

International High School



Parent Newsletter

September 2000

The Community of International High School

by Caron Cooper, Head Teacher

Several years ago, the IHS staff was faced with a very difficult decision. In its early years, IHS, like other district alternative schools, had a limited enrollment. Around 1992, the demand for the program became so marked that the staff seriously considered whether or not to eliminate the cap and establish open enrollment. We had several concerns about such a change, but the most serious concern was whether we would lose the advantages for students that derive from being in a smaller school within a school. After much discussion, and in consultation with the district, our administration, and our policy board, we decided to remove the cap. We are proud, that since that time, the school has grown dramatically (from 600 to over 1500), and we have successfully expanded to a third campus at Churchill. However, unfortunately, like all schools in the district, we have seen class sizes grow as a result of state cuts in district financing.

Nevertheless, IHS has remained an alternative that provides students and staff with a sense of a small community. Such smallness is not achieved by lower numbers, but by the structure of the organization, the design of the curriculum, the inclusiveness of the courses, and the involvement of the whole school community.

- Though we have three campuses, we have one staff who meets regularly to coordinate curriculum and activities.
- Though the total IHS enrollment is large, our school on each campus is small and provides our students in the larger high school campuses with a sense of community and belonging.
- Our students work together in cohort groups for the year, so they form a sense of community and a feeling of security in a small, knowable group.

- Teachers of these cohort groups meet regularly to discuss students' needs and plan effective instructional approaches to ensure as much success as they can.
- The core curriculum at all four grades ensures that students share common experiences and activities.
- A curriculum organizer for integration, international studies, gives a focus to the learning efforts of the students and the staff's shared planning.
- The teaching staff, who has direct responsibility for the students' learning, manages the program.
- A Site Council, Parent Steering Committee, and Student Government that involves all in the business of the school.

Recently, the media has paid increased attention to educational studies that show the importance and effectiveness of smaller schools, even ones within larger schools. A two-year study of small schools in Chicago shows that such schools improve the performance of both teachers and students. Deborah Meyer, in her article "Smaller is Better," in the June 5, 2000 issue of "The Nation," identifies the qualities of smaller schools that make them successful—qualities that IHS embodies. According to Meyer, these schools "are organized to maximize the power of the adults who know the kids best" and have "put together a coherent school-wide pedagogy and curriculum." The schools are built around "a unique culture, one that wraps kids and adults together in a shared system of values."

The curriculum, the structure, and the shared value of international learning all combine to facilitate positive learning relationships both among staff and students, and between staff and students at International High School. To our 2000-01 students: Welcome to this global learning community.

New Staff

Last spring, we regretfully bid farewell to two exceptional people who, over several years, had made a real difference in the learning and lives of students: Leslie Skelton and Susan Delaney. We shall miss them and we wish them well in their new pursuits.

Though we are sad to see these excellent people go, we feel fortunate in welcoming new people who are just as remarkable—energetic, bright staff committed to international education and to our students:

Michele Renee, a geography scholar, will join the ninth grade team. Michele has taught in Texas and has been an invaluable substitute for us during the past three years while she raised her baby daughter. She brings much

enthusiasm and expertise to the ninth grade curriculum, as well as familiarity with all the courses in our program 9-12.

Carol Stephenson, who worked with our IB program last year as a result of special donations from parents into EEF, joins our ninth grade literature team. Carol is a parent of students in our program and values the IHS curriculum and the opportunities and understandings it opens up for students. She brings tremendous organizational skills from her work in the business world and experience working with and motivating students in gifted programs.

International High School: An Alternative

The many ways in which our school is “international” distinguish it not only as an alternative school but as unique in the world. No other school offers a four-year integrated high school curriculum in international studies, the International Baccalaureate diploma, and immersion study programs in two languages. To have such a school in our district is a tribute to the commitment of this community to provide quality education to its young people. Our identity as an international school manifests itself in several ways:

OUR MISSION STATEMENT

The mission of Eugene International High School is to challenge ourselves to value diversity, to recognize ambiguity, and to become empowered global citizens.

THE FOUR-YEAR INTERNATIONAL CURRICULUM

Over the course of their four years at IHS, students study the geography, the political and economic systems, the belief systems, the literature, language and artistic expression, and the histories of nations around the globe.

INTERNATIONAL BACCALAUREATE AFFILIATION

This membership connects our students and staff with students and teachers all over the world in shared curriculum, student outcomes, and international performance standards.

IMMERSION LANGUAGE PROGRAMS

Nearly 200 of our students participate in either a Spanish immersion or French immersion program and study one of their IHS core courses delivered in another language.

MODEL UNITED NATIONS

Approximately 100 of our students participate each year in the state’s Model United Nations Conference. IHS has one of the largest MUN clubs in the state.

INTERNATIONAL LANGUAGE REQUIREMENT

IHS students co-enroll in an international language for three of their four years at IHS.

