

TOPS NEWS

EXERCISING CIVIL RIGHTS

By Rebecca Sadinsky

From the start of the school year, each of Willie Jones' students heard that they have civil rights in his classroom. These rights are posted on a wall in the classroom and carried in their notebooks.

The classroom civil rights are not the same as the heralded civil rights associated with the movement of the 1960s, yet they are clearly related. The 7- and 8-year-olds in Mr. J's class have, like their peers, learned about Martin Luther King, Jr., Rosa Parks, and other civil rights leaders from the 1960s. However, the students also have immediate and personal stories to relate about civil rights in their own lives.

Mr. J has extended five classroom civil rights to the students: the right to learn and express opinions; the right to be happy and be treated with compassion; the right to be oneself; the right to hear and be heard; and the right to be safe.

Garry Owens and I interviewed the class to find out what they thought about and how they used the civil rights they learned this year. The stories these young people told are rooted in the social world of 8-year-olds, where name-calling, arguments, hurt feelings, unfair rules, and rule-breaking are big problems. For these children, civil rights have a lot to do with defending and asserting oneself, but they also can be used to help someone else who is in a bad way.



Talking about civil rights brought out the kids' ideas of what is wrong in their world. Emma told the class about how she had to make clear to some friends that bad words were not to be tolerated. Malik said he did not appreciate name-calling directed to him or others. Zeke told a story about how he felt excluded when a friend he was playing with decided he wanted to play with someone else. Nick reminded the class that some of the recess games they play, like keep-away, can make one person in the middle feel lonely and excluded. Rikki relayed a story

of a group of friends playing jump rope together and how they just couldn't agree on how to take turns, despite lots of talking about it. Robin reported a recess incident in which he and Nick observed a disagreement about using the swings and then acted as neutral third-party problem solvers. Sarah and Stephanie

described a complicated disagreement within a classroom work team that required looking at several options and lots of careful listening. Annika wanted to clarify what compassion means.

All of these stories quickly unfolded in a 20-minute session with the class and made clear that these children have a real sense of what is and is not fair. The stories also showed how these children struggle with what to do with the resulting problems—the disagreements and hurt feelings.

Yet these 2nd graders absolutely link these problems to transgressions on their personal rights and the rights of others. Some of the students had a chance to describe how this burgeoning understanding of rights could be used to reach understanding.

In Mr. J's class, there is a small civil rights movement that may grow with the children all their lives.



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NEWSLETTER ONLINE

The TOPS newsletters are available online in PDF format, usually before the printed copy arrives in your mailbox! From the TOPS home page (<http://www.ssd.k12.wa.us/schools/tops>), click on Hot News Spots, then TOPS Newsletters.



BE THERE!

STATE OF THE SCHOOL MEETING

June 7, Wednesday — 7 p.m

Learn about where we've been, where we're at,
and where we're going.

And there'll be entertainment!

SITE COUNCIL MEETING MAY 10

By Gretchen Chambers

ABOUT THE OUTRAGEOUS PUBLISHING SERVICE

Welcome to the tenth monthly newsletter of the 1999-2000 school year, edited by Julie Pickering, Jim Wells, and Sandi Kurtz. Cindy Suzumura handles layout. Coach Don Zemke and Dan Bloedel have provided great photos, and Gretchen Chambers always provides informative news. Bruce Pulmano maintains the mailing list and gets the newsletter out to you.

We need your contributions—news from the classrooms, faculty, committees, and the larger community, opinions, profiles, compliments, congratulations, kids' art, photographs, additions to the calendar, and anything else that needs to "get out there."

Submit your contributions to the newsletter box in the Main Office or to Julie Pickering (by e-mail at jpick@halcyon.com or by snail mail at 2624 East Olive Street, Seattle 98122-3144). We prefer electronic contributions by e-mail or on disk (IBM or Macintosh, accompanied by a paper copy when possible). Shorter contributions can be faxed to 720-0916.

