

TOPS NEWS

ENROLLMENT PROJECTIONS JUST ANNOUNCED

The Seattle School District projects TOPS will enroll 587 students next year. Since the District adopted the "Weighted Student Formula" approach to preparing school budgets, schools will see their budgets increase as they take on more challenging educational tasks.

For TOPS, the majority of our extra funding comes from our Bilingual Orientation Program, which is expected to enroll 60 students next year. Special education students also drive more funding, and it is anticipated there will be 28 of them at TOPS next year. Another 130 students bring funding for their "free lunch" status, and 137 students are scoring below the

30th percentile academically so they drive extra funding as well.

As we went to press, the District had not yet provided a hard dollar figure for the TOPS budget. The Leadership Team, consisting of 10 faculty members, the principal, and two parents from the stie council, will make decisions about how to spend the TOPS discretionary District budget. Decisions will revolve primarily around staffing, as that is where the majority of the budget is spent.



*Natalie Shields,
Maya Cohon, and
Miranda Price,
kindergartners*

STANFORD BOOK FUND BOOKS DELIVERED TO SCHOOLS

The library books ordered as part of the Stanford Book Fund were delivered by District warehouse trucks to schools on February 24. The Stanford Book Fund, inspired by the late superintendent John Stanford, is an unprecedented gift to our students. Improving library book collections is one more step in the overall effort to improve the reading proficiency of our students. Thanks to all the TOPS parents who contributed to the fund.

WILL WE MOVE ON TIME, OR WON'T WE?

It has been reported that the District's facilities manager is going out for bid on the move to Seward, as if we were on schedule. It is apparently felt there is a 50-50 chance we'll make it on time.

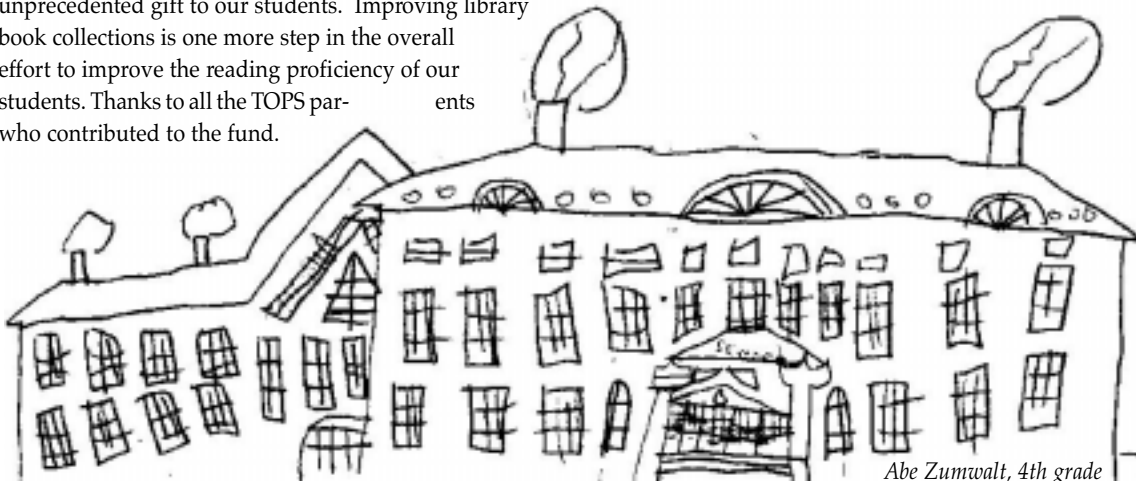
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144 NE 54th Street,
Seattle, WA 98105

729-3360

<http://seacss.ssd.k12.wa.us/TOPS/index.html>

Principal:
Gary Tubbs

Site Council Chair:
Penny Bolton



TOPS PARENT KLAUS BRANDL RECALLS EARLY LANGUAGE-LEARNING EXPERIENCE

This is the seventh monthly newsletter of the 1998-99 school year, edited by Amy Hagopian and Jim Wells. Robyn Ricks does the layout and design. Bruce Pulmano maintains the mailing list and gets this to you. We welcome help with writing and soliciting news from contributors. We're always looking for kids' art, photographs, committee news, faculty news, classroom news, opinions, compliments, profiles, questions, education politics, calendar items, announcements, and wholesome gossip.

