of the gymnasium proper will be started within the next two months. We are awaiting the delivery of the steel for the wall and ceiling structures of the gymnasium. In the meantime, we are beginning to order the equipment to replace that which was lost in the fire.

As work proceeds, it sometimes seems like a giant jigsaw puzzle that doesn’t look much like our vision of a fieldhouse. As the walls go up and spaces are defined we will begin to recognize the classrooms, weight room, lobby areas and gymnasium of our design. We are still on target for the October 15 opening.

We appreciate the inconveniences our students, parents, faculty and staff have met with creativity and smiles. The entrance to our swimming pool has been through the girls’ locker room. We have weight equipment in several different places on the second floor. Spirited ping pong games have been the center of attention in the front lobby. The ice rink is now located south of the playground and has seen some competitive broom hockey games. Our middle school students continue to use the West Gym and elementary students have made the cafeteria the center of their physical education/wellness program. The auditorium hosts obstacle courses as well as the dramatic arts. We are all looking forward to spring and the opportunity for outdoor activities. Thank you again to all for your spirit and patience as we count down to our new facility. Only seven months to go!

Middle School Coordinator’s Corner

from Lyn Countryman

The first round of parents’ meeting was very successful. Education requires a triumvirate team consisting of students, parents’ and teachers. I want to personally thank all parents who had the opportunity to attend.

Important Dates!
Future Parent Meetings

6th Grade Parent Meeting
March 16, 1995, 7:00 p.m. to 8:30 p.m
MPLS Faculty Lounge;

7th Grade Parent Meeting
April 7, 1995, 7:00 p.m. to 8:30 p.m. in
MPLS Faculty Lounge;

8th Grade Parent Meeting
April 13, 1995, 7:00 p.m. - 8:30 p.m. in
MPLS Faculty Lounge.

Close Up Continued from Page 1

Parents appreciate the organization of Close Up. The entire program has been given federal government commendation and federal money (which pays for faculty participation, and helps to defray the cost for students who need financial aid). Close Up provides medical insurance, a nurse at each hotel, chaperonage of students 24 hours a day, all materials, all books, all transportation, plus amenities for students throughout the week.

The best summary of the experience was stated by last year’s students themselves upon their return. When Mr. Weber asked them to rate the experience on a scale of 1-10, the responses included on “9" , five “10’s”, and one “1”. It’s hard to imaging a more ringing endorsement.

If you would like further information about the program please contact Mr. Weber at 273-2056.
Update on NUHS Russian Program
by Jim Sweigert

The 1994-95 school year has been a banner year for Russian language students here at NUHS. For the first time ever at NUHS, the Russian program has initiated a school-to-school exchange with a school in the city of Tyumen' (in western Siberia) of the Russian Federation. Through this program, NUHS students who have studied at least two years of Russian at NUHS and who are in the third year of language study may travel to the partner city and school and live with a "partner" student in that student's home. Our students do their part by hosting a student from Russia. NUHS already hosted eight students from Tyumen this past November, and the exchange got off to a wonderful start. On March 1st, seven students from NUHS--Caleb Cutwright, Justin Downs, Mark Hays, Vicky Higby, Brandon Sears, Andrea Spaeth and Adam Wittmayer--will travel to Russia with their instructor, Jim Sweigert, and his wife, Ella Sweigert. The students will visit Tyumen' School #34, and each NUHS student will live with the student (s)he hosted. In addition to participating in an intensive Russian language and culture program in Tyumen', our students will also visit Moscow and St. Petersburg. The trip will last approximately 25 days. NUHS would like to continue this exchange on a yearly basis, and hopes to do so for many years. The exchange is run under the auspices of the American Council of Teachers of Russian in Washington, D.C.