NEWSLETTER DEADLINE FOR SEPTEMBER 2000

June 30

Anyone interested in working on the newsletter should contact Julie at 720-4552.

All members of the TOPS community are invited to attend Site Council meetings: second Wednesdays in the Library, 5-7 p.m. Next meeting: June 7, to be followed by the State of the School Meeting,

COFFERS UNLOCKED

After failing to reach conclusion in its last two meetings, the Site Council decided upon a critical issue of financial policy: how much of TOPS' cash reserves should be permanent. The question had to be answered before the Site Council could go forward in selecting and purchasing capital improvements.

Treasurer Dana Carey-Twight provided handouts and reviewed the Friends of TOPS' Expenditure and Revenues Statement. Finance Committee Co-Chair Phil Converse then presented a printout of TOPS annual revenue and expenditures since 1996, which showed a steady increasing trend to our current reserves of about \$125,000. After discussion, the Site Council approved a motion to make it policy to keep a minimum of \$40,000 in a permanent cash reserve.

Having made this decision, the Site Council then approved the Facilities and Finance Committee's proposal to spend \$56,000 on a selection of capital improvements to be made in the near future and on research into improvements to the gymnasium. The proposal was approved with the understanding that the Facilities Committee will oversee the expenditures and report to the Site Council.

PRINCIPAL'S REPORT

Mr. Tubbs said a lot is going on between now and the end of school. He reported that there is a strong group of candidates for the half-time ESL position and Carla Lundberg's first grade position, and that Julie Trout will take the .4-time job share position teaching Middle School art with Luzita Roll.

The Middle School Student Leadership Council has come up with guidelines for behavior at dances. Mr. Tubbs and Miss Scott required the Council to establish guidelines after several incidents of inappropriate dancing at the last dance. Because the guidelines had not yet been established, May's dance was canceled. Plans for a dance in June are now going forward. The Middle School is also working on plans for Spirit Week, June 5-9.

Other activities scheduled before summer break are the final Middle School Staff Retreat, various class camps, 8th Grade Passage, and the State of the School meeting, June 7.

Mr. Tubbs also reported that the school will be a busy place during the summer: staff will be taking technology classes; and basketball, art (with Luzita Roll @ 206-524-7099), and drama day camps are being held on campus.

PRESENTATION ON INITIATIVE 728

Site Council Chair Heather introduced Jim Fridley of K-12 2000. Jim gave a short presentation on his group's state-wide, grassroots initiative effort to reduce class size, extend learning programs, expand teacher training, and construct facilities with lottery proceeds and surplus state revenues. (See page ?? for details.) Jim distributed petitions and urged the members to ask friends and family to sign, so the initiative will appear on the fall ballot.

PUBLIC BUDGET MEETING

Only a half-dozen TOPS community members joined the Site Council for the public budget meeting beginning at 7 p.m., but the discussion was vigorous. The meeting focused on the rationale behind the Executive Committee's 2000-01 budget decisions and on the pros and cons of establishing a contingency fund to cover unforeseen mid-year expenses.

Contingency Fund

Kevin Crozier suggested the collection of mid-year Requests for Proposals (RFPs) as a way of addressing unforeseen expenses or supplementing funds for programs, which did not receive full funding (per their original RFP) in the spring budgetary process. Kevin's suggestion led to a lively discussion of contingency funds—How much? How to distribute? etc.

Later in the meeting, Kevin suggested that mid-year funding be decided by November 1, the end of the first quarter when the effectiveness of newly funded programs (of which there are many next year, including tutoring and several "multicultural" projects) is clear. New funds could then be distributed at the halfway point.

There was some discussion on how to determine which programs should be funded at mid-year. If a mid-year RFP process is adopted, parent Tilman Smith urged the Site Council to be sure that the whole TOPS community is aware of the availability of additional funding and make the RFP process open to all. Treasurer Dana Carey-Twight advocated against an open RFP process at mid-year because of the time and effort required of Site Council, already working hard for the school community.