Articles for upcoming issues may be submitted to Amy at 4203 5th Av. NW, 98107. Articles are preferred on computer disk, accompanied by a paper copy. Both IBM and Macintosh are accepted. Email submissions may be sent to Amy_Hagopian@fammed.washington.edu. Or fax to 616-4990. Deadlines for the year's issues are at 3:30 on each of these dates: March 18, April 22, May 20, and June 10. Remember: it's a virtue to be on time.

Anyone interested in helping work on the newsletter or—even better—assuming the editorship next year, should contact Amy at 616-4989 (days).

NON SCHOLAE SED VITAE DISCIMUS.

I remember quite vividly the first day of my Latin class when the instructor started the class with the phrase in Latin: *Non scholae sed vitae discimus*. Soon thereafter I learned how to translate this phrase. Not until years later did I come to understand its true meaning: It is not for school but for that we learn.

I was only 11 years old when my parents sent me to a Gymnasium (equivalent of high school in Germany) with a focus on foreign language instruction. For the first two years, I experienced up to 6 hours of Latin instruction each week; by 7th and 9th grade, English and French had been added to my curriculum. By the time I graduated from Gymnasium, I had experienced seven years of Latin, seven years of English, and three years of French.

Most European countries, including Germany, have a long tradition of foreign language instruction. The German school system places a great deal of value on foreign language learning, putting it a par with math and sciences as one of the core subjects. By the time German students graduate, they have had many years of language instruction in at least two world languages, but it doesn't mean that they have completely mastered these languages. Language learning, even in one's native language, is a life-long process. Foreign language instruction instills a message in students about the value and importance of learning about another culture. It teaches students curiosity, tries to evoke their interest, encourages them to travel and explore, helps them understand their own culture, and makes them grow intellectually. The earlier we can send this message to students, the more successful the outcome will be.

Learning foreign languages brings with it many different values. Not every student will achieve a level of proficiency that allows her to be highly functional in the language, although this may well be a highly desirable goal. It takes many years of practice and exposure to master this skill. Eventually, a student has to immerse herself in the target culture. It is unrealistic to believe that our schools can produce a perfect foreign language speaker, but what our schools can achieve is to teach students basic language skills, provide them with tools, and instill in them an essential love of learning.

*Klaus Brandl
TOPS parent*

World Languages Committee member

(Note: Klaus Brandl is a TOPS parent and member of the World Languages Committee. The TOPS World Languages Committee believes that an important step in offering a world-class education to our students at TOPS is to make opportunities for learning a second language available as early as possible. We are currently working with the Site Council and the Leadership Team to identify ways to offer world language instruction before, after, or during the school day to any child who desires it.)

WORLD LANGUAGES STILL LOOKING FOR A WAY TO ESTABLISH AT TOPS

The TOPS World Languages committee made a formal report to the Site Council in February on its year of activity. Parent Paul Aoki, who is a linguistics professor at the University of Washington, spoke on the value of early language acquisition. A survey was conducted last year, and found 60 families willing to pay \$325 for a pilot language course. Three pilot programs of instruction were launched after that. Nearly 200 phone calls were logged last year from parents wanting to enroll. This year there are six different Spanish classes, with families paying \$260 for a 20-week program of two half-hour sessions per week. The Site Council discussed varying ways to incorporate languages into the curriculum, but in the end resolved that this was a faculty decision.

The World Language advocates at TOPS are working avidly to find a way to fit this important subject into the curriculum in a way that is satisfactory to TOPS teachers and that doesn't crowd out existing important elements of the curriculum. This dialogue will be continued throughout the budget cycle discussions for next year.

Aoki, in speaking to the Site Council, noted that exposure to second languages at early ages is important. Several years of exposure are necessary to make a difference. Part of the exposure is allowing the student to become comfortable with encounters in other languages. The subtleties are hardest to learn, and the goal is to understand and be understood. It would be a mistake to do two weeks of one language, and then move on to another; children have to work with one language for several years.

KING HOLIDAY HOOPFEST 1998

by Don Zenke

The TOPS interdisciplinary PE curriculum includes opportunities for students to write and be creative. As part of the PE program TOPS middle school students were asked to participate in the "You 2 Can Imagine" contest for the second annual King Holiday Hoopfest, which is a charity event promoted by George Karl's Friends of Hoop Foundation and Sam Perkins' 848 Productions.

The students' work could be in the form of a letter, poem, drawing, or picture with the contest being open to all Seattle middle school students.

