IT’S AUCTION TIME—
WE’RE COUNTING ON YOU!

Yes, it’s about that time again. If you’re new to TOPS, let me tell you: it’s one of the best and most fun fundraising events you’ll ever experience. Each family is asked to procure three auction items—anything and everything from restaurant meals, ice skating parties, a year’s worth of cookies, boat trips, jewelry, ceramics, fine dinners cooked and served in your home...not to mention tons of Mariners tickets.

When you’re out and about—whether you’re shopping, staying at a hotel, or even getting a haircut—why not ask the owner about donating to the TOPS auction. There are lots of tips and procurement forms in the packet that was mailed to your home (if you didn’t get the packet or need more forms, check in the office or call Rhian Lombard at 325-5395).

Each class does a class project—wonderful furniture, ceramics, or group art projects—that is auctioned off, usually during the Live Auction. If you’d like to volunteer to coordinate or share ideas, now’s a good time to talk to your class rep. Our kids produce some fantastic pieces that really bring in the cash during the often-competitive bidding.

The auction itself is on Saturday, March 20, at the Asian Resource Center in the International District. There’s room for only about 300 people, so be sure to send in your RSVP right away to reserve your space. When you get to the auction, you’ll want to check in, get your official bidding number, and start wandering around.

Before dinner there’ll be tons of great stuff on the Silent Auction tables to bid on. Save a dinner table and dine with old friends—or make some new ones. We’re all one big TOPS family, after all. My personal highlight of the evenings the Dessert Frenzy—when they auction off incredibly delicious desserts donated by local bakers. Participate in—or just watch—the inter-table wheeling and dealing. Finally, the Live Auction begins in earnest when the bigger items and class projects are put up for auction.

Last year’s auction cleared about $30,000. Even if you can’t personally attend, a donation certainly will be appreciated. Each year the auction receipts go toward funding a variety of programs. A great time is had by all, and a great deal of cold, hard cash is raised for the school. Don’t miss it.

The Auction Committee is still looking for:
1. a Co-chair to be able to take over for next year;
2. a Volunteer Coordinator to train for next year; and
3. a Food Coordinator to arrange and oversee the dinner service. (Any one have any leads on a great caterer?)

Call Rhian Lombard at 325-5395 to volunteer your services or for more information.

JO SHAPIRO SELECTED FOR MCGILVRA;
CHARLIE BURLEIGH TO STEP IN

TOPS assistant principal Jo Shapiro was drafted to be the new principal at McGilvra School—a career boost for her and a loss to TOPS. At press time, the Leadership Team had just chosen 6th grade teacher Charlie Burleigh, who is working on his principal’s credential, to fill the position. Principal Gary Tubbs held a meeting with 6th grade students during the day and 6th grade parents on Tuesday evening, December 15, to discuss the advantages and disadvantages of this proposal.
WORLD LANGUAGE CURRICULUM IS TAKING SHAPE AT TOPS

The TOPS World Language committee was invited to attend a faculty meeting on December 1 to present our vision of including world language as a valued component of the educational experience at TOPS. As a result of the meeting, several interested faculty members have agreed to meet with the committee in the next few weeks to begin exploring possibilities for including world language at TOPS. (Note: the term “world language” is being used more and more in place of “foreign language” in recognition of the fact that many of these languages are spoken by American citizens, not just foreigners. This is particularly true when you consider languages such as American Sign Language and Native American languages.)

* To prepare for the 21st century, young people need to have knowledge and skills in cross-cultural communication. An important foundational skill is knowing how to learn a new language—whatever the language, whenever it becomes necessary. This skill gets harder and harder to develop if a child is not given the opportunity to learn a second language early in life.

INTEREST IN WORLD LANGUAGES AT TOPS

* Jo Shapiro’s surveys of 5th graders last year indicated a strong interest in learning world languages.
* Interest surveys completed both this year and last to bring before- and after-school language classes to TOPS also showed strong interest—even when families had to pay a fairly high tuition.
* The before/after school language classes have been easily filled both last spring and this fall.

REASONS FOR INCLUDING WORLD LANGUAGES

* TOPS has always sought to prepare its students for success in life and school beyond TOPS. The faculty’s decision to offer challenging math to ALL middle school students is an example of that. The goal there would be for any TOPS graduate to be able to enroll in Integrated Math 2 by high school. In other words, TOPS does not want our offerings to limit the future opportunities of our students.
* Washington state colleges include foreign language as a 4-year college entrance requirement (currently 2 years of high school equivalent—translated as 2 quarters of university level study). UW also has an exit requirement (equivalent to 3 quarters of college level study). The move is to encourage high school students to satisfy the exit requirement BEFORE entering college so that their college-level language study would build on their competence in that language through more advanced study rather than repeating basic study (that should be available in K-12).