TUTORING

Several Site Council members, including Mary Chao and Carla Fetterley, urged the Council to allocate additional funds for tutoring, which received only \$5,000 of the \$15,000 originally requested. Carla pointed out that the relative wealth of the TOPS community means that underachieving students do not benefit under the District's weighted student formula. Mary emphasized tutoring as an important tool in addressing large class sizes.

Diversity Issues Coalition Co-facilitator Cathy Chun weighed in with her concern that "pull-out" tutoring of individual students can stigmatize targeted students,

WHAT WE CAN DO

By Sandi Kurtz

Like most parents, I realize that my child will learn far more about my concerns from watching what I do rather than listening to what I say. Our society has all kinds of aphorisms for this: "walking the talk," "deeds, not words," "put your money where your mouth is." When it comes to teaching our children about our values we're probably best off borrowing another catch phrase, this one from Nike: "Just do it."

But what's the "it" we're supposed to do? A couple months ago we asked for some concrete suggestions from TOPS families for activities that help connect us to our community. The following ideas (and the list at the end) are more of a starting point than a full catalogue, but they might help some of us get started.

One of the easiest ways to begin is to look at what you're doing already. Certainly, if you're a member of a church or collegial organization, you're probably already involved in the projects they sponsor, but beyond those ideas, where else do you spend your time? Does your family subscribe to a theater or music series? Maybe they could use some volunteer ushers. Do you spend time at the community center playing sports? Would they like some help organizing the supplies closet? Do you have a relative in a nursing home? Could you "adopt" another resident as well? Do you like to work in the garden? Maybe traffic circle or common area in your neighborhood could use some attention. Sometimes all it takes is staying until the end of the puppet show at the library, and helping move the chairs back.

Of course, sometimes what it takes is money. For many families, whose skills in juggling schedules qualify them for jobs in the circus, writing a check or buying something off a wish list is the most time they can give. (And having worked for several non-profit organizations, I know these are welcome gifts!) Just remember to talk about what you're doing, let your children know what these groups do and why you chose to support them. For older children, you might ask them to help you choose where your family money should go. When my son was smaller, I'd point out to him what I bought at the grocery to go into the food bank bin. Now that he's older, he gets to choose some of what we give, though I usually add

something with actual food value to the bag!

Earlier this spring the Seattle P-I announced the winners of its Jefferson Awards, recognizing local individuals for outstanding community service. Often the recipients have struggled against significant odds, or are able to use special skills or resources in their volunteer work—attributes that most of us don't share, and which might fool us into thinking that we can't make a similar contribution to the welfare of our community. But, although she was talking about using the profits from her successful business, Pagliacci Pizza, to help create transitional housing for the homeless, Jefferson winner Dorene Centioli-McTigue cut to the main point with her comment: "I can't cure any major diseases or solve the problems of the world, but I can do this." We all need to find what "this" we can do, and then do it, in order to teach our values to our children.

Other suggestions for volunteer opportunities and charitable giving:

- ◆ First Place (school for homeless children 323-6715) needs books (especially multiple copies for literacy program), toys, board games, supplies for container gardening, puzzles, clothing, school supplies.
- ◆ Children's Hospital (526-2037) can use toys for infants to teens, arts & crafts supplies (good for small projects), VHS videos (especially G and PG rated), Lego or other building kits, books, books on tape, board or card games.
- ◆ Family shelters (often run through churches and community social service agencies) always need hygiene kits (things like toothbrush, toothpaste, wet wipes, soap, washcloth, small stuffed animal).
- ◆ Local food banks need help on a regular basis to sort and distribute food, package bulk food, and collect donations from local groceries.
- ◆ Sports programs like Ski for All (winter and summer), Little Bit riding program, Special Olympics all depend on volunteers to make their activities work.
- ◆ Seattle Children's Theater (443-0807, ext. 142) and Northwest Puppet Theater (523-2579) need volunteer ushers and concession workers.