INTERNATIONAL ACTIVITIES

Staff and students participate in extracurricular international study activities that involve travel: in the past, these opportunities have included a Close-Up trip to Washington, D.C. for study in U.S. foreign policy and international relations; two International Baccalaureate conferences, one in Dar-es-Salaam, Tanzania and the other in Australia; annual study workshops in Spain; trips to England, Ireland, Scotland, Italy, and Greece; and a GAPP exchange program with St. Wendel’s Gymnasium in Germany.

INTERNATIONAL EXPERIENCES OF STUDENTS AND STAFF

The number of students from other nations who study with us has continued to grow. Students from Czechoslovakia, Finland, Spain, Italy, Columbia, Mexico, Ecuador, Syria, Costa Rica, England, Korea, Poland, Taiwan, Russia, Germany, France, Mali, Cameroon, and India have attended our school. In addition, because our staff, families, and students value international study, scores of our students and many of our staff have traveled, studied, or worked abroad.

Eugene International High School is indeed a school of international opportunities—in language, learning, perspective, and experience.

INTERNATIONAL HIGH SCHOOL SCHEDULE

The International High School has a unique schedule, one of its features as an alternative school.

RATIONALE

The IHS schedule provides:

1. A block of time that allows for integrated study and a variety of instructional strategies.
2. A structure that allows a cohort group of students to share the same classes and teachers for the year, thus establishing a learning community in which students are encouraged to think critically, to challenge ideas, and to be respectful of the ideas of others.
3. An alternating day schedule that enables students to study fewer subjects daily in a more concentrated way.
4. Longer instructional periods that facilitate student presentations, group work, guest speakers, panel discussions and simulations.
5. Common planning time for the staff to meet in teams to collaborate on curriculum, learning activities, and special student needs and to be available to meet with students individually and in small groups.

DESCRIPTION

IHS classes are offered in a two-day rotation. These two days are designated Alpha and Omega.* IHS students take two of their IHS classes one day and one of their IHS classes plus independent time for Projects on the other day. For all ninth and tenth graders, this Project time is scheduled first in the morning block or last in the afternoon block on alternating days.**

Students are enrolled in either an IHS morning block or afternoon block. The rest of their day is spent in the host school attending classes in mathematics, science, language, and other courses of their selection. The beginning and ending times for the IHS blocks are configured at each campus to allow IHS students the maximum flexibility for building their schedules for the remainder of their courses in the day. The times for the IHS instructional blocks are as follows:

* IHS Churchill students: The IHS Alpha Omega parallels Churchill's Red and Blue days, respectively.

** For 2000-01 some sophomore students have projects during the second part of the block to accommodate more flexibility in the schedule.

IHS at South	IHS at Sheldon	IHS at Churchill
AM Block = 8:00 - 10:40	AM Block = 7:30 - 10:08	AM Block = 7:45 - 10:25
1st = 8:00 - 9:15	1st = 7:30 - 8:45	1st = 7:45 - 9:00
2nd = 9:25 - 10:40	2nd = 8:53 - 10:08	2nd = 9:10 - 10:25
OR	OR	OR
PM Block = 12:35 - 3:15	PM Block = 12:30 - 3:07	PM Block = 12:25 - 3:03
1st = 12:35 - 1:50	1st = 12:30 - 1:45	1st = 12:25 - 1:40

Reaching teachers

IHS staff wants to be accessible to you and your student. If you wish to talk with one of your student's teachers, please call us. When you call, please give our secretary your name, your student's name, grade, school (Churchill, Sheldon, South), your home and work number(s), and the best times to reach you. If you feel your student is in a crisis situation, please alert us so we can get back to you as soon as possible. Since we are on an Alpha/Omega schedule, please leave a message at each campus: 687-3115, 687-3171, 687-3438. That way, the teacher will be more likely to get your message on the day you call. If you would like a conference with the teacher, please specify that in your message. IHS teachers are available midday and after school for conferences with students and parents by appointment. Though the midday time is also used by our staff for team and organizational meetings, our teachers are happy to schedule a time with you on days when there are no meetings. All of our staff can be reached by email and several of us are already communicating with some parents this way. A list of staff email addresses is given on page 4.

Students can also see us on any day we teach at their campus. Many students have before and after school activities that make it hard for students to see teachers at those times. However, our staff is available during student lunch hours at all three campuses on most days of the week.