Donna Lee, Hoopfest organizer, said the entries from TOPS were incredible and far superior to most of the work from other schools. She said that Sam Perkins and Nate McMillan (they play basketball) had a difficult time narrowing down the six semi-finalists from TOPS because they were all outstanding. From the six finalists, they were supposed to choose three finalists whose work was to be enlarged and displayed at Key Arena during the event. They ended up making all six of our semi finalists winners.

Sydney Townes-Witzel (7th grade) was awarded the top prize among all the finalists. The other winners were Jessica Knowles (6th), Chelsea Luke (7th), Jamie Banfill (8th), Ian McKinley (6th) and Vanna Waldron (7th).

Congratulations to the winners from TOPS and everyone who submitted entries for representing TOPS so well. Congratulations also to all the TOPS staff who have done an outstanding job of preparing our students to write and think creatively.

POEM BY SYDNEY TOWNES-WITZEL

Not a drop of fear nor shadows of dark
No matter what you go through faith is in your heart
Determination as strong as a bull
Deep down inside the freedom is in your soul
Hope in your eyes crystallize
and now liberation is told
no matter what color black or white
Liberation almost near
of those who slave away in fear
A willing heart takes you high
You live forever for when you passed away
Bright stars fill the sky
Each star a person you saved
In everybody is something you gave
Not a drop of fear nor shadows of dark
Honor and hope remain your heart
As peace and love he is in ours
Your dream will still be remembered
Even after death do we part

GET READY FOR TOPS VOLUNTEER APPRECIATION WEEK, APRIL 18-24

TOPS will be honoring and celebrating our great volunteers in conjunction with National Volunteer Week April 18-24. You might start thinking about people you know (don't forget yourself!) who give their time and energy to others. We work hard at TOPS and deserve a pat on the back. You can look forward to details in future Wednesday go-homes and from teachers. If you have any questions, please don't hesitate to get in touch with Joni Marts at 632-9741 or jmarts@accessone.com.



Liliana Rodriguez (3) and Callquel Gardner (K) use the new playground.

AUCTION '99 IS TWO WEEKS OFF!



ANY VOLUNTEERS FOR ROOM SET-UP?

A big thank-you to everyone who's contributed time, effort, and donations to TOPS Auction '99! Your auction items are in, your RSVP mailed, your babysitting arranged, and you're ready for action. Are you certain you've covered everything? How about volunteering to help set up

the room at the Asian Resources Center on March 20, the day of the auction? If you can lend a hand—and we could use plenty of willing hands—please call Auction Volunteer Coordinator *Trudi White*, at 782-2484, to donate your services.

LETTER TO THE EDITOR

I am writing in response to your article in the February issue about what makes TOPS an alternative school. We were sold on TOPS for the two things that we thought made it alternative: Integrated Curriculum (teaching all subjects through a central theme like architecture) and City School concept (using Seattle's urban amenities as an extension of the classroom). What happened to these two philosophies/styles?

Sarah Meeker
TOPS parent

ART WALK STANDS ALONE

The TOPS Art Walk will occur on Friday, June 4, as a gala event independent of the May 13 Cultural and Achievement Fair. Organizers felt it was too confusing and ambitious to attempt to accomplish so many goals in one evening. Therefore, families are encouraged to attend and enjoy both events. Watch for details in upcoming issues.



Jesse Roe, 4th grade

GETTING INTO TOPS

Prospective parents have been touring McDonald on Mondays (middle school) and Wednesdays (elementary). There have been 25-40 people per week for elementary sessions, and over 200 parents will have toured by end of month. Thanks to parents who have helped lead tours and provide information.

CORRECTION

Incredible Kid Day, March 18, was incorrectly described in the last newsletter as sponsored by Boys and Girls Club. Alas. This day, when you are encouraged to write "love letters" to children, is sponsored by Campfire Boys and Girls. Same phone number: 461-8550.

LEARNING TO READ: ARE WE DOING IT RIGHT?

by Susan Spieker, TOPS parent

How do children learn to read? One theory suggests that when a rich literacy environment surrounds children they will learn to read when they are ready. To the extent that I thought about the question at all when my children were young, I think I would have ascribed to that theory. Our children were provided a rich environment of books and music, were read to daily, and went to a developmentally appropriate preschool that did not stress academic learning. If they had learned to read in the first grade, or earlier, as many children do, I would not have given the matter any more thought.