GOAL FOR WORLD LANGUAGE AT TOPS

* Our goal for world language at TOPS is to provide students enough competence—knowledge and skills—in a language to qualify them to enter a second year language class in high school. This would give them the potential for completing the equivalent of three years of high school language study (i.e. “one year’s” worth at TOPS, plus two in high school) to satisfy the university entrance and exit requirements and still take the other demanding college-prep classes plus interesting electives available in high school.
* Our strategy is to provide a purposeful, carefully planned course of study beginning in TOPS Middle School, designed to articulate well with 2nd year high school world language study. The TOPS World Language Committee is eager to meet with the Middle School faculty to explore ways of achieving this goal. We are very aware of the time demands at middle school, but we believe that it is worth exploring how to accomplish this goal, while maintaining our current high expectations in all other subject areas and our TOPS commitment to the arts.
* The TOPS World Language Committee will also continue to explore ways of making world language study available to K-5 students, whether through before and after school programs or in-school options. There is a good model for us to learn from at Whittier School (which offers Spanish to all students during the school day), as well as the models being developed for the new International School.
THE $13 MILLION QUESTION: WILL WE BE BACK AT SEWARD NEXT FALL?

District facilities construction project manager for the north end, Gary Baldasari, came to the December site council meeting to report on the progress of the Seward remodel. Facilities committee co-chairs Debrah Walker and Phil Converse arranged for the meeting.

Unfortunately, the Seward contractor (ECI) is running about two weeks behind schedule. Baldasari expressed some concern about this, as it is often very difficult to “catch up” once a contractor runs behind. Baldasari announced to the site council, “We have given the contractor no relief for schedule erosion,” meaning there is still an attempt to keep ECI on schedule. While the district has penalties built into the contract for being late, it is still hoped the project will be done in July so that we can begin moving back in in August and September.

Nonetheless, options are being considered which would call for re-occupation of the Seward site later in the school year. The district’s difficulty with that is that the McDonald site is needed for re-locating Stevens or Latona while those schools go through their remodels. Lincoln is being considered as a possible back-up relocation site for them, as the Monroe building is likely going to be turned over to NOMS in the fall, when Whittier is through with it.

In good news, Baldasari announced that the city has granted a neighborhood matching grant of $91,000 to Eastlake Community Council to develop the Franklin Avenue project. A landscaping contract is being put out to bid soon, and TOPS and Eastlake community “sweat equity” will be requested to match the grant.

Baldasari and site council members reviewed various aspects of the project that could become victims of the tight budget. For example, wall to wall carpeting is expected throughout the building—rather than vinyl flooring—except in the art, science, lunch, and kindergarten spaces. The stage will be built in the gym building, but there will be no seating. It is likely that parents will need to engage in fundraising to finish some portions of the project.

IN MEMORY OF JOHN STANFORD

John Stanford, Seattle School superintendent, died over the Thanksgiving vacation on November 28, 1998. TOPS parents and students were seen at the Saturday morning spontaneous memorial at Seattle Center and at the more formal memorial service at the Hec Edmundson Pavilion on the following Wednesday. A table with mementos and student messages was established in the TOPS cafeteria, and classroom teachers discussed Stanford’s passing with their students. This remarkable leader in public education will be sadly missed by this city and our school.

SCHOOL ENROLLMENT AND BUDGETING IN SEATTLE

Two years ago, schools were granted the authority to control large portions of their district-allocated budgets, and the dollar amounts were driven by a “weighted-student formula.” In addition to discretionary dollars to buy staff or other school needs, schools are also given a “foundation allocation.”

The “foundation” allocation depends on the grade configuration of the school. For example, an elementary school gets one principal, about 85% of a secretary, just over half an office assistant, and half a librarian. Middle schools get a principal, an assistant principal, a head secretary, an assistant secretary, a librarian, and a counselor.

Until this time, the foundation allocations were specified for elementary schools, middle schools, and high schools. The schools in the district with untraditional grade levels—including Indian Heritage, African American Academy, AE#1, AE#2, Blaine, Madrona, Orca, Pathfinder, Summit and TOPS—have each had a somewhat different formula for the approximately 3,500 enrolled in those programs.

