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# Malcolm Price Laboratory School PLS • NEWSLETTE R

Volume III, Issue VI

University of Northern Iowa

March 1993

## **The Complete Middle School: NUMS Orientation**

"Young adolescents have special needs that present unique challenges to educators. Educational experiences for these young people in grade 6, 7, and 8 should address developmentally and individually appropriate physical, social, intellectual, and emotional needs. Building on students' educational growth and utilizing an approach consistent with their elementary schooling, attention continues to focus on variety in student grouping and the importance of a nurturing atmosphere in the student-teacher community."

This excerpt from the Philosophy Statement developed by the PLS Middle School Steering Committee embodies the rationale, the hopes, and the relationships on which successful middle schools are built. Northern University Middle School opened its doors as a middle school for the first time in the fall of 1991 serving seventh and eighth grade students. This opening followed two years of study and planning by College of Education faculty. We started with only seventh and eighth grade students so that faculty, administrators and students would be able to examine, experiment, test, modify, develop and re-develop methods in middle school curriculum and instruction on a more limited basis. Many changes have been made since that first middle school semester. We learned more about grouping and re-grouping students. We learned about activity needs of transescent youth. We learned about responsibility, communication, interdisciplinary units and teaching, spatial needs, emotional and affective development, expectations and standards. It has been an educational two years for all involved.

Our intention from the inception of the middle school concept at PLS has been that sixth grade would be a part of our 6-7-8 middle school. We are now prepared to begin that transition with sixth grade students. One of the lessons that we have learned is that parents and students need to have more information about middle school. In order for us to share information with parents and students and for parents and students to meet middle school faculty and have an opportunity to exchange thoughts, we will hold a middle school orientation for all current fifth and sixth graders and their parents on March 29. We will meet at 7:00 p.m. in the PLS cafeteria for a potluck dessert. Bring your favorite dessert and we will provide coffee, punch and milk. During dessert, we will have a program in which middle school faculty will

present information about middle school studies and activities. There will be time for questions and answers with the large group and time following for informal discussions and questions. Since it is a school night, we will try to finish no later than 9:00 p.m. Please mark your calendars for March 29 - we hope to see you then!

## **A New Look for Unit II**

An exciting change is ahead for students in grades one and two in the fall of 1993. We will expand our multi-age grouping practices already established in the nursery/kindergarten program at Price Lab School to include four sections of grade 1-2 combinations. These classrooms will be housed in the area that has been second- and third-grade space.

You may be asking why we are changing from the traditional grade system. Current research shows that young children can benefit in many ways by working in a multi-aged setting. Because of the diversity of the group, a sense of community and cooperation abounds. Children are unique individuals, accepted at their own individual levels and there is a wide range of materials and experiences available in the environment to meet these needs. Integrated learning--which has always been the philosophy of our primary program--gains greater emphasis, and students are flexibly grouped to accommodate their learning. Another benefit for young children is the opportunity to have the same teachers two years in a row which leads to better continuity from year to year. It has been found that there is a reduction of competition and more students take on leadership roles.

Children entering Unit II for their first year will make an easy transition into a familiar multi-aged setting and will have the opportunity to model their older peers. A two-year instructional sequence has been developed to alleviate the concern that children won't stay challenged and interested their second year in the program. All areas of the integrated curriculum encourage in-depth exploration of special interest areas as a way to meet the needs of more advanced children, regardless of their ages.

We are very excited about the opportunities and possibilities this program will provide for our students. We look forward to sharing more about multi-age grouping and our program plan at an informational meeting March 2 at 7:00 p.m. for all parents of current kindergarten and first-grade students.

## **Criminal Justice in the Curriculum: A New Approach**

by *Lee Weber*

During the 1991-92 school year I took over the responsibility of teaching a semester class which had been called "Law-Related Education." The first year I taught the course only 12 students were enrolled. I thought that was unfortunate, because I am keenly interested in the expansion of law-related studies into curriculums all over the country. In most states LRE has made great strides and various forms of LRE classes are offered in all fifty states. I further felt that the class available at MPLS did not adequately meet the needs of students. Consequently, I undertook a revision of the class and created the current "Criminal Justice Class."

The rationale for the class change is relatively simple to explain. The old class attempted to cover such widely varied topics as constitutional law, school law, property law, business law, students rights, civil law, and criminal law, all at once. I would assert that this approach does not do justice to any of these areas. What should be included in a law class at the high school level? I think the answer is best illustrated by another question...after watching thousands of hours of television crime dramas on television, what has been the effect on teens? Clearly, they are left with romantic, unrealistic, and in some cases simply inaccurate portrayals of police, attorneys, judges, etc. These misconceptions create serious learning problems for students in many classes whenever law-related subjects are discussed.