But child number one did not read in first grade. The teacher was puzzled about this but not concerned. During the August before second grade we found her a tutor. With the tutor she dictated marvelously creative stories that, theoretically, she would be motivated to read to us. This didn't happen, however. She started second grade a non-reader and received daily tutoring through Chapter One. We didn't see much progress at first, but toward the middle of the year she was motivated to learn to read Garfield comics, and by the end of the school year, it had clicked. She is a fine reader now.

Child number two did not learn to read in the first grade either. We didn't worry. His sister had learned to read on her own schedule, and so would he. Just in case, however, we took advantage of the tutoring offered through Chapter One, and proceeded with the steps to identify him as a "focus of concern" so that he would be in line for further evaluation, should that prove necessary in second grade. During the summer we got him some tutoring. The tutor had a set of words on flashcards and the goal was to get through the set of cards correctly within a specified time limit. It didn't seem to help him and he began second grade a non-reader.

We were quite hopeful that the problem would begin to resolve itself when he turned eight. Sometimes he seemed to think he was getting it, but mostly he avoided reading to us at all costs. Still expecting it to "click," we proceeded with a staffing and an evaluation by the school psychologist in the spring, and he qualified for special education, based on a formula that compared his reading achievement with his potential. Now we were in the land of the Individual Education Plan, or IEP in special-ed lingo.

Over the summer we enrolled him in a well-known local private school that guaranteed to boost his reading achievement one whole grade level in six weeks or your money back. He went every day, and worked hard.

Although he told us after the second week that he wasn't learning anything, he put in his time. We finally started getting truly concerned at that point, however, and began discussing sending him to this private school in the fall. We had several conferences at the school, but when the post-tests were reported, he had not made any gains at all. I frantically began to consult a variety of materials on reading.

My search included visiting a reading web site supported by the National Institute of Child Health and Human Development, a comprehensive report on reading by the National Research Council, and a book by Diane McGuinness called "Why Our Children Can't Read." All of these sources summarized what we know from the past 20 years of reading research. Children learn to read by a process of mapping the sounds of speech onto letters. They "decode the code." Some children crack the code on their own, but many do not. Problems in decoding are unrelated to intelligence. Very bright, average, and below average children have the same kinds of reading problems. Children who are poor readers at the end of first grade tend never to catch up, and the problem is compounded with each year of delay. There was no research support for the "developmental readiness" point of view. Study after study confirmed this finding: "The poor first grade reader almost invariably continues to be a poor reader."

The most common reason for difficulty acquiring early word reading skills is lack of phonemic awareness, or ability to process the 44 phonological features of the English language. Here are some examples of the skills a child needs in order to learn to read: the ability to hear that the word "frog" has four distinct sounds, f-r-o-g; the understanding that "frog" without the "r" is "fog"; and the ability to blend the individual sounds f-r-o-g into the word "frog." Children with good phonemic awareness learn to read readily, and many different kinds of instruction are effective for these children. However, children with poor phonemic awareness need very explicit, direct instruction. The tutoring my child had received to date was not of this type, and it had been almost totally ineffective. I was determined to find an appropriate program for him.

Some of the most important nationally recognized work on reading is being done by Virginia Berninger and colleagues at the University of Washington. But she was writing a grant when I contacted her, and could offer little advice. The McGuinness book recommended two different programs. One was available locally. Alas, we had just missed their summer session. The other, known as Phono-Graphix, was not offered by anyone locally, but the Reading Foundation in Vancouver, B.C. offered a 4-

week, 80 hour, one-on-one Phono-Graphix program. I called them and talked our way into attending for just one week, the week before school started.

After the second day at the Reading Foundation, our son announced that he was learning to read at this place. By the end of the week, he had acquired some very basic reading skills. A test-retest comparison showed an entire grade level of improvement. It was not a miracle cure, and the Phono-Graphix program is not rocket science. It is a decidedly simple, but systematic and well-organized approach to helping children hear and recognize the sounds of their language, and map these onto the letters and letter combinations that represent them in text. There are undoubtedly other programs that also work, but this one is working for us. It is also available in an easy-to-use manual for home-schoolers, in a book titled "Reading Reflex."