This year, a proposal is being floated to standardize the foundation allocation so that those K-8 schools with 400 or more students would get at least a principal, an assistant principal, a head secretary, 85% of another secretary, a librarian, and a counselor. The cost to the district would be about $310 per middle school teacher.

On top of this foundation allocation, each school receives a “weighted student formula” allocation based on the number and kinds of students enrolled. The formula used to calculate the amount of revenue generated by an individual student is: 

\[
\text{Student Revenue} = \text{[Grade Level + Student Characteristics]} \times \text{X Base Funding}
\]

Each grade level has a different weighting assigned to it because of the relative costs associated with educating a student at each grade level. Every student in the District receives the basic funding assigned to his/her grade level characteristics. In addition, dollars are driven by the number of students designated as bilingual, special education (by four levels), poverty (as determined by whether enrolled for free and reduced lunch) and three categories of test scores.

Each school’s principal, leadership team, site council, and other site-based decision-making bodies get involved in deciding how the weighted student formula dollars will be spent.
**HELLO? VOLUNTEERS? WE NEED YOU!**

The Auction Committee needs a Co-Chair, as well as a Volunteer Coordinator. Or if acting and directing is more your thing, how about serving as Elementary Drama Coordinator? For these and many other volunteer positions just begging for your time and talent, please call Joni Marts, 632-9741.

**13 CLOCKS RANG CLEAR!**

Directed and written by Shana Bestock (from a story by James Thurber), the Thirteen Clocks was acted by dozens of TOPS middle school thespians the weekend of December 11 and 12. Star performers were Peter Chiappinelli as the Golux, Tim Haggerty as Prince Zorn, Claire Gallagher as the Duke, and Crissa Hedman as Princess Saralinda. Lots of parents helped with costumes, set design, transportation, concessions, printing, and other details. It was a fabulous production.

**TOPS ENROLLMENT CHOICE VISITS FOR FALL**

Wednesday, January 6, 9:30 a.m., is the first informational meeting for families wanting to enroll at TOPS next year. To help with tours for prospective families, call Joni Marts at 632-9741.

**CONGRATS ON PERFECT ATTENDANCE!**

More than 100 students had perfect attendance for the first quarter (grades 6-8) or trimester (grades K-5).

**MORE HELP NEEDED IN ART**

Karie Wiitala, the elementary art teacher, needs help to prepare art projects on Wednesdays and Thursdays. Please call Julie Trout at 729-3360.

Clouds are mashed potatoes.
Hot and white and buttery
like mashed potatoes.
Fluffy and wonderful and steamy.
White puffs on a blue plate.

**Will Harris, age 10**

Sometimes time is like going down a slide.
You go faster and faster and faster
down and down
Until you reach the end of time.

**Will Harris, age 10**

Will is a student in Tal Troy’s 5th grade class, working with poet-in-residence Shelley Tucker.
**GIRAFFE UNICYCLING**

*by Amanda Hu (5th grader)*

Until now, I have always been too scared to go on the Giraffe Unicycle. But Julia, a friend in my class, called me a “scaredy cat,” and practically dared me to ride it. I said, “Why don’t you ride it yourself, then?” but she just rejoined, “I don’t know how.”

See, I probably would’ve ridden the Giraffe Unicycle by now, except for one small thing. I have a fear of heights. I am just plain scared, and I know I shouldn’t be.

Then, that same day, when there were only a few people, and there was only about five minutes left, I decided to finally overcome my fear. I went up to Don, one of our gym teachers. “Can I ride the Giraffe Unicycle?” I asked, trying to make my voice sound relaxed. “Sure,” Don replied casually. “Put on a helmet and get up on the table.”

See, the only way to get on a Giraffe Unicycle is to climb up on a table, have someone hold the unicycle against the wall, and somehow get on the unicycle. It looks really easy.

What a joke. Was I ever wrong. I had on the “spider” helmet that the gym keeps, and (after some difficulty) got up on the table and was trying to get on the unicycle without falling and breaking my neck. After a little while, I finally got on straight enough to try to pedal. I went out about one pedal’s worth, so I didn’t have the wall to lean up against.

I was starting to wobble. The pedals seemed different, and it felt like it was twice as hard to pedal on a Giraffe than on a regular unicycle.

As I started to take my second pedal, Don said, “Wait, try just staying in place for a minute, to get used to it. Look up, Amanda, not down. And remember to pedal fast, so you can balance.” I felt like I was floating, being taller than Don and almost touching the ceiling when I reached up.