The primary objective of the Criminal Justice Class is to re-educate students about a critical part of the real world. The new course, as I have designed it, takes a broad look at the three main themes of justice, law and crime. It takes a close-up view of the real life procedures of the American Criminal Justice System. Much of the class time is dedicated to role-playing activities and simulations, such as mock trials, so students can come to appreciate the decision-making processes involved in being a professional in the Criminal Justice System. In addition, extensive use is made of local and regional resources including guest speakers and class field trips.

The effects of the course change have been gratifying. Student enrollment has increased dramatically. During the 1992-93 school year, 35 students were enrolled, allowing the course to be offered both first and second semester. Student evaluations of the course have been very positive as well.

Students and parents who would like to know more about the class are encouraged to contact me anytime at PLS.

## **Electronic Keyboards Needed**

This year a keyboard unit was added to the middle school general music curriculum. It was very successful despite the lack of keyboards for the students to use.

It has come to our attention that there MAY be some unused electric keyboards gathering dust in homes. If that is the case in your home and you would be willing to donate the keyboard to the school, please contact Dr. Linda Fernandez, Director of the Laboratory School or bring the keyboard to the Director's office.

The school is willing to provide a letter of contribution to anyone who wishes to use this gift as a tax-deduction.

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## **NU High Dessert Concert March 28**

On Sunday, March 28, beginning at 2:00 p.m., the vocal and instrumental music students of Northern University High School will present their annual Dessert Concert in Butzier Auditorium at the Laboratory School. This long standing tradition at NUHS gives the audience an opportunity to hear the students perform solo and small ensemble music. Some of the performances will continue on to the Iowa High School Music Association State Solo/Ensemble contest to be held the following Saturday in Denver.

The NU Booster Club will be serving desserts during the afternoon program in the lobby area of the auditorium. Patrons may "take a dessert break" during the afternoon program. The proceeds of this fund-raiser go directly to the NUHS Music Department to help defray costs of contest registration fees and expenses.

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## **NUHS Spring Play**

March 12 and 13 are the dates of NU's spring play, *Splendor in the Grass* by William Inge. This dramatic production touches on a variety of relevant topics that face today's youth. Set in the nineteen-twenties, the production centers around the developing relationship between teen-aged Bud Stamper and his best girl, Deanie Loomis. The relationship is troubled by Mr. Stamper's plans for Bud's future and his off-base advice on how to "handle" a woman. Deanie is conflicted by her mother's description of the ideal relationship between a husband and wife and her definition of "wifely duty". In a perfect world Deanie and Bud would find happiness but in the real world they face an impossible situation.

A splendid group of experienced NU performers mixed with some new faces round out the cast. *Splendor in the Grass* promises to be a rewarding evening in the theater. If it were a movie it would receive a PG rating. Tickets can be reserved by calling 273-6047. Persons holding season tickets should call to select the performance desired. The performance will begin at 7:30 P.M.

## PLS Resource Program

by Kim Miller

In 1975, Public Law 94:142 mandated a free and appropriate, public education for students with physical, mental, behavior, or learning disabilities. Learning disabilities was a new category used to define students who possessed average or above average intelligence yet were not reaching their potential in the area of academic achievement. Often, they actually had a processing problem that interfered with their learning. It wasn't that they couldn't learn, but they needed to be taught by individualized methods. Because of this legislation, these students were no longer ignored, held back, or just passed along with the fate of never reaching their potential. Another result of this legislation was the creation of the resource program which was designed to help students with mild disabilities who with assistance could be successful in the regular classroom. Resource students were pulled out of the regular classroom for a period of time each day to work on specially identified areas of learning.

In the late 1980's, federal departments began looking at providing a more cohesive instructional program for students with learning disabilities. There were concerns that a "pull-out" program was creating a lack of communication and a disjointed curriculum between the regular and special classrooms. A "your students" and "my students" mentality had also been established. States were encouraged to come up with alternatives to the typical special education options.

The state of Iowa accepted this initiative and developed the Renewed Service Delivery System. This initiative revamped the process of how and where to deliver special education services. It was founded on the belief that some students didn't need to be "pulled out" but could receive support services in the regular classroom. This involved the regular and special educators collaboratively teaching. By having two teachers working together in the regular classroom, it made it possible to meet the individual needs of everyone in the class. In return, the students also become more accepting of student differences which fostered positive peer relationships.