A reminder to parents of NUHS Russian students: please encourage your student to take part in the third-annual State of Iowa Olympiada of Spoken Russian, to be held this year on Saturday, April 22nd at Cedar Rapids Washington H.S. NUHS won the state title last year, and would like to continue making this practice a clean sweep! NUHS students have always done well at the Olympiada, and we would like all students to take part. As at every Olympiada, students will be judged on a brief oral interview, and then will work with students from other Iowa schools on a Quiz Bowl and a group skit performance. While there is some competition involved, the idea is for our students to meet other Iowa students who study Russian, and to have fun using and creating with their Russian language skills. Even the most cynical students have actually admitted to having had fun at this event! For more information, please contact Jim Sweigert at 273-2572.

We are very lucky to have some of these opportunities available to our students. Next year NUHS will add a fourth-year Russian to its schedule, thereby making Russian a full four-year program. We are looking forward to further expanding our program, and giving even more NUHS students an opportunity to learn this great language and actually use it by travelling to Russia.

"Notes" from the Music Department

The PLS music department has had a productive year to date. Four faculty members staff the department. Mr. Fanelli heads the string program and Dr. Upham the wind/percussion program. Temporary faculty members, Mr. Selke and Ms. Waltz, teach the general music and choral music programs. The middle school and high school performing groups have had two major concerts so far this year and several students selected to honor choirs, bands, or orchestras.

One of the concerns that our faculty has is a lack of attendance at the concerts by parents of the students involved. We encourage you to attend and lend your support to your child and his/her peers. Bring friends and/or grandparents along. The students put forth much effort to prepare the music and it is more uplifting for them to see a "full house" on concert night.

Spring is a busy time of the year for our department. Following is a list of events for the remainder of the year and the groups involved in those events:

April 1: State Class 2A Solo/Small Ensemble Contest at Denver High School involving high school choir, band, and orchestra students who chose to participate.
April 2: Dessert Concert, 2 pm at PLS, involving all high school choir, band, and orchestra students.
April 20: All-School Band Festival, 7:30 pm at PLS, involving all elementary, middle school, and high school band members.
April 25: High School Variety Show, 7:30 pm at PLS, involving all students who chose to participate.
May 4: All-School Choral Festival, 7:30 pm at PLS, involving all elementary, middle school, and high school chorus students.
May 9: Elementary String Night, 7:30 pm at PLS.
May 11: Secondary String Night, 7:30 pm at PLS, involving all middle school and high school orchestra students.
May 21: Commencement, 1:30 pm at Old Auditorium, UNI, involving all high school choir, band, and orchestra members.
May 23: Band Pops Concert, 7:30 pm at PLS, involving band members in grades 7 through 12.
Cedar Valley Swim School

The Cedar Valley Swim School is having class now through the summer. The classes are limited to 6 students per instructor. Each session consists of 8 half-hour class meetings on either M & W or T & Th. Classes start at 5:00 pm and go until 7:00 pm. This is a great program that the students progress quickly in because of the small class sizes. The cost for each session is $20.00. The next session will start February 20, 1995. For more information or to register, contact Kelen Panec at 277-4652.

Girls Golf

This spring our high school girls have the opportunity to golf with the Aplington-Parkersburg School District. Each girl is responsible for getting to Parkersburg each day for practice and meets. Activities Director, Paul Waack, feels this is a great opportunity to get a girls golf program started and see if there’s enough interest by the N.U. girls.

NUHS Benefit Dessert Concert

Sunday, April 2, 1995
2:00 p.m.
Butzier Auditorium

On Sunday, April 2, the NUHS vocal and instrumental music students will present their annual Dessert Concert. A long standing tradition at NUHS, the concert gives the audience an opportunity to hear students perform their State Solo-Ensemble Festival selections. Additionally, students who are not attending at State Festival also perform solos/ensembles.

A highlight of the Dessert Concert is the wonderful assortment of delicious homemade desserts which are sold during the afternoon. Once again this year the NUHS Booster Club is requesting contribution of a favorite dessert from music parents and other Booster Club members. In the past we limited these to pies, but if you have a special treat you’d like to contribute, please feel free to do so. The only limitation is that it must be able to be served easily in individual portions. All proceeds go directly to the NUHS Music Department to help defray costs of department activities.

This is a wonderful time to enjoy a lovely Sunday afternoon with music, conversation and sweet treats before the hectic Spring season begins. As well as contributing a dessert, please plan to attend this event and support our NUHS students in this part of their educational program.