After a while, Don let me pedal on. “Pedal one turn,” I said to myself. “Pedal two. Pedal three...Pedal twenty-two. Eventually I lost count. But the whole time I rode, Don would say something like, “Great, you’re doing fine” or “try going a bit faster” or “try letting go of me for a few seconds and then holding on again.”

When I heard that, I almost fell down. Let go? It was hard to believe, but I actually did go a few pedals without his help. Then, while that was happening, about ten people came in and saw me riding. I beamed.

You see, I had done some things I hadn’t been able to do before. I rode the Giraffe Unicycle, overcame my fear of heights, and found out that if you want to do something you have to be determined and believe in yourself.

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**CROSS COUNTRY NATIONALS**

*by Ian McKay (5th grader)*

On December 12th I ran with my team, the Rain City Flyers, in the National Cross Country Junior Olympics in Lisle, Illinois. The distance we run is 3000 meters (1.8 miles), and to get to go to Nationals, you must qualify in the Association meet, then the Junior Olympic-Regionals. The course in Lisle was through fields, woods, and a horse pasture. It was sunny and very muddy, making for a tough course. There were over 300 runners in my race from every state in the country, and I finished in the top 25 for 11 year old boys. My team finished 7th.

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IS IT ALREADY TIME TO THINK ABOUT HIGH SCHOOL?

Eighth grade “high school choice night” is scheduled for Thursday, January 14, at 6 p.m. in the school lunchroom. All 8th grade students and their parents are invited. A potluck dinner starts at 6 p.m., and Seattle school district representative Lee Koehn will speak at 7 p.m. He will address district policy with regards to eligibility for application to specific high schools, whether school district transportation will be available, how wait lists work, the appeals process, and other essential details.

This year the middle school committee will provide Mr. Koehn with questions ahead of time so that he can adequately prepare for the evening. Carla Griswold has offered to compile the questions and submit them to him. Please send your questions to her by email (griswold@u.washington.edu) or phone at 632-6710.

Childcare will be available during this meeting for elementary-age siblings of your high-school bound student. Information about the tile project will be presented during the potluck.

From 7:30 to 9 p.m., Pamela Hillard will facilitate a workshop for 8th grade parents on strategies for choosing a high school. Hillard is a school district health educator whose first love is the middle-school age child. She’s been facilitating the highly successful TOPS Middle School Workshops, and is looking forward to involving the 8th graders for this evening.

The Middle School Committee plans to offer one or two more workshops in the Winter/Spring. The topic of the workshops will be determined by reviewing the “input” parents provided during the workshop on December 1.

Middle School Committee leaders noted this week that Jo Shapiro was a great advocate and organizer for the middle school, and she will be missed.

Call Melanie Pepin at 543-5464.

HIGH SCHOOL OPEN HOUSES SCHEDULED

Ballard High School is inviting prospective new students and their parents to an orientation night on Thursday, February 11, 1999, 7-9 p.m. in the temporary Lincoln location at 4400 Interlake Ave. N. School day visits are available on Jan. 20, Feb. 4 and 24, March 4, 10, and 18 from 8 to 9:30 a.m. Groups will be limited to 25 per session. Please call Louise Ono at 298-7730 for an appointment.

Ingraham High School holds its open house at 7 p.m. on January 21.

Sealth is open February 4 at 6:30 p.m.

West Seattle welcomes visitors at 6:45 p.m. on February 10.

Garfield’s open house is Thursday, January 21, 7 p.m. in the auditorium.

Garfield’s tours for 8th graders and their parents are held Tuesdays in February (the 2nd, 9th, and 23rd) and March 2 and March 9, 9-10:40 a.m.

MIDDLE SCHOOL TUTORS NEEDED

Middle school students need more great tutors. Help from adults is needed from 2:30 to 3:30 (6th period) and after school. Call the office if you can help: 729-3360.

BUDGET TIMELINE REVEALED

Believe it or not, it’s time to start thinking about putting together the Friends of TOPS budget for the 1999-2000 school year. The process starts with revisions to the strategic plan by the site council in January 1999. In mid-February, a Request for Proposals (RFP) is issued to the TOPS community inviting ideas for how to spend the money (consistent with the strategic plan, of course). Responses to the RFP are expected by mid-March. Proposals are referred to the relevant committees, which make their own funding recommendations during the first week in April. The finance committee collects these recommendations and makes its funding recommendations during the first week in May. Site council holds a public meeting on the budget at the May site council meeting, and adopts a final budget at its June meeting. When they adopt the budget, site council members are meeting as the board of directors of Friends of TOPS, our non-profit arm. The current fiscal year ends on June 30, 1999.
Well, how do we make it through those demanding years of early adolescence? What can TOPS do for young teens?