IHS STAFF 2000-2001

Ninth Grade		Jim Holm	Comparative Economic & Political Systems
Bryan Fitzwater	Global Geography	Susan Mannheimer	Literature of the Americas
Nicolas Gulino	Geografia Universal	Courtney Leonard	History of the Americas
Greg Hopper-Moore	Geographie Mondiale		Histoire des Amériques
Courtney Leonard	Global Geography	Steve Smith	Comparative Economic & Political Systems
Elizabeth Lorish	Cultural Aesthetics	Dale Sturdavant	Comparative Economic & Political Systems
Bev McDuffie	Cultural Aesthetics	Howard Yank	History of the Americas
Michele Renee	Global Geography		
Luke Roth	Cultural Aesthetics		
	Global Literature		
Deon Saraceno	Global Literature	Twelfth Grade	
Melodee Soczek	Global Geography	Diane Downey	Twentieth Century Global Literature
Carol Stephenson	Global Literature	Ron Lancaster	Twentieth Century Global History
Saskia Strauss	Global Literature	Rebecca Hammons	Theory of Knowledge
			Twentieth Century Global Literature
Tenth Grade		Carol Stephenson	Senior Assistance
Hiett Cooper	Global Literature & the Arts	Dale Sturdavant	Twentieth Century Global History
Marilyn Curtis	Comparative Values & Beliefs	Larry Sutton	Twentieth Century Global Literature
Debbie Duke	Global Literature & the Arts		
Daniel Gallo	Global History	Support	
Nicolas Gulino	Global Literature & the Arts	Caron Cooper	Head Teacher
	SI Values and Beliefs	Rebecca Bair	IB Coordinator
Herb Hahn	Global History	Diane Downey	IB Assistance
Greg Hopper-Moore	Systèmes de Valeurs et Croyances Comparés	Debbie Duke	Scheduling Coordinator
		Steve Smith	Budget Coordinator
Eric Markinson	Comparative Values & Beliefs		IB Counseling
Laura Sherrill	Global Literature & the Arts	Melodee Soczek	Ninth Grade Advisor
Dan Sterling	Global History	Marilyn Curtis	Tenth Grade Advisor
Jenelle Youngblood	Comparative Values & Beliefs	Howard Yank	Eleventh Grade Advisor
			IB Counseling
Eleventh Grade		Rebecca Hammons	Senior Team Leader
Rebecca Bair	Comparative Political & Economic Systems		
		Clerical	
Caron Cooper	Literature of the Americas	Peggy Farris	Secretary, Sheldon
Hiett Cooper	Literature of the Americas	Sue Martichuski	Secretary, South
Diane Downey	Literature of the Americas	Margaret McCoy	Secretary, Churchill
Joshua Hamill	History of the Americas		
	Historia de Las Américas		

IHS staff email addresses

To send an email to any of the addresses below, add: @4j.lane.edu

Rebecca Bair	(bair)	Rebecca Hammons	(hammons_r)	Luke Roth	(roth)
Caron Cooper	(cooper)	Jim Holm	(holm_j)	Deon Saraceno	(saraceno_d)
Hiett Cooper	(cooper_h)	Greg Hopper-Moore	(hopper)	Laura Sherrill	(sherrill)
Marilyn Curtis	(curtis_m)	Ron Lancaster	(lancaster)	Steve Smith	(smith_st)
Diane Downey	(downey)	Courtney Leonard	(leonard)	Melodee Soczek	(soczek)
Debbie Duke	(duke)	Elizabeth Lorish	(lorish)	Dan Sterling	(sterling)
Peggy Farris	(farris)	Susan Mannheimer	(mccreary)	Carol Stephenson	(stephenson_c)
Bryan Fitzwater	(fitzwater)	Eric Markinson	(markinson)	Saskia Strauss	(strauss)
Daniel Gallo	(gallo_d)	Sue Martichuski	(martichuskis)	Dale Sturdavant	(sturdavant)
Nicholas Gulino	(gulino)	Margaret McCoy	(mccoy)	Lary Sutton	(sutton)
Herb Hahn	(hahn_h)	Bev McDuffie	(mcduffie)	Howard Yank	(yank)
Joshua Hamill	(hamill)	Michele Renee	(renee)	Jenelle Youngblood	(youngblood)

▶▶ MUN

Any students interested in participating in the IHS Model United Nations look for notices posted in the halls at South, Churchill, and Sheldon about our first upcoming meeting in mid-September.

▶▶ 2000 graduates

You may still order a video of the 2000 IHS Commencement Ceremony. Pick up an order form from either our Churchill, Sheldon, or South IHS offices.

▶▶ IHS t-shirts

IHS t-shirts are available in the IHS offices.

▶▶ Opening assembly

IHS will hold its annual Opening Assemblies on Friday, September 22, in the South Eugene Auditorium. All Churchill, South, and Sheldon IHS students will attend either the morning or the afternoon assembly during their IHS block time. This assembly provides an opportunity for students from all three campuses to gather together and celebrate their commitment to international learning. We will send home more details about transportation for Churchill and Sheldon students.

▶▶ An IHS directory and school records

An IHS student directory will be available for sale at the general parent meeting for \$3.00. Please make sure that your student's name, address, and phone number are correct in the school records so our directory can be accurate and up-to-date. If our records show that you do not want your student's name in a directory, the student will not be included.