I want to emphasize the research finding that children who are poor readers at the end of first grade do not, on average, ever catch up to their peers. Children who have problems learning to read can be bright or average, and come from any family, including those that provide a rich literacy environment. These children will not pick up the skill with time unless they receive direct, explicit instruction. Having personal knowledge of apparent exceptions to this rule must not prevent us from taking steps to improve instruction for children who are struggling. In fact, all children could benefit from the direct instruction that some children require. It does no harm, and can help those children who readily acquire a sight word vocabulary but find it hard to make the transition to more difficult words that can't be committed to memory.

I will close with a final call for action. Joseph Torgensen, a well known reading researcher, explained in the summer 1998 issue of *American Educator* that it is possible to identify and assess children who will need extra help in reading early, during the second half of kindergarten, before they experience failure. It is also possible to monitor the development of early reading skills to identify children who may require extra help as reading progresses in the primary grades. At TOPS we need to make such assessment, identification, and extra help a part of what we do. I am happy to say that there are some moves in that direction, which can be reported on in future issues of this newsletter.

EXCERPTS FROM ROOM 5'S SERVICE-LEARNING PROJECT AT GREEN LAKE

TREES AND BIRDS

By Anna Inge

I adopted a tree at Green Lake. It is a White Birch tree. It is right by the water with lots of nice shade. There is a bench right by it. I think it is the best tree ever. One day, we studied different birds at Green Lake and I was the first one out of my whole class to spot two Bald Eagles. They live in a nest on Duck Island.

WHY WE GO TO GREEN LAKE

By Kaitlin Banfill

We go to Green Lake to help make the environment better and learn about nature. We plant bulbs, rake, clean, and other stuff. Some of the birds we see are real cool like the eagles, geese, seagulls and more. We also adopted trees. I adopted a Ring Leaf Willow. We did some science tests to find out what is organic or inorganic. We made compost out of dirt, eggs, and leaves. I think it is fun to go to Green Lake. So I hope we keep going all year.

WHY WE SHOULDN'T FEED THE BIRDS

By Allison Boyer

The birds at Green Lake are very adapted to where they live. But some birds don't know where their food comes from since people feed them. But if you feed the birds breadcrumbs you are not really giving them a dinner, you just give them a stomachache. But most people don't know that, so tell them.

GREEN LAKE

By Sam Hohn

Every other Wednesday Julie's fourth grade class goes to Green Lake. There we help out the community. My favorite project is the day we did the raking. We got to rake the leaves into huge piles. We almost jumped in them but our teacher warned us about drug needles. We had lots of fun or at least I did.



Thomas Davis



Anna Inge

MIDDLE SCHOOL PARENT FORUM

The third TOPS Middle School Parent Forum sponsored by the Middle School Grant will be held on Thursday evening, March 25, from 7 to 9 p.m. in the TOPS lunchroom.

The evening's topic will be "Parenting Our Middle Schoolers: Issues of Inclusion, Respect & Responsibility." As parents, we play a role; what is it?

Please mark your calendar for this date. The Middle School Parent Forums held to date have been well attended and praised by those who attended. We hope all middle school parents will plan to attend this time. A second announcement will arrive by flyer the week before the forum.

Luzita Roll's 5th grade art class productions



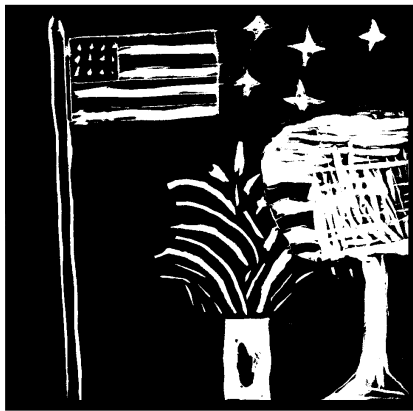
AnyaDabroski



Soren Kounts



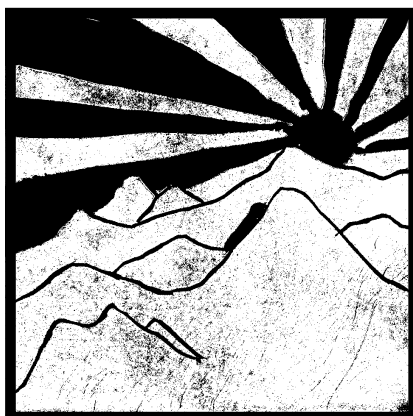
Claire Frost



Theodore Barnhart



Andrea Jones



Ian McKay

SEATTLE CENTER ACADEMY OFFERS SUMMER FUN FOR MIDDLE SCHOOLERS

It's never too early to start planning summer activities that are educational and fun without being expensive. The Seattle Center Arts & Science Academy is a summer program designed to give middle school kids hands-on experiences in the arts and sciences. A parent from last year said, "Anything that can generate so much excitement in teenagers is doing something right."