Many thanks to Linda Downing and Jennifer Murray for their generous contributions to this list.

GOOD NEWS FOR TOPS PERFORMANCES & GYM

By Penny Bolton

The Citywide Review Team has recommended the TOPS/Eastlake Performance Space Improvement Neighborhood Matching Fund Grant be awarded. It still needs to be voted on by the City Neighborhood Council and the City Council, and approved by the Mayor, but things look good! This will mean that work can get started this summer to improve acoustics in the gym.

The Facilities Committee will need some new members to help oversee this and other projects, which Site Council voted to fund from the capital reserve at the May 10 meeting.

Site Council continued

reinforce stereotypes, and disrupt classroom community. Diversity Issues Coalition Co-facilitator Garry Owens noted that tutoring is the traditional approach to academic underachievement and asked if TOPS, an alternative school, could come up with a more innovative solution. Principal Gary Tubbs explained how tutoring has been handled most recently, within the context of TOPS school-wide commitment to diversity and multicultural issues.

OTHER SUGGESTED ADJUSTMENTS

Site Council Chair Heather Worthley and incoming Chair Betsy Scott advocated fully funding the Volunteer Coordinator position at \$4,000/year. The position was cut to \$3,000 for 2000-01 in an effort to fund more programs. Heather also called for \$1,000 for Immediate Assistance, which was funded at only \$500 for the coming year.

DISTRICT RESPONDS TO COMPUTER CONCERNS

In the April newsletter, a TOPS parent expressed concerns about the role of computers in our children's education. Kevin Crozier of the Technology Committee forwarded these concerns to the Seattle School District, which provided the following response.

... I would like to ensure that we are approaching this with foresight, that there is a well thought-out, informed plan for computer use in our school for every grade. I've been reading an excellent book, which has given voice to that anxiety I was feeling: Failure to Connect, How Computers Affect Our Children's Minds—for Better and Worse, by Jane Healy. Healy gives very specific tools for positive computer instruction as well as many convincing scenarios of its misuse in schools and the importance of standards for software selection. . . .

The District: I think Healy is putting up a straw-person and blowing it down. We know that there should be thorough planning for the use of technology in schools.

What about the need for ongoing and absolutely imperative teacher training and maintenance nightmare avoidance?

District: These are two separate questions. One is about staff development; the other is about support. Tech teams should plan for ample staff development so that they are able to integrate technology into standards and curriculum. We have several classes that help answer this question. This area of the plan is called Professional Competency. The classes include WebQuest, Integrating Technology across the Curriculum, and Applied Learning. We can also tailor classes for particular schools. The other area (maintenance) is called Technology Capacity. We offer support through Information Services and ask schools to provide for some frontline maintenance.

What about software review and evaluation?

District: We emphasize the use of *tool* software, not *edutainment* software. Examples of tool software are Microsoft Office and HyperStudio. We can almost always purchase software on condition. That usually means a 30-day window. We also look at ISTE software reviews and professional journal (NCTM, NCTE) reviews of software. We attend conferences where software is demonstrated, and we are usually able to download examination copies of software.

Is the software really doing what we want it to do, or is it fun and distracting—not motivating learning?

District: Software and hardware are not at the center of what we do. The center of what we do is learning and standards. Through technology, students become involved in engaging learning projects. These projects usually involve a legitimate learning cycle with a product that is assessed at the end. The purpose of the assessment is to direct the student toward further learning.

And how about adequate supervision of students when they're

glued to the computer? Does TOPS have the resources for that?