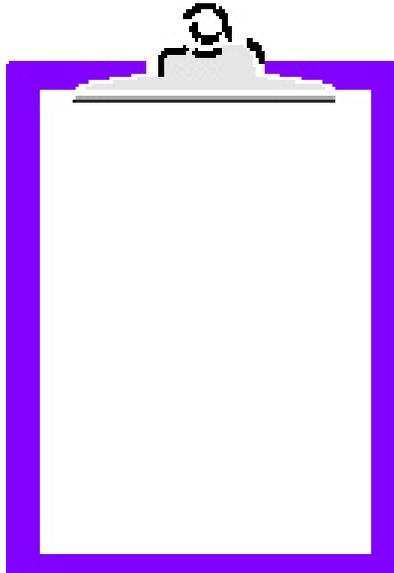
▶▶ Close-Up

Close-Up provides a wonderful opportunity for sophomores, juniors, or seniors to attend workshops and seminars in Washington, D. C. on the United States and its role in the global community. Students have a chance to observe legislative work and to see the sights in our nation's capitol. The trip is scheduled for late February and an IHS staff member will accompany the group. The cost runs around \$1,700. We will send home a notice in October about an informational meeting for more details.

▶▶ Important notice to juniors and seniors about IHS graduation

International High School offers an honorary diploma. In order to earn this International High School Diploma, students must:

1. Complete grades eleven and twelve in the International High School program with passing grades in all 11-12 IHS courses. A year of study abroad may substitute for either the junior or senior year toward earning the International High School diploma.
2. Satisfy our requirement for the equivalent of three years of foreign language study while enrolled in IHS.
3. Complete the other state and district requirements for a high school diploma.



If you or your student have questions or concerns about these requirements for the IHS diploma, contact Howard Yank, junior advisor, or Caron Cooper, graduation advisor.

IHS juniors who plan to graduate early from high schools at the end of junior year must pass the year of IHS courses in Comparative Economic and Political Systems, History of the Americas, Literature of the Americas, and first semester of Advanced Projects. Early graduation does not qualify the student for the IHS diploma.

It is very important for IHS juniors and seniors and their parents to attend scheduled evening meetings offered by the counseling staffs at Sheldon, South, and Churchill about graduation requirements. IHS juniors, because they are enrolled in an alternative program, may need to submit an Individualized Graduation Plan by spring of their junior year and must complete that plan to graduate.

To ninth graders: Welcome to the class of 2004

The International High School would like to welcome its ninth graders into our program. The first day back for ninth graders on all three campuses, Churchill, South, and Sheldon, is Thursday, September 7, for orientation. Details about that day and the rest of the week for ninth graders will be provided to you with your Back to School information from Churchill, South, or Sheldon.

On Thursday, the IHS ninth grade teachers will explain our program, our expectations, how our schedule works, where rooms are located, and what materials students will need. Teachers will answer questions. The IHS ninth grade team is committed to making your ninth grader's start a positive one. At our fall Open Houses, the ninth grade teachers will be available to explain the program in more detail (See IHS Important Dates Fall 2000-2001 on page 7). Following is some information about our program for ninth graders.

IHS courses:

Ninth graders have four IHS courses of 10 credits each -

Global Geography: Students study the geography of nation states across the globe and current global environmental and health issues.

Global Literature: Students study the literature of the regions that are covered in geography. This literature includes novels, short stories, poems, and a Shakespeare play. Students also receive instruction in sound writing practices.

Cultural Aesthetics: Students study the culture of the geography regions by examining artistic expression in art, music, crafts, drama, language, folklore, dance, and sports and games. Students will have two to four different teachers during the year for this class.

Global Projects: Students work independently on projects assigned by teachers in the other three courses. The students receive clear expectations about these projects in writing from their teachers. The instructions include time lines, evaluation criteria, and parameters. The projects provide the students with some choice and opportunities for critical thinking and creativity. These projects also cover health curriculum requirements.

Certificate of Initial Mastery:

The ninth grade team, through an integrated curriculum, teaches the skills necessary for students to pass the CIM state requirements. In addition, ninth grade teachers assess the students' progress through work samples assigned and evaluated throughout the year. The ninth grade team will provide more detailed information about the CIM in language arts at the Open Houses and at the IHS General Parent Meeting.

IHS schedule

Students have either a morning IHS block or an afternoon IHS block. (See "IHS Schedule" on page 3). During that block time, students have two of their four IHS classes one day and two on the next day, alternating every other day. On the day a student has Global Projects as part of block time, he or she works independently at home, in the school library, in the computer lab on a space-available basis, at the public library, or any place that the student and parent agree on. If a student has morning IHS, on the day that he or she has Global Projects, the student reports to his or her second IHS class for that day at 8:53 at Sheldon, 9:25 at South, and 9:10 at Churchill. If a student has afternoon IHS block, on the day that he or she has Global Projects, the student attends an IHS class until 1:40 at Churchill and 1:45 at Sheldon, and until 1:50 at South. One section of ninth graders at Sheldon has Projects later in the morning to accommodate music classes and limited classroom space.