For two weeks, your child will be dancing, singing, acting, painting, producing videos, exploring, and creating at the Seattle Center. The classes are presented by 20 professional groups such as the Pacific Northwest Ballet, KCTS/Channel 9, Earshot Jazz, Seattle Children's Theatre, Seattle Symphony, Pacific Science Center, The Children's Museum, Cornish College, EWAJO Dance Workshop, and Pratt Fine Arts Center.

This summer's session will run from July 26 to August 6, Monday through Friday, from 9 a.m. to 2:30 p.m. Bus transportation, lunch, and snacks are included. Scholarships are available.

Application deadline is May 7. The program is open to students currently in the 7th and 8th grades. If you would like to receive a brochure and application, please call Julia Laranag at (206) 233-3959.

AMERICORPS: SHOULD WE MOVE TO THE NEXT LEVEL?

The goal of the AmeriCorps project at TOPS was to get more adults into the school, cheaply. Every three years the AmeriCorps program offers an opportunity for schools to get a whole team of AmeriCorps volunteers, but they have to be sponsored in a different way. These people are young, and for them it is a training opportunity. There are eight to ten volunteers on a team. TOPS would need to pay a person to manage them, perhaps a half-time position. We're competing against schools who have already done this and have experience. To be competitive, we'd have to be willing to offer matching funds, perhaps about 20% of the cost. One AmeriCorps volunteer costs the grant \$15,000, and a team of ten would cost a total of \$150,000. We would write the grant next fall, and hope to get it the following fall.

WORK-STUDY STUDENTS

The Friends of TOPS board met after the Site Council meeting in February and voted to modify the budget to allow funds originally allocated for AmeriCorps to be transferred to allow the hiring of work-study students. Many details need to be worked out, but it is hoped that work-study students will continue to meet the original goals of the budget allocation—that is, to increase the adult-to-student ratio.

STAFF APPRECIATION

In December the Staff Appreciate Committee brought a latte machine to TOPS and served Lattes to all the staff. We had great fun finding out what each staff person drank and then trying to make it for them. A special thanks to Betsy Scott (parent of Linnea and Maria) for coming and helping with this popular event.

The next scheduled event is a Staff Appreciation massage day. We will be converting the AmeriCorps office into a Massage room. David Skunts (parent of Matthew in 3rd grade) and a colleague of his will be donating their time to come to school and give the staff hand, foot, neck and shoulder massages. Thanks David!

ERICA BADGELEY PERFORMS BALLET IN LONDON



TOPS fourth-grader Erica Badgeley traveled to London during the week of Feb. 22 to perform in the Pacific Northwest Ballet's production of "A Midsummer Night's Dream."

Erica, in her second year of study at the PNB school, was one of 29 students chosen to travel with the company for four performances at the

historic Sadler's Wells theater in London, including one that was to be taped by the BBC for broadcast.

In the Shakespeare fantasy, with music by Mendelssohn and choreography by Balanchine, Erica dances the part of an "It" bug, half male and half female, in a group of bugs accompanying Oberon, king of the fairies. She said the hardest part was when 14 bugs have to dance in a circle with perfect spacing and timing.

"That's a really difficult coordination to get, but we manage to do it sometimes," Erica said. "It's sort of a teamwork thing."

The most fun, she said, is being on stage for a long dance at the end of the ballet, and then being able to stay and bow with the entire cast. "It's a really long dance and it's fun and you're on stage for a long time to show people what you can do," she said. "I like bowing the best - I can hear all the people clapping for us."

Erica's mom, Lianne Sheppard, accompanied her daughter on the 6-day trip. Congratulations to Erica from the TOPS community.

PE NEWS FROM COACH DON

The TOPS PE program and the Greenlake Small Craft Center are again combining to offer TOPS 7th and 8th graders the opportunity to participate in a specially designed rowing program that will include competitive 8-person shell racing or more recreational canoeing and kayaking.

To include as many students as possible, the program will run the last four weeks of the third quarter and the first four weeks of the fourth quarter, with a regatta at the end pitting the third quarter students against the fourth quarter students. (Sounds like a good opportunity for an all-TOPS barbecue to me!)