District: Research is showing the following trends in classrooms where teachers are using more technology:

1. a shift from whole class to small group instruction
2. a shift from lecture and recitation to coaching
3. a shift from working with better students to working with weaker students
4. a shift toward more engaged students
5. a shift from assessment based on test performance to assessment based on products, progress and effort
6. a shift from a competitive to a cooperative social structure
7. a shift from students all learning the same things to learning different things
8. a shift from the primacy of verbal thinking to the integration of visual and verbal thinking

(See Alan Collins' *The Role of Computer Technology* from the Center for Technology in Education.)

Will these computers help with the student/teacher ratio?

District: Computers will not help with student/teacher ratio.

Will that lack of human interaction, which teachers provide, be okay because our kids are becoming computer literate?

District: If you look at the eight shifts mentioned above, it is reasonable to conclude that students will get more quality interaction with a teacher. Planned use of technology (which we are promoting) fosters a more intimate, more humane classroom environment.

Will we put aside money to hire a computer teacher?

District: Schools do have to decide if they need a computer teacher. A *computer* teacher to teach *computers* is not a good idea. We emphasize using technology as a tool to be integrated into the daily life of schools and learning.

How about a techie troubleshooter?

District: Schools have to decide this as well. Some resource that helps with this function would be a good investment in a school.

Can a teacher do it all?

District: Not a chance. The teacher (no matter how good) needs help and support.

What about health implications such as vision and posture?

District: We probably need more information on this.

How long will students be on the computer?

District: When a student is using a computer it is usually with a group. They will be interacting with a total environment—a part of which will be more advanced technology.

ART WALK

June 2, any time from 5:30 to 8 p.m.

Enjoy the work of our resident artists and join the Eastlake Community in dedication of Franklin Green Street, as well as the Elementary school play.

K-12 2000 EDUCATION INITIATIVE

By Casey White

I-728, the K-12 2000 Education Initiative, addresses the problem of large class sizes and inadequate school funding. It draws on sources of new funds, including unrestricted lottery proceeds, budget reserves, and existing property taxes. Without raising taxes, it will:

- ◆ Reduce class size
- ◆ Extend learning programs
- ◆ Increase teacher training
- ◆ Provide early childhood programs
- ◆ Address K-12 and higher education construction funding needs

Why an initiative? At the May 10 TOPS Site Council meeting, a representative of K-12 2000, the statewide grassroots group promoting the initiative, explained that Washington State's constitution says it is the "paramount duty of the state to make ample provision for the education of all children . . ." yet:

- ◆ The state has the third highest student/teacher ratio in the nation.
- ◆ Since 1993, per-student state funding (adjusted for inflation) has declined.
- ◆ New, higher academic standards are not being funded.
- ◆ In 1999, only 19 percent of 4th graders met state academic standards in all areas tested.

I-728 allows school districts to define the best use of new, additional funds to meet local needs. At the same time, it holds districts accountable for using the funds to improve student performance.

In order for the initiative to qualify for the November ballot, K-12 2000 must collect 250,000 signatures by June 30. This is a daunting task, which will require the support and efforts of many people. If you would like to help gather signatures, please contact TOPS parent Casey White at 206-325-4868 or the campaign staff at 206-283-5549 (toll free 877-480-5491) or email at K_12_2000@msn.com. You can also volunteer online at the K-12 2000 website: <http://www.k122000.org>.

A REMINDER ABOUT CLASSROOM ASSIGNMENT PROCEDURES

By Mr. Tubbs

- ◆ Before leaving for summer vacation, teachers work together to form two balanced class lists—without teachers' names—and submit these lists to the principal. Teachers are not involved in assigning a teacher to each class list. This is the principal's responsibility.
- ◆ Teachers list separately those students who require special considerations. The principal works directly with staff in placing these students. Consensus regarding placement is the goal. Should consensus not occur, the principal makes the final decision.
- ◆ Parents who believe they have a compelling educational reason that should be considered during the classroom assignment process should submit a letter directly to the principal by June 15. The principal works directly with the elementary staff, as a team, to consider parent input and make a decision.