Ninth grade teachers

IHS ninth graders have the same geography teacher and the same literature teacher all year. However, the ninth graders have two to four different teachers for Cultural Aesthetics, teaching art, music, film, or physical education with a global perspective. These teachers change at the quarter; the geography and the literature teachers remain constant. All these teachers meet at least weekly to plan curriculum and to discuss individual student progress.

Note to 9th graders and their families

The Global Geography class provides the organization for the ninth grade curriculum. The countries studied in the Geography class are the countries whose literature and artistic expression are studied in Global Literature and Cultural Aesthetics. In their geography classes, students have access to updated atlases and the World Almanac. However, students will be most successful if they can have access to these resources at home. The new World Almanac is available in November and should be purchased then. Two good atlases are the Rand McNally Goode's World Atlas and the Barnes and Noble Atlas. The Internet provides outstanding resources that are useful for international studies. Students can access the Internet in their school libraries, in their school computer labs, at the Eugene Public Library, and at the University of Oregon Knight Library.

IHS Important Dates Fall 2000-2001

August 28	IHS Parent Steering Committee	Tower Room, Ed Center	7:00 PM
August 29-30	IHS Staff Retreat		
September 7	Classes for 9th graders only	See Back-to-School packets for details on all three campuses	
September 8	Classes begin		
September 12	IHS Site Council	Sheldon, Room B12	3:45 - 4:45
September 14	IHS All-family Picnic	TBA	5:00-7:00 PM
September 20	SHS/IHS Open House	Sheldon High School	7:00 PM
September 22	IHS Opening Assembly	SEHS Auditorium	
September 26	IB Information Night (for 11-12 parents)	Ed Center Auditorium	7:00 PM
September 27	SEHS/IHS Open House	South Eugene High School	7:00 PM
October 6	Early Release	Progress Reports	
October 10	IHS Site Council	Sheldon, Room B12	3:45 - 4:45
October 13	No School	State Inservice	
October 17	IHS Parent Steering Committee	SEHS, Room 13	7:00 PM
October 19	Early Release	Parent Conferences/ School Improvement	
October 19	CHS/Open House	Churchill High School	7:00 PM
October 20	Late Start	Parent Conferences/School Improvement	
October 20	IB Registration and fees DUE (for 11-12 graders)	IHS offices	By 3:30
October 19-20	SHS/IHS Conferences*	Sheldon High School	Afternoon and Evening
October 24	IHS General Parent Meeting (for families new to IHS)	SEHS. Cafeteria	7:00 PM
November 3	Early Release	Mid-term Grading	
November 10	No School	Veterans Day	
November 14	IHS Site Council	Sheldon, Room B12	3:45 - 4:45
November 21	IHS Parent Steering Committee	SEHS, Room 13	7:00 PM
November 23-24	No School	Thanksgiving Vacation	
November 28	International Faire	Sheldon, Cafeteria	7:00 PM

Please consult your high school's and the district's calendars for other important events.

* Each IHS/SHS staff member will participate in either the afternoon or the evening session of conferences,



Yes, our students have done it again! The results from the May 2000 IB testing came in over the summer and they are certainly worth sharing! Of the 49 Diploma candidates who tested this past year, 94% earned the full IB Diploma, with an average test score of 5.24 out of 7, and an average diploma score of 32 out of 45 possible. In addition, of the 161 juniors and seniors who took exams, over 99% received passing scores in one or more areas. Congratulations to these students, we wish them much continued success.

Rebecca Bair, IB Coordinator & Teacher

Congratulations to our successful IB diploma and certificate candidates

IHS honors the following 2000 graduating seniors for earning their International Baccalaureate Diploma and Certificates:

International Baccalaureate Diploma

Keith Axline
 Philip Barnhart
 Ryland Bell
 Snigdha Bobba
 Jonathan Boush
 Samuel Boush
 Margia Corner
 Tyler Downey
 Kari Fillingame
 Annie Gai
 Courtney Gardner
 Balen Gore
 Benjamin Gutierrez-Schmich
 Alyson Harding
 Liana Harp
 Alexis Harrison
 Derek Hart
 Neil Hayden
 Bryan Ing
 Melanie Jahnke
 Shane Kavanaugh
 Stacey Kepler
 Nicholas Klonoski
 Stephen Kosoris
 Sonam Liberman