Please return by Friday, March 17, 1995

____9" or larger pie (indicate number you will provide)*

____Other dessert (specify kind: _____________)*

____$ donation (specify amount: ___ )+

*All desserts are to be brought to the faculty lounge at the Lab School by 1:00 P.M. the day of the concert.

+Cash donations may be sent via your child to Dr. Leonard Upham, PLS Music Dept. Chair.

Yes, I can help:

____Set-up that day at 12:30 P.M.

____Serve desserts (2:00 to 4:00 P.M.)

____Clean-up (after 4:00 P.M.)

Signature: ____________________ Phone: __________

Thank you for your support of this NUHS Booster Club event. For further information, call Leonard Upham (273-2407).
That was Then, This is Now

Middle School Language Arts
by Cheryl S. Timion

To explain the PLS Middle School Language Arts program, I would like to refer to a very popular piece of young adult literature written by S. E. Hinton, That Was Then, This Is Now. At the very end of the book the main character reflects back over his life as it had played out during the past year. In that moment of reflection he realized just how much his life had been shaped and changed by what he had experienced and learned. Similarly, as I sat down to write this piece I took time to reflect about the teaching of English and Language Arts. I realized that our curriculum has been shaped by recent research and by our ever changing world environment.

My thoughts drifted back over the years. Then all students were expected to progress and develop at the very same rate and in the same style of learning. The students were grouped according to ability, all students read from the same textbook. Most all class time was devoted to learning how to read instead of reading. The reading of books was assigned to be done outside of class. The resultant message to students tended to be, reading is not important enough for us to do during the school day. All students were rated or graded on the one correct response to each piece of literature. Is it any wonder the business community told educators that graduates had trouble thinking for themselves, when instruction encouraged the sameness of thinking?

All students were given a uniform writing assignment that was returned to the writer with the teacher’s red inked reprimands for misspellings and grammatical errors. Very little attention was given to the quality of the work or the students’ ability to organize their thoughts on paper. The mechanics of writing appeared to be the premier focus. There was a mismatch between the junior high curriculum and the intellectual and emotional needs of young adolescents. Thank goodness, that was then.

This is now. Sue Ellen Savereide, the Chair of the PLS Language Arts Department has stated, “We adhere to the philosophy that students become proficient in language by using language, not learning about it. We work hard to establish an environment that encourages self-expression and the risk-taking inherent in that expression.”

The language arts program that we have developed in our middle school concurs with the seven principles of teaching and learning of language arts as identified by Nancie Atwell in her book, In the Middle: (1) Writers need regular chunks of time to write; readers need time to read; (2) Writers need to write about topics they know about, readers need to read books on their reading level and on topics they care about; (3) Writers need response to their writing; (4) Writers learn mechanics in the context of their writing (when the student needs to use the skill). (5) Children need to know adults who write and read; (6) Writers need to read, readers need to write to clarify and process the material they are reading; (7) Teachers of reading and writing need to take responsibility for their knowledge and teaching.

Now we are coming to understand that between elementary and high school, middle school students are striving to find their own identity. Step into any middle school classroom and you will see how diverse these students truly are. It is through their voices, expressed in many genres, that we begin to know how the students define themselves. For example, sixth graders are producing programming for NUTV about subjects an issues that are important to them, programming that includes documentaries, news features and comedy. These videos are aired on our local cable access television. They are writing a class newspaper, The PLS Flier, and they occasionally produce a literary magazine. As Rick Vanderwall has put it, “Middle school is a transitional time when the students are becoming more responsible for their own learning process.”

We also know that being able to make choices is important to early adolescents who are taking their first steps toward independence. We are also constantly striving to create an educational climate in which things that matter to the students are nurtured. Consequently, most of the books that the students read are self-selected from our classroom libraries and from the wonderful collection in the PLS library.

Occasionally our instruction is centered around a book that the whole class reads. For example, all the seventh graders recently read The Outsiders by S. E. Hinton. They worked individually and in small groups to respond to the events in the story and analyze the characters and the author’s style. They then attended a live performance of this story at the Waterloo Community Children’s Theater.