- ◆ If a teacher moves to a higher grade level, parents may request their child be assigned/not assigned to this teacher for a second year—assuming the child was previously assigned to this teacher's class. Having the same teacher for two consecutive years is often of educational benefit to the student. (Staffing changes generally occur in the spring, although changes over the summer are not unusual. Families will be informed of changes as they occur, via the TOPS' website, bulletins, newsletter, and/or letters mailed home.)
- ◆ Class lists (first name and last initial only) are posted on the website and front doors of the school ten days prior to the first day of school. Parents or students may call the school for class list information after Labor Day.
- ◆ Parents may appeal a classroom assignment by writing a letter to the principal outlining the educational rationale for the requested change. The principal confers with the elementary staff to rule on all appeals.



4th grade portrait

District responds... continued

Will our stations be ergonomically correct?

District: We constantly teach students about good posture and monitor their behavior to help ensure that students remain healthy.

Will the students go home and sit at their computers for an hour or two?

District: We always encourage students to develop habits that will lead to good health. We encourage students to get a good variety of intellectual and physical activity in their lives.

TESTOSTERZONE

By Tally Callahan

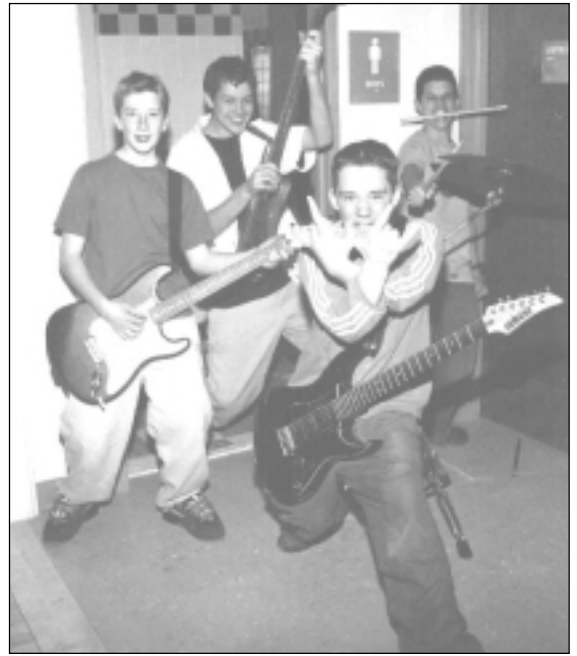
8TH GRADE PASSAGE - JUNE 14TH

The class of 2000 will be the first 8th graders to celebrate passage in our new building on Wednesday, June 14th at 7:00 p.m. in the Gym. A reception will follow. Seventh grade parents are carrying on the tradition of acting as hosts for the reception. The 8th graders will have a final class party on the last day of school. Congratulations to all!

The band Testosterzone—featuring bassist Ridge Carpenter, drummer Wes Hiserman, lead guitar and vocalist Justen Weber, and back-up guitar Patric O’Neill—is currently recording their demo, “The Proper Dosage.” On a recent Sunday, the band recorded for 4 1/2 hours—three songs—and they still weren’t done. Testosterzone has a total of six songs, five with lyrics and one instrumental.

Mike Anderson is their manager. He started up the band and taught the musicians many valuable lessons. The members have varying levels of experience. They plan to keep the band together with weekend practices after they move onto high school. “We just want to play music, and maybe make some money,” Ridge says.

Mike is going to help book gigs for the band as soon as they have 11 songs and a promotional packet.



Testosterzone

7TH GRADERS SCORE HIGH ON SAT

Mr. Tubbs recently received the results from the 7th and 8th grade Talent Search by John Hopkins University’s Center for Talented Youth. Twenty-four TOPS students took the SATs a few months ago. Fifteen of these students scored as well as or above the average college-bound senior! Ten students achieved scores high enough to receive an invitation to the State Awards Ceremony! For grade 7, this means a verbal or math score above 550 and for grade 8 a score above 600. Several TOPS students scored over 1100 total with one student scoring 1220 as a 7th grader! Good job, TOPS students!