The instructor and equipment fees for the aquatics program is funded by the Greenlake Rowing Advisory Council and the participant fees are being waived by the City of Seattle. Our only responsibility is transportation. TOPS students who participate in this program will also be given priority for the hard-to-get-into summer rowing programs.

For further information please feel free to contact Don at 729-3360.

TOPS PE AND THE CO-MOTION DANCE COMPANY

TOPS PE and the Co-Motion Dance Company will team up again this year to provide TOPS 1st through 4th graders with five weeks of dance instruction. This program is funded by a King County Special Projects/Cultural Education Grant. The emphasis this year is on teacher mentoring, interdisciplinary dance/movement and unit development.

Our plan is to work with half of the students for a two and a half week period, followed by a presentation to students and parents of our finished work. This will then be repeated by the rest of the 1st through 4th grade students.



Marina Gaolloway, Deric Nelson and Nash Hascall (kindergartners)

ANYONE AT TOPS DESERVE AN A+ AWARD?

If you know an educator or support staff member who's deserving of recognition, please take time to nominate them for an A+ Award. Deadline is March 31. Ask at the office for a nomination form, or call 205-0334.

CAN YOU DIG IT?

The Master Composter Program wants to train volunteers who want to work with kids on teaching composting techniques. Call Seattle Tilth at 633-0224.

The Urban Food Gardeners Program of Washington State University also stands ready to provide information on gardening with kids. Call 205-6386.

For information on how to get involved with Seattle Youth Garden Works, a program of the Church Council of Greater Seattle which works with youth to interest them in tilling the soil, call 525-1213, ext. 4133.

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TOPS 98-99 CALENDAR

March

- 2 Speech tournament, grade 4/5 oral interpretation
- 3, 4, 5 6th Grade Camp (Yes, it includes a Waiver Day)
- 3 Auction donation deadline
- 5 Waiver Day (no school)
- 10 Site council meeting, 5-7 pm
- 10 Tea for potential volunteers before site council, 4 to 5 pm
- 12 Speech tournament, grade 3 storytelling
- 18 Incredible Kid Day
- 18 Newsletter deadline
- 18 Responses to budget request for proposals due.
- 19 Speech tournament, grade 3/4 expository
- 19 State ITBS Test (grades 3 and 8)
- 19 District ITBS Test (grades 5 and 6)
- 19 End of Second Trimester
- 20 Auction
- 24 Staff meeting to discuss budget proposals
- 25 7 pm middle school parent forum 7 pm
- 25 7pm meeting of interested parties to discuss budget proposals. If you've made a proposal, you need to come and answer questions.
- 29 TOPS public budget consideration meeting

April

- 2 Speech tournament, grades 5/6 impromptu
- 8 Speech tournament, grade 6 editorial commentary
- 9, 10 Elementary School Play (note new dates! These are real!)
- 7 Site council meeting, 5-7 pm
- 7 Committees make their funding recommendations by today and forward them to the budget and executive committees
- 9 End of 3rd Quarter
- 12-16 Spring Break
- 22 Newsletter deadline
- 18-24 Volunteer Appreciation Week
- State WASL Tests (grades 4 and 7)

..... State 2nd Grade Reading Tests

May

- 7 Site council's finance & budget and executive committees draft a proposed budget
- 12 Site council meeting, 5-7 pm
- 12 7 pm TOPS public meeting held on the budget
- 13 Cultural Fair / Achievement Fair
- 14 Waiver Day
- 20 Newsletter deadline
- 20,21 Environmental Sculpture field days for Luzita's art class (tentative)
- 31 Memorial Day
- 26,27,28 7th Grade at Mt. St. Helens, tentatively

June

- 2,3,4 5th grade at Camp Kirby on Samish Island
- 3 Site council executive committee produces a final proposed Friends of TOPS budget
- 4 Art Walk, 5:30 to 8:30 pm
- 9 Site council meeting, 5-7 pm
- 9 1999/2000 Budget approved by Friends of TOPS
- 9 State of the school meeting
- 9, 10, 11 8th grade to Deception Pass
- 10 Newsletter deadline
- 12 Annual site council retreat
- 16 8th Grade Passage
- 17 Wild Waves
- 18 Last Student Day
- 21 Last Teacher Day
- 30 Site council fiscal year ends

THANKS TO G&H

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