On December 1, Pamela Hillard, facilitator for the Support Grant parent and teacher forums, and Judith McCoy, educator for Planned Parenthood, related the lively tale about “Adolescent Development” to a group of about 45 middle school parents who alternately laughed and groaned.

Pamela and Judith gave a gripping description of the social, physical/sexual, and personal milestones of this period of development. With knowledge and understanding of what is typical for this age child, comes the ability to listen, observe and act is helpful ways that assist our children in navigating these choppy times. We as parents must keep at the forefront of our churning emotions and brains that our primary goal through this time is to help the child develop into a healthy, happy, productive adult. We also must acknowledge that the times our kids are growing up in are quite different from our times.

The characteristics of this age are taking risks, formulating and expressing personal thoughts and opinions on many issues and topics, developing their moral/ethical compass, concern with their physical appearance, sexuality issues and more. Again we were reminded that recent studies show 8th grade as a pivotal time for kids—a time when they can make choices that may be harmful to their well-being in the long-term. Having a strong, understanding support system in place within the family and the school is crucial.

In the up-coming Parent Forums, what ideas can we develop that increase the chances of success for our kids?

The main results of the first parent forum were also reviewed and voted on to determine what topics would be covered in the up-coming forums. Number 1 was how our program can provide opportunities to increase the development of a sense of responsibility, which is a critical area of growth for our kids. Under this umbrella we will discuss in-school or community service, cross-age activities, peer mediation, TOPS’ anti-harassment program, and kids’ taking over roles that parents usually fill, such as camp planning, Passage ceremony, the Middle School play. What would we as parents like to see happen for middle-schoolers in the broader TOPS program?

Parents also wanted to be able to delve deeper into the full range of adolescent/parent issues. Some of this can happen through the Teen Speak program being offered under the grant. (Watch for dates).

MOST IMPORTANT: Recognizing that we are all different, we can still work together if we share one goal, which is to help our children develop into resilient, thoughtful, productive adults. We would love your voice to be heard at the Parent Forums. Please come.

Auction Help Wanted
Several key positions remain unfilled (See the Auction article elsewhere in this newsletter). We need a co-chair, a volunteer coordinator, and a catering and food prep coordinator. Call Craig Dawson, development committee chair (322-4414), or Rhian Lombard (325-5395) to volunteer.

Treasurer’s Report
The Friends of TOPS treasurer (Dana Carey-Twight, 325-5185) reported at the December site council meeting that receipts to date have totaled almost $20,000, and expenditures are at about the same amount. Since the auction fundraiser is scheduled for spring, we are right on schedule!

Subscribe to the Eastlake Community Council Newsletter
It’s just $25 for a household membership. Send to 117 E. Louisa #1, Seattle, WA 98102.

Basketball Uniforms Purchased
The TOPS district budget was tapped to replace basketball jerseys that were missing after the last season. The total cost was $200.
## TOPS 1998-99 CALENDAR

### JANUARY
- **6** Middle School teacher forum (Facilitated by Pam Hillard, with guest speaker Judy McCoy of Planned Parenthood. Parents welcome.)
- **7** Middle School Grant Committee, 4 pm, Room 21
- **8** Ski night
- **11** Middle School committee meeting, 7:30 to 8:30 pm, library
- **13** Site council meeting, 5-7 pm
- **14** High School choice night, 6-9 pm
- **15** Ski night
- **18** Martin Luther King Day (no school)
- **21** Newsletter deadline
- **22** Ski night
- **22** Martin Luther King Celebration K-8 TOPS / BOC Event
- **29** Last day of semester
- **29** Ski night

### FEBRUARY
- **5** Ski night
- **7** Ski night
- **10** Site council meeting, 5-7 pm
- **15** Presidents’ Day
- **16-19** Midwinter break
- **18** Newsletter deadline
- **21** Newsletter deadline
- **22** Ski night
- **22** Martin Luther King Celebration K-8 TOPS / BOC Event
- **29** Last day of semester