Girls volleyball and boys soccer wound up their seasons in the big leagues.



HELP WANTED FOR 2000-2001

Volunteer Coordinator—We need a very part-time person to coordinate the room reps, set up all school parties/meetings, put out the Roster in the fall, and field and fill requests for volunteers in the classroom and elsewhere. Karen Dyson has ably filled this position this year and must move out of state next year (boo hoo!), so we need someone to take over in June. Paid poorly but valued highly. Requires one half-day a week in the school plus time spent e-mailing and phoning from home. More hours are needed in the last week of August and first two weeks of September. If you are interested, send a note to Karen c/o the office at school. There is a stipend of \$3000-\$4000 to pay for this position (Site Council is still deciding on the final budget).

Facilities Committee needs new members—The Facilities Committee has had a core group of very strong workers over the last few years (Thank you, Debrah Walker and Phil Converse, especially!) who need to move on to other projects. We need some parents of younger kids who would like to see the building projects planned years ago finished soon.

We have a Neighborhood Matching Fund Grant to improve the acoustics in the gym and add curtains and some theatre improvements that will probably be funded and needs some folks to oversee it this fall. We also have money that the Site Council voted on to finish the Middle School Commons and music room as well as

support the Technology Improvements and improve lighting in the elementary building. The Playground Project on Rogers field will need some help, too. If you are interested, please contact Debrah Walker (329-0625) or Phil Converse (323-8123)

Room Reps needed for next year! Do you want to get to know the other families in your class better? Volunteer to be a room rep! Two parents are needed from each class to build a phone/e-mail tree, coordinate the class auction project, and find parents to do the tasks that make TOPS run well. You'll get to know your child's teacher better and help your class make connections with each other. Call Karen Dyson at school or drop her a note to volunteer for next year.

Fund Development Folks—We need people to help write grants and raise money. Next meeting will be June 12 (M), 7:30-9:00 p.m. at Penny Bolton's house (2507 East Helen, 325-5074). We will be putting together a calendar of grant opportunities and also looking at the No-Bake Bake Sale goals for next year. If you have ideas about how we should raise money to support the TOPS program, join us!

VOLUNTEER HOURS = MATCHING FUNDS

PLEASE REPORT YOUR HOURS!

With a note in the Volunteer Coordinator mailbox, on the Volunteer Hours clipboard in the Main Office, or with a monthly e-mail to kdyson8227@aol.com.

DO IT TODAY!



GREAT YEAR FOR TOPS CHESS.



Thanks to all who have supported the Chess Club this year. We look forward to an even more successful 2001.