Kaili Mauricio
 Kiele Mauricio
 Shanti Michaels
 Carina Mills
 McKenna Morrigan
 Brady O'Shea
 Jacques Plaa
 Lydia Reichert
 Lindsey Reynolds
 Diane Schwieger
 Elisabeth Sharp
 Nathan Sutton
 Anna Tabet
 Amy Temes
 Stefan Vos
 Bret Voss
 Reid Weaver
 Josephine Weldon
 Courtney Wilson
 Helen Yu
 MaryAnn Zhang

International Baccalaureate Certificates

Elsbeth Allanketner
 Kathryn Belcher
 Rachel Black-Maier
 Alexandra Blodget
 Marie-Félicia Boucher
 Rachel Briggs
 Adam Buckingham
 Ash Cope
 Renata Dantone
 Tynan Delong
 Arissa Fitch-Martin
 Sari Gomez
 Sara Graham
 Emily Hamblen
 Timothy Hayes
 Aaron Ismail
 Emily Kenyon
 Ashley Marks
 Sarah Marshall
 Julia Martin
 Tristan Mecham
 Rayney Meisel
 Anne Meyers
 Rodrigo Moreno-Villamar

Stephanie Moseley
 Hillary Naishtat
 Robert Nardo
 Michael Palmer
 Jayoung Park
 Tannith Perry
 Adam Persinger
 Caitlin Potter
 Erin Powell
 Steven Purvis
 Kristin Reyneke
 Nicholas Rose
 Kelley Schrecengost
 Jennifer Shyn
 Brian Sprick
 Sarah Stocks
 Megan Sundahl
 Brook Taylor
 Jason Thelen
 Laura Todis
 Sara Ventura
 Brian Wade
 Heather Wenger
 Beth Wilson
 Tessa Winiarski

Parent Involvement: The Steering Committee and the Site Council

IHS was one of the first schools in the district to have parent representatives on its governing board or site council, beginning sixteen years ago. Opportunities for parent involvement have continued to expand and the school owes much to the support and commitment of our parents.

The Parent Steering Committee meets monthly and forms the heart of our parent involvement. The members provide a forum for IHS parent issues and concerns, plan the agendas for the general parent meetings, organize the fall picnic, sponsor the directory, and brainstorm yet another creative idea for fund raising. The Steering Committee nominates parent candidates for the site council, appoints the IHS representative to the District Parent Council, and fills parent vacancies on various IHS committees. When necessary, the group advocates with the school board or the superintendent on issues that affect IHS.

Most importantly, the Steering Committee acts as a conduit between the parents and the decision-making IHS Site Council. The Steering Committee listens for emerging parent concerns and explores solutions. The committee listens to the staff and tries to find ways to help. Occasionally, the Steering Committee submits proposals for new IHS policies to the Site Council. Over the past several years, the Parent Steering Committee established this newsletter and the annual IHS picnic; provided recommendations to help IHS deal with budget cuts; raised funds for IHS computers, furniture, staffing, and IB teacher training; established the Volunteer Policy described on page 10 in this newsletter; advocated for IHS to remain an autonomous program with a common staff, curriculum, and organization across its host campuses; and approved establishing a third site at Churchill.

Six members from this Parent Steering Committee are elected to serve as parent representatives on the IHS Site Council. These representatives take parent concerns to the Site Council and bring Site Council issues to the Steering Committee for discussion.

Members of the Parent Steering Committee include the Site Council reps and their alternates, the Steering convener, and the IHS head teacher. Membership to this Steering Committee is open. The number who choose to attend regularly is generally around twelve to fifteen parents. The only qualification is that you agree to participate for the full school year. (This is a wonderful opportunity to meet your volunteer obligation!)

How do you join? Come to the first meeting! The names of several members and the meeting dates are listed below. The meetings, except for the first one in August in the

Charlotte Parr room, are usually the third or fourth Tuesday night of the month (no meeting in December), alternate among the three campuses, start at 7:00 PM, and wrap up promptly at 9:00 PM. If you are interested in joining the Parent Steering Committee, please contact one of the parents below and/or come to our meetings.

Active Steering Committee members

Amy Adams-Schauer	South
Ellen Brunson-Newton	South
Caron Cooper	IHS Staff Liaison
Sakre Edson	South
Barbara Foreman	Sheldon
Beth Gerot	South
Marie Litchman	South
Mickie Segal	South

Meetings begin at 7:00 PM; dates and places are:	
Aug 28	South Room 13
Oct 17	South Room 13
Nov 21	South Room 13
Jan 16	Churchill Library
Feb 20	Churchill Library
Mar 20	Churchill Library
Apr 17	Sheldon Library
May 15	Sheldon Library
June 13	Sheldon Library



PARENT VOLUNTEER POLICY

Service is part of the culture of IHS; it is reflected in our community and school service requirements for students and in our policy that asks each family to help at IHS. As part of your student's enrollment in IHS, we request that your family commit eight hours of volunteer time to making our alternative program work. We know families face many time constraints, but we believe that the variety of help we need will allow many families to give us assistance at times that are convenient.