### MARCH
- **5** Waiver Day (no school)
- **10** Site council meeting, 5-7 pm
- **12** Responses to budget request for proposals due
- **12**, **13** Elementary school play
- **18** Newsletter deadline
- **19** End of second trimester
- **20** State ITBS test (grades 3 and 8)
- **29** TOPS Auction 1999

### APRIL
- **7** Site council meeting, 5-7 pm
- **9** End of 3rd quarter
- **12-16** Spring break
- **14** Newsletter deadline
- **16** Speech tournament
- **17** Primary Speech Festival
- **18** State WASL tests (grades 4 and 7)
- **19** State 2nd grade reading tests

### MAY
- **12** Site council meeting, 5-7 pm
- **13** Cultural Fair / Achievement Fair / Art Walk
- **14** Waiver Day
- **15** 2nd TOPS budget consideration meeting
- **20** Newsletter deadline
- **31** Memorial Day
- **31** Camps (grades 6, 7, and 8)

### JUNE
- **??** Camp Long
- **K-8 TOPS / BOC Event**
- **Awards assembly**
- **8th grade passage**
- **Wild Waves**
- **9** Site council meeting, 5-7 pm
- **1999-2000 Budget approved by Friends of TOPS**
- **State of the school meeting**
- **10** Newsletter deadline
- **12** Annual site council retreat
- **18** Last student day
- **21** Last teacher day
- **30** Site council fiscal year ends

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**THE TOPS NoBake SALE: THE GOODS ARE ALMOST IN**

We want to thank everyone who has already given to the NoBake Sale. As of December 16, we have received over $19,000 from 182 of our 502 families. We are making our way toward our goal of 100% participation and breaking the $30,000 mark set last year. If you haven’t already given, you will be receiving a reminder call from our volunteer “bakers.” Also, remember that this is the first year your friends and relatives are invited to give to the NoBake Sale. Please try to give some amount, even if it is only $5. We are committed to getting everyone to participate this year and broaden our base of support.

To give, simply fill out the blue portion of the appeal form and mail it back with a check made payable to the Friends of TOPS. No contribution is too small. Installment payments are fine as well. If you do not have a form, please call Sue Wardle at 547-6097.

Your dollars will go even farther if you include a matching gift from your employer. Many companies such as Boeing and Microsoft will match funds given to educational institutions. Ask your employer’s benefits office for a form, and enclose it with your donation. Because the Friends of TOPS is a 501(c)3 charitable organization under IRS rules, gifts to the NoBake Sale are fully tax-deductible.
TOPS FORTH GRADERS PLAN LIGHT RAIL PROJECT

Julie’s and Mary’s fourth grade kids have been learning about transportation architecture through the University of Washington Center for Environment Education and Design Studies, along with the Seattle Chapter of the American Institute of Architects and the American Planning Association. TOPS students, teachers, and parents worked with architects, urban planners, city officials, and University of Washington faculty and students to project their vision of what light rail might look like here in Seattle.

Kristin Barrero, a first-year architecture student at the UW, and Don Vehige, an architect and planner with Mithun Partners, worked with Mary’s class, and Emily Wheeler and Rico Quirdongo worked with Julie’s class.

Hands-on lessons were taught which involved children in designing pedestrian amenities for light rail stations. Students identified the goods and services they wanted around the stations. Mary’s class went to the Roosevelt Avenue area, where the proposed site is to be located. There they expressed what they liked and disliked about the light rail concept.

Just like architectural design teams, students worked with parents, architects, and staff to prioritize their ideas and create visions of pedestrian-friendly light rail stations. On November 15, teachers and architects went with small groups of students and their parents to Seattle Center for a Town Meeting with Mayor Paul Schell. The students made presentations, and their project displays were taken to the UW’s Gould Hall to be displayed and documented for a book.

Seattle Community Resources, ___DESCRIBE WHAT THAT IS HERE_____ made this all possible.
TOPS PE REPORT

It was great having Jennifer Rose (TOPS Parent) and Jim Johnson (Pike Street Market Stall Vendor and Master Rhythm Stick juggler) in the gym sharing their time, equipment, and skill using Rhythm Sticks with all of the TOPS PE classes in December.

Juggling with Rhythm Sticks has been really fun, and most of the students have taken to it quickly, learning the basic skill of keeping it in the air. There are many levels of mastery with this game and as kids master each new trick they build self esteem and develop hand-eye coordination (as demonstrated by Hakeem Olajowan on ESPN using a set of Jim Johnson’s Rhythm Sticks!).

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