In the writing component of our program, content is focus in the first, rough draft stage of a piece of writing. However, form and accuracy are stressed as student compositions are revised into polished pieces. Recent research has taught us that drill on skills is not the best use of our time; there is little transference from the drill to the students’ actual pieces of writing. So now we teach the mechanics of writing in mini-lessons to the whole class and individually as we circulate among students during independent writing time. The sixth grade also has a formalized spelling program in place.

Journaling is incorporated into language arts instruction in many ways: relating daily happenings in student’s lives, responding to film, class discussions and reading materials...fiction, non-fiction and poetry. Teachers often respond to the journal entries thus creating a written dialogue with the students. Writing topics are student selected. At times the topic is narrowed, but students still have choice within the topic. For example the class may be required to write a mystery piece,
but students still make the decision about the type of mystery story they will write. We invite guest speakers, writers from our community, to share their expertise with the students.

In light of recent research, our students are not grouped according to ability. Now diversity is what we seek. We no longer aim our instruction at the middle as we did when we focused on whole group instruction, for we found that often the end result in that regime was mediocrity. Instead, attention is given and instruction is geared to the individual as reader, writer, speaker, listener and thinker. We use an integrated approach to the language arts; a literature unit may have components for research, listening, viewing speaking and writing.

For example some eighth grade students recently completed a literature unit centered around World War II. The students selected both fiction and non-fiction books that had been selected for this unit. The students viewed old newsreels from the 1940s, visited a museum display of W.W.II photographs, listened to 1940s music and radio programs and even had swing dance lessons from Dr. Finsand to the music of the Glenn Miller Band. They wrote responses to the literature they were reading, held whole class and small group literary discussions and wrote letters in the first person voice, home from the war front or to a loved one in the armed forces from home.

Our students are central to all that we do in our PLS Language Arts program. Each student is unique. Consequently, our assessment tool is also an individualized instrument. Portfolios are used by the students as an ongoing definition of themselves. The portfolios are a compilation of self-selected pieces of the student’s work. Selecting materials for their portfolios allows the students to be self-reflective. It also encourages them to set goals for themselves and to have a vision of what they can become. Letter grades are given for the first time the second semester of the eighth grade, but we still prefer to place more emphasis on informal rather than formal measurements.

As our Middle School Language Arts program is crafted, more integration will appear in literacy experiences among all the content areas. Interdisciplinary work will continue to enable us to redefine our curriculum. As I dare to dream of what the future will bring, I can envision an integrated, interdisciplinary curriculum in which technology will play an ever increasing role. But for now, our PLS Middle School Language Arts classrooms are filled with active learners involved in a variety of activities striving to become the best users of language they can be.

---

**Gus Macker**

**August 4 - 6, 1995**

We need your help more than ever. Please sign up now so we don’t have to call you later. Our new committee is composed of: Co-Chairman--Mark Knutson 266-3987, Geof Grimes 277-2589, Paul Waack 273-2533; Pre-Registration & Registration--Charlie Buck 266-7687; Concessions--Pat DeJoode 266-6952, Carol Driver 232-4283; Gus Busters--Lyle Bowlin 266-5518; Volunteers--Julee Jacobsen 277-7301.

We need people for the following key areas: concessions, Gus Busters & referees, setup & take down, court sales from now through June, pre-registration mailings in April through June, registration at tourney, parade work at Sturgis Falls, My Waterloo Days, Etc., Celebrity Tourney preparation, Gussette preparation & distribution.

There are many areas that need help beyond the actual tournament weekend. If you’re on vacation on August 4-6, then help us out now.

We need much more help from NUHS families and faculty. The faculty participation has been ridiculously low. It’s time to put up and show up. There are also many areas that elementary and middle school student’s can be helpful.

Please, we need every parent, student, faculty member, spouse, sibling, etc. to participate to make this the best Tourney ever.