The IHS staff and the Site Council are gratified that over the past nine years, parent involvement in IHS has grown. Parent representation on our site council has increased. We have an active Parent Steering Committee. Parent volunteers have made possible our Writing Workshop for sophomores, our Health Conferences for freshmen, and our senior project evaluation for twelfth graders. Parent fund raising has expanded our computer inventory, allowed us to increase staffing for some classes, and made possible remodel work and furniture purchases at South and Sheldon. Parents and community members help staff our computer lab at South and our Career Centers at South, Sheldon, and Churchill.

When you fill out the volunteer forms provided at each school, South, Sheldon, and Churchill, we ask that you fill out an IHS volunteer form to indicate ways that you can specifically help our alternative program. A copy of the form is provided in this newsletter. The forms are due at registration or any time after that. We appreciate all your help in making your student's educational experience a successful one.

IHS volunteer opportunities

Dear IHS Parents:

We are truly fortunate our children are involved in such a dynamic and worthwhile program at IHS. As parents of International High School students, we are asked to pledge 8 hours of service to the program each year. Listed below are numerous areas where parent support is needed. Take a few minutes to review the choices then select the area that best suits your interest. Fill out the Volunteer Information form and return it to our IHS secretaries: Peggy Farris at Sheldon, Sue Martichuski at South, or Margaret McCoy at Churchill. We are again counting on each and every one of our IHS families to ensure its continued excellence.

The Parent Steering Committee

1. Mailings

A group of 5-10 parents available to staple and label mailings, about once a month, 2-3 hours each. Very helpful if one or two parents would coordinate the mailings: pick up mailings from print shop, organize those who have volunteered to staple and label, and then get mailings to the direct mail center.

2. Senior Projects*

Parents, preferably 9-11 grade parents, who are willing to read, score, and comment on Senior Projects. Attend one evening training session in early December. Papers are due some time in January. 40-50 parents.

3. Writing Workshop for Tenth Graders*

Parents who are willing to read and comment on sophomore essays (no grading). Allows students to get more feedback on their writing. Work can be done at home. Parents pick up papers from IHS office. There is a one-evening training session in the fall.

4. IHS Computer Lab at South

Parent volunteers who will supervise our lab on a regular basis one or more hours a week, at your convenience. Computer expertise helpful, but not necessary. Very helpful if one parent would coordinate the parent volunteers. Volunteers with expertise can post times that they can give assistance to students.

5. IHS Directory*

September. Assist with gathering, organizing, and printing data for directory. Contact Peggy Farris at Sheldon, 687-3171.

6. IB Registration

Assist the IB coordinator in registering students and collecting fees for IB exams. One-two days in first half of October.

7. IB Data Base Work*

Assist IB coordinator in setting up a data base of IB registrations. 4-6 hours total October 15-30.

Volunteer Opportunities continued

8. IB Letters to Colleges*
Prepare letters for diploma candidates to accompany their college applications. Oct 1 -30. Flexible hours. Takes 10-20 hours total. Word processing facility with ClarisWorks.
9. IB Math Projects*
Evaluate approximately 20 IB math projects. Must be skilled in math through Pre-calculus and have teaching experience. Training available.
10. IB Science Projects*
Mentor students working on science projects, accompany field trips, or help evaluate projects.
11. Proctoring IB Exams
Help proctor IB examinations in May. 2-4 hour exams. Mornings or afternoons. May choose to proctor one or more exams.
12. Parent Steering Committee Member
Serve on our Parent Steering Committee. Meetings are the third or fourth Tuesday evening of the month (except December). A good way to become involved in decision-making at IHS. Activities: input to site council from parents, planning General Parent Meetings, fund raising, advocacy for IHS.
13. International Travel and Study Faire*
IHS parents plan to sponsor a faire in the fall providing information about programs for travel and study abroad.
14. IHS Picnic*
Help picnic coordinator organize the annual IHS September picnic.
15. Grade Level Help*
Parents willing to be "on call" for a particular grade level to help the teachers with certain activities - planning, decoration, transportation, etc. Check the grade level you are interested in helping.
16. IHS Office Help
Periodically one of our IHS secretaries is absent and we need the office covered. The district does not provide subs unless the absence is longer than 3 days. A cadre of parents who could be available to help on short notice on some days for 2 or more hours would be very helpful. Answer the phones, help students, etc. Specify the days, example: Thursday mornings and Wed afternoons. Call the IHS secretary to update us periodically on your available times. A pool of 20-25 parents per campus would be helpful.
17. Textbook Processing
Card or bar code, stamp, and label new texts. Heavy demand in August; periodic demand during the year.
18. Site Council Recorder
A parent volunteer to act as recorder for our twice-monthly Site Council meetings. These are 3:45-4:45 on the first and third Tuesdays of the month at Sheldon in Room B12. Short-hand skills helpful. A good way to learn the decision-making process and the goals, issues, and concerns of our school.
19. Classroom Resource
Parents who have expertise/knowledge on a particular aspect of culture and can share with a class - slides, demonstrations, artifacts, costumes, works of art, drama, music, dance, religious ceremonies.
Ninth grade: Africa, India, Australia, Europe, Russia, South America, Asia
Tenth grade: Mideast, China, Japan, ancient Greece and Rome, Russia, Europe, India
Eleventh grade: The Americas - North and South; indigenous peoples; economic
Twelfth grade: Twentieth century - major nations
20. Eugene Education Fund Liaison*
We need one parent from each of our campuses to act as liaison between the EEF and IHS. We receive thousands of dollars each year from donations through the EEF and need parents to help coordinate communication with parents, thank you notes, and decisions on how the money will be spent.
21. Career Center Help
Volunteer in South's Career center, Sheldon's Career Center, or Churchill's Career Center to help juniors and seniors research colleges. Skills in using computers for CIS very useful.
22. Ninth Grade Health Conference
Assist the ninth grade teachers in coordinating a Health Conference at each campus on a range of health topics and issues for our ninth graders. If you have professional expertise in a health field, we would appreciate having you volunteer to make a presentation.