For the past six years, Kim Miller, the elementary resource teacher, has been implementing this concept at Price Laboratory School. She collaboratively teaches in the regular classrooms with the regular classroom teachers for about half of the school day. During this past year, she has worked in the 2nd, 3rd, 4th, and 6th grade classes. Typically this takes place in the language arts area. Responses to the following survey question given to last year's 6th graders, confirm the positive attitudes that students have displayed about collaborative instruction:

What did you think of the resource teacher and regular classroom teacher collaboratively teaching 6th grade writing?

(21 students responded with yes they enjoyed it and identified their reasons)

- more teacher conferences
- questions answered faster
- get more work done
- more attention - more of a chance to learn
- don't have to wait so you're more productive
- teachers shared responsibility
- 2 different perspectives about things
- teachers aren't alike - more of a variety
- if one person isn't sure they can ask the other person
- example of how people can work together
- teachers complemented each other
- fun, interesting
- keep things under control

When Ms. Miller is not in the regular classroom, she meets with students in a "pull-out" program. This provides an environment where some students can work on individual objectives and won't be threatened by the pressures of the regular classroom. Providing both regular classroom and "pull-out" options addresses the individual needs of all the students served. It provides the best of both worlds and advances appropriate education for students with special learning needs.

Not only at PLS, but across the state, more and more resource teachers have begun to work in the regular classroom for a significant part of the day. Unfortunately, these gains are now in jeopardy. The Governor is proposing a considerable cut in support for special education. Cuts which could result in fewer resource teachers to work with the students with special learning needs. This would leave the regular classroom teacher alone in providing for the extremely diverse needs of the students. In addition, cuts in special education programs at this juncture would be untimely because of the increasing number of at-risk and special needs students entering school. Instead we must value appropriate education for everyone and not lose the gains we have made in special education. Voice your opinions to your legislators and put education for all students in its proper place.



# March 1993

## Malcolm Price Laboratory School Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>1</b> Dorian Band Fest @ Luther 7:00pm BBB Dist @ G.C.	<b>2</b> 7:00pm N/K Homeroom Meeting	<b>3</b> 7:00pm BBB Dist @ Conrad	<b>4</b> 3:15pm -5:00pm VAX/ Internet Workshop 6:45pm -8:00PM Chamber Orchestra 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>5</b>	<b>6</b> BBB Substate @ Nevada
<b>7</b>	<b>8</b> 6:00pm BTR UNI Inv at Dome	<b>9</b> 6:45pm -8:00PM Chamber Orchestra 8:00pm -9:15PM Jazz Band	<b>10</b>	<b>11</b> 7:00pm -8:15pm Chamb Choir	<b>12</b> 2:00pm -3:00 Elem DARE Graduation 7:30pm Spring Play	<b>13</b> 7:00am -5:00pm Charles C. Jazz Fest 11:00am -4:00pm State Math Counts @Drake University 7:30pm Spring Play
GBB State						
<b>14</b>	<b>15</b> GTEN Practice Begins	<b>16</b>	<b>17</b> ST. PATRICKS DAY	<b>18</b> 4:30pm GTR Wartburg Inv	<b>19</b> 4:30pm BTR at Wartburg	<b>20</b> IHSSA State Speech
SPRING BREAK						
BBB State						
<b>21</b>	<b>22</b> GF Practice Begins BTEN Practice Begins	<b>23</b> ALL DAY - Criminal Justice Field Trip	<b>24</b>	<b>25</b> End 3rd Quarter 8:00am -12:30pm Yg. St. Qtr. Cl. selected MS/HS Stu. 4:00pm Women's Dickinson Relay 6:45pm -8:00PM Chamb Orch 7:00pm -8:15pm Chamb Choir 8:00pm -9:15PM Jazz Band	<b>26</b> 1:00pm -3:00pm N/K Round-up	<b>27</b> BTR Dickinson Relays in Dome 2:00pm -4:00pm 8th Gr. AAU Basketball Practice
<b>28</b> 2:00pm Dessert Concert	<b>29</b>	<b>30</b>	<b>31</b>			