Last year we raised $13,000.00 and $6,000.00 in 1993. NU Booster Club purchased new scaffolding for Drama ($1,200.00), a keyboard for instrumental music ($600.00) and 3 sets of athletic uniforms ($3,500.00). The remaining balance is going to be used for the Fieldhouse. So let’s get involved in the fun filled weekend.

We have prepared pre-addressed and pre-paid postcards which will be available for you to pick up at school activities. Please stop by the table and pick up a card. Most importantly, please fill it out and drop it in the mail or call 277-7301 and volunteer.

---

**Memo:**

To: All Parents of Senior Class Students
From: Vickie Robinson, Principal

There is no such thing as Senior Skip Day!

---

**Memo:**

To: All Parents of Senior Class Students
From: Vickie Robinson, Principal

There is no such thing as Senior Skip Day!
# March 1995

## PLS Breakfast and Lunch Menus

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast includes choice of juice and cereal every day. All meals include milk. Lunches include Salad Bar. *In celebration of all March Birthdays!</td>
<td>Mar. 1 Toast/Jelly Chicken Patty/Bun Potato Salad Fresh Fruit *Birthday Cake</td>
<td>Mar. 2 English Muffin Chili Cinnamon Roll Applesauce</td>
<td>Mar. 3 Breakfast Bar Corn Dog Baked Beans Pears Cookie</td>
<td></td>
</tr>
<tr>
<td>Mar. 6 Toast/Peanut Butter Spaghetti Peas Garlic Toast Pears</td>
<td>Mar. 7 Raisin/Toast Hot Beef Sandwich Mashed Potatoes/Gravy Corn Fruit Cocktail</td>
<td>Mar. 8 Toast/Jelly Taco Salad Buttered Bread Applesauce</td>
<td>Mar. 9 Waffle/Syrup Toasted Cheese Sandwich Chicken Noodle Soup Fresh Fruit</td>
<td>Mar. 10 Toast/Jelly Pizza Slice Fresh Fruit Brownie</td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Mar. 21</td>
<td>Mar. 22</td>
<td>Mar. 23</td>
<td>Mar. 24</td>
</tr>
</tbody>
</table>

## No School - Spring Break!

<table>
<thead>
<tr>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 27 Toast/Jelly Macaroni/Cheese Sausage Links Green Beans Peaches Chocolate Chip Bar</td>
<td>Mar. 28 English Muffin Toast/Peanut Butter Taco Casserole Nacho Chips Pineapple Chunks</td>
<td>Mar. 29 Breakfast Bar Scalloped Potatoes/ Ham Peas &amp; Carrots Peanut Butter Sandwich Fresh Fruit</td>
</tr>
<tr>
<td>Mar. 30 Toast/Jelly Chicken Patty/Bun Broccoli/Cheese Sauce Cherry Bar</td>
<td>Mar. 31 Fish Sandwich Tator Tots Fresh Fruit</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6:00pm BTR @ HOME 6:30pm -8:00 6th Gr Sport Hrn Mtg: Fam Math 6:45pm Play Rehearsals 8:00pm Ch Orch Practice 8:00pm Jazz Band Practice</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6:45pm Play Rehearsals</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>6:45pm Play Rehearsals</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>8:04am -3:00 NUHS Chili Cook-off 6:45pm Play Rehearsals</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3:00pm Ch Choir Practice 7:30pm Spring Play Performance</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12:00pm -4:00pm St Math Count Comp 7:30pm Spring Play Performance</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>GTN Practice Begins 8:00am 5:00pm CRIM. JUSTICE PRISON FIELD TRIP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7:30pm -8:30 National Honor Society Induction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:30pm GTR @ Wartburg 6:45pm Ch Orch Practice 8:00pm Jazz Band Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST. PATRICK'S DAY 4:30pm BTR @ Wartburg</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>End Third Quarter</td>
<td>6:45pm Ch Choir Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GTR Dickinson Relays 6:45pm Ch Orch Practice 8:00pm Jazz Band Practice</td>
</tr>
</tbody>
</table>

March 1995
Malcolm Price Laboratory School Calendar

2/21/1995