Volunteer Opportunities continued

23. Senior Project - Community Advisor

Beginning second semester of junior year, our IHS students embark on an-depth study of a topic of their choice. These topics run the gamut: biology, physics, sports medicine, sail boat design, architecture, organic farming, music, art, environmental issues, state and local legislation - just to name a few. If you have expertise in a field and would be willing to mentor a young person in his or her research, your help would be much appreciated.

24. Phone Tree Coordinator or Helper*

We need parents willing to get quick communication and reminders out to other parents through a phone tree for each campus. Each caller would make 10 - 12 calls.

* Work can be done at home

INTERNATIONAL HIGH SCHOOL
VOLUNTEER INFORMATION

Student Name _____ Grade _____ Campus _____

Parent Name _____ Phone _____ Day _____ Evening _____

Please check your area of interest and return to Sue Martichuski at South, Margaret McCoy at Churchill, or Peggy Farris at Sheldon. A description of each task is on pages 10, 11, and 12..

- | | |
|--|--|
| 1. _____ Mailings | 13. _____ International Travel and Study Faire |
| 2. _____ Senior Project Grader | 14. _____ IHS Picnic |
| 3. _____ Writing Workshop for Tenth Grade | 15. _____ Grade Level Help __9__10__11__12 |
| 4. _____ IHS Computer Lab at South | 16. _____ IHS Office Help |
| 5. _____ IHS Directory | 17. _____ Textbook Processing |
| 6. _____ IB Registration | 18. _____ Site Council Recorder |
| 7. _____ IB Data Base | 19. _____ Classroom Resource* |
| 8. _____ IB Letters to Colleges | 20. _____ Steering Committee Membership |
| 9. _____ IB Math Projects | 21. _____ Career Center Help |
| 10. _____ IB Science Projects | 22. _____ Ninth Grade Health Conference* |
| 11. _____ Proctoring IB Exams | 23. _____ Senior Project - Community Advisor* |
| 12. _____ Parent Steering Committee member | 24. _____ Phone Tree Coordinator or Helper |

*Please describe area(s) of expertise:

Questions?

If you have questions about our program, here are some names and numbers so you know whom to contact:

IHS Program: Caron Cooper 687-3115 or 3171
International Baccalaureate:
Rebecca Bair 687-3607
Ninth grade: Melodee Soczek 687-3115 or 3171
Tenth grade: Marilyn Curtis 687-3115 or 3171
Eleventh grade: Howard Yank 687-3115 or 3171
Twelfth grade:
Rebecca Hammons 687-3115 or 3438

General information:
Secretary at South Sue Martichuski 687-3115
Secretary at Sheldon Peggy Farris 687-3171
Secretary at Churchill Margaret McCoy 687-3438

Counselors:
Churchill
9 - 10, Scott Ferguson 687-3425
11, Jarvis Gomes 687-3425
11 - 12, Shannon Roseta 687-342
Multicultural Affairs Coordinator and
Minority Counselor, Larry Williams 687-3425
Sheldon A - G, Linda Patterson & 687-3623
Chris Shuraleff
H-N, Carey Beneke 687-3622
O-Z, Jerry Turmaine 687-3624
South 9 - 10 A-K, Marty Johnson 687-3213
9 - 10 L-Z, John Gillespie 687-3213
11 - 12 A-K, Greg Smith 687-3214
11 - 12 L-Z, Laurene Larson 687-3214

EUGENE INTERNATIONAL HIGH SCHOOL
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