# PLS Resource Program

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# March 1993



## PLS Breakfast and Lunch Menus

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Mar. 1</b> Waffle/Syrup ..... Spaghetti Garlic Bread Green Beans Pears	<b>Mar. 2</b> Toast/Jelly ..... Hot Ham 'n Cheese Sandwich Mixed Vegetables Pineapple Chunks	<b>Mar. 3</b> English Muffin ..... Baked Potato/Topping Choice Applesauce	<b>Mar. 4</b> Raisin Toast ..... Hot Dog French Fries Fresh Fruit Pudding	<b>Mar. 5</b> Breakfast Bar ..... Toasted Cheese Sandwich Chicken Noodle Soup Vegetable Sticks Fruit Cocktail Choc. Chip Bar
<b>Mar. 8</b> Toast/Jelly ..... Corn Dog Baked Beans Fresh Fruit Brownie	<b>Mar. 9</b> Fruit Strudel Stick ..... Chicken Pattie/Bun California Mixed Vegetable Applesauce	<b>Mar. 10</b> Raisin Toast ..... Taco Salad Corn Bread Peaches	<b>Mar. 11</b> Scrambled Eggs ..... Pork Tenderloin Sandwich Peas Apple Crisp	<b>Mar. 12</b> Toast/Peanut Butter ..... Sloppy Joe Hamburger Potato Rounds Fresh Fruit
Mar. 15	Mar. 16	Mar. 17	Mar. 18	Mar. 19
<div style="border: 1px solid black; padding: 20px; font-family: cursive; font-size: 2em; margin: 0 auto;">             Spring Break           </div>				
<b>Mar. 22</b> Breakfast Bar ..... Beef 'n Bean Burrito Fresh Fruit Cookie	<b>Mar. 23</b> Toast/Jelly ..... Turkey Noodle Soup Peanut Butter Sandwich Peach Crisp	<b>Mar. 24</b> Fruit Strudel Stick ..... Lasagna Green Beans Buttered Bread Pears	<b>Mar. 25</b> English Muffin ..... Beef Stew Cinnamon Roll Fresh Fruit	<b>Mar. 26</b> Raisin Toast ..... Fish Sandwich Peas and Carrots Applesauce Peanut Butter Bar
<b>Mar. 29</b> Waffle/Syrup ..... Hamburger Corn Fresh Fruit Cake	<b>Mar. 30</b> Bran Muffin ..... Hot Turkey Gravy/ Biscuits Peas Peaches	<b>Mar. 31</b> Toast/Jelly ..... BBQ'd Rib Sandwich French Fries Fresh Fruit	Cereal Choice offered every morning. Juice or fresh fruit every morning. All meals include milk. Lunches include Salad Bar.	

## **From The Athletic Director**

As the winter sports season comes to a close, I want to update you on two major events.

First, we anticipate playing 5 on 5 girls basketball next year in the NICL at all levels. The final decision is with each individual school board. The NUHS administration has decided to go with 5 on 5. A final conference decision is expected in March. I feel very strongly that going 5 on 5 will enhance our girls basketball program.

Secondly, Paul Nielsen, Chairman of the Gus Macker Tournament presented a partial check of \$1500.00 to the NU Booster Club at our last home basketball game with Dike-New Hartford. These proceeds are the direct result of many volunteers putting in numerous hours this past year with the Gus Macker Tournament. The 1993 Tournament is scheduled for August 7th and 8th. The committee is starting to meet on a regular basis and will be asking for volunteers. I strongly encourage you to take an active role in the tournament. The potential to raise a significant amount of money for our activities program is evident and the positive public relations for NUHS in the Cedar Falls Community is well worth our time.

**Malcolm Price Laboratory School  
University of Northern Iowa  
Cedar Falls, Iowa 50613**

## **Senior Graduation Reception Plans**

Graduation is coming May 23! Plans are underway and letters have been sent to all senior parents inviting each family to participate in the traditional reception for students, staff, and faculty in Maucker Union immediately following graduation. This is always a great time for tears, hugs, photos, fun, food, and congratulations.

Invitations will soon be sent to the printers. Be sure you have returned your sign up forms by March 11th. If they have been misplaced, call Pat 277-7046, Jo Ann 266-9897 or Sally 273-2348 with all your important information.

While the planning is all done by the senior parent committee, sophomore and junior parents are asked to help us set up and serve on Sunday afternoon May 23rd. We couldn't do it without you--just ask the parents of any past graduates! Helene Wertz or Rosalee Hagenow will be contacting parents of the sophomores and juniors to ask for your help. Please say "yes" and make their job an easy one.

We hope to see all senior families and many of the rest of the Price Lab-NUHS families at the reception. Come have fun with us!