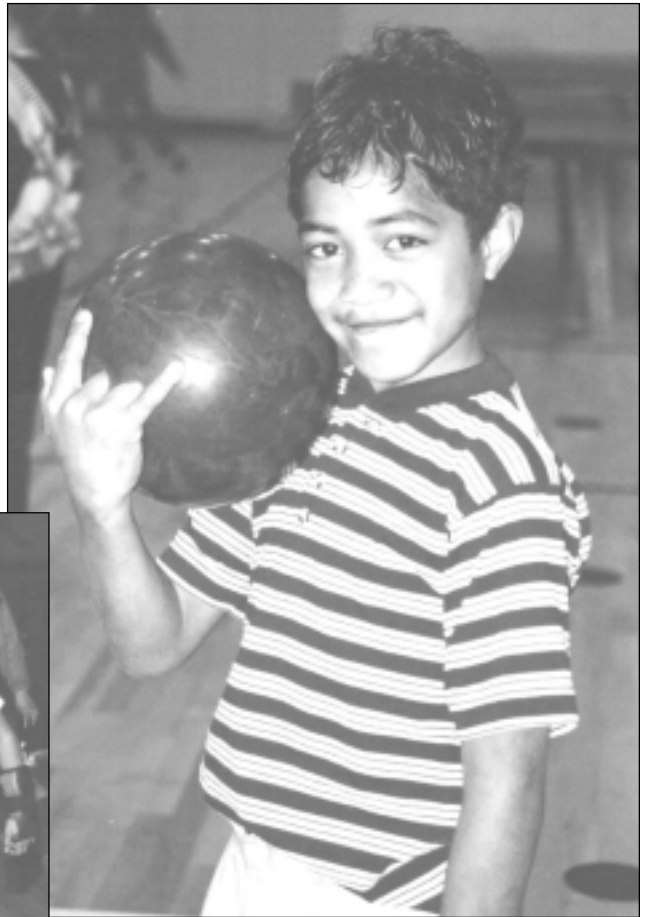
~Mark Morales

LIFE SPORTS

By Don Zemke

A key component of the TOPS P.E. curriculum is "Life Sports." My goal is to encourage students to try a variety of lifetime activities.

Lately in P.E. we have been bowling, playing table tennis, golfing, canoeing, kayaking, rowing, skating, lifting weights, skipping rope, riding unicycles, and a new one for TOPS students this year . . . Fishing at Greenlake!



Bowling in the gym...



7th graders golf.



Double dutch!



Ping



Pong

TASTE OF TOPS TRIUMPHS

The first annual Taste of TOPS on May 4 was a rousing success, bringing together hundreds of TOPS students, families, and staff, and an unprecedented array of delicious dishes and entertainment from around the world. No official count on how many attended, but the 300 paper plates bought for the occasion were gone less than an hour into the eating. No problem, though—more plates were procured, and there was plenty of food for all. What a feast—and what a pleasure to chat with so many different people!

Special thanks to Assistant Principal Clara Scott and Penny Bolton, along with 30-some hearty volunteers, who made this event successful. Clara and Penny are already talking about doing another one in November 2000, to celebrate what we hear is TOPS 25th anniversary! Additional thanks to AmeriCorps member Lauren Grinnell for emceeing the entertainment, and Dan Bloedel for documenting the whole thing on film. Let's do it again!



Penny Bolton and Mary Chao



Mr. Tubbs chats.



TOPS alumna Tiffany and Americorps member Lauren Grinnell



The aftermath



Ms. Scott enjoys the entertainment.



Great eats for all!



Getting to know you...



Irish dancers

CG 599
815 Fourth Avenue North
P.O. Box 19116
Seattle, WA 98109-1116



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Permit No. 3904

2000 TOPS CALENDAR

JUNE

- | | | | |
|----------------|---|---------------|----------------------------------|
| 2 (F) | Art Walk 5:30-8 p.m. | 8-9 (Th-F) . | 3-4th Grade Camp |
| 2-3 (F-S) | Elementary school play | 9 (F) | Middle School Dance 7 p.m. |
| | <i>James and the Giant Peach</i> 7 p.m. | 11 (Su) | Site Council Retreat |
| 5-7 (M-F) | Spirit Week | 14 (W) | 8th Grade Passage |
| 7 (W) | Site Council Meeting 5-7 p.m. | 15 (Th) | K-2 Camp, Middle School |
| 7 (W) | State of the School Meeting | | Wild Waves |
| | 7 p.m. | 16 (F) | Last student day. 2:20 dismissal |
| 7-9 (W-F) .. | 5th Grade Camp | 19 (M) | Last teacher day |

LAST CALL— ELEMENTARY PLAY

James and the Giant Peach, the elementary play, will open Friday, June 2nd, at 7:00, and will continue with performances Saturday, June 3rd, at 2:00 and 7:00. Support this great cast of actors, singers, and dancers as they take you on a fantastical journey! Come see those nasty aunts, that bossy centipede, and that luminescent glowworm! Enjoy the original music score . . . guaranteed to send you home humming! See you there!

THANKS TO G&H PRINTING, 2370 EASTLAKE E. 329-9888

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