



Eugene International High School

Educating global citizens

Parent Newsletter

September 2001

Inquiring Minds

by Caron Cooper, Head Teacher

This year will be my last as head teacher of International High School. I am looking forward to making it the best I can and to savor the experience. Two events this summer crystallized for me what I have valued about my learning in IHS, one was an encounter with a former IHS student, another was a book I read.

Recently, I met a young man named Ryan, a senior at the UO, who told me he had attended IHS his freshman and sophomore years. He was bright, witty, and articulate. Always looking for feedback and ways to improve our program, I asked him what had dissatisfied him about IHS. However, it wasn't the program; he said he really enjoyed IHS, but he moved to another school. Then he shared with me what happened at his new school in his social studies class. He said he had been so used to raising his hand in IHS, answering questions, participating in discussions, and, best of all, he said, asking questions. He noticed that the other students in his new school did not do this, but he wasn't discouraged. He liked to participate! However, his teacher was largely unresponsive. At conference time, his teacher asked his parents if he had social problems. Ryan laughed in retelling the story, but he said something to me that has to be one of the best student comments an educator can hear—I didn't tell me long to stop raising my hand.

This anecdote summarizes for me the single most valuable quality of my learning at IHS—the discourse of inquiry. My first year in IHS, I taught the junior literature and the Theory of Knowledge courses. No other course or teaching experience quite broke open for me my understanding of teaching. Theory of Knowledge is not about answers, really, it is about questions and a process of exploration into the limits and possibilities of ways of knowing. I cannot adequately express how breathtaking it was to arrive with my students, time and time again, to the limits of our own understanding or to some new shared wonder at an unusual perspective. Though I have not taught ToK for many years now, I work to bring that same perspective of inquiry into my teaching of literature.

And year after year, in some discussion and exploration, students will create for themselves and me a sense of wonder and insight as we try to understand a poem, a polemic, or a political/artistic movement together.

This experience has repeated for me in my discourse with colleagues about our curriculum as we continually discuss, in grade level teams and subject teams, what to teach, how best to teach it, and what our role in the classroom should be. As strongly as I believe in the effectiveness of teacher-managed educational programs, I also believe that this discourse of inquiry should be a hallmark of an education program. It is not just about stating opinions or challenging the status quo—it's about collaborative exploration of the possibilities. This on-going discourse can keep us thoughtful, fresh, and engaged in our teaching, if we let it.

This summer I read *Guns, Germs, and Steel*, by Jared Diamond. In this work, he starts with a question and attempts to synthesize and integrate extensive research from biology, genetics, geology, archeology, history, geography, and linguistics to explain the differences among cultures, and across the globe. The work is exciting because it challenges, explores, and raises questions. We are incorporating parts of this work into certain of our courses, but because this work now represents the defining word of the question, because the work presents so many possibilities for new understanding and new inquiry.

International High School offers students an integrated, interdisciplinary approach to global studies. Our cohort track structure ensures that students get to know each other and that their teachers work together to know them, putting students at ease in participating. And IHS offers the staff continual opportunities to learn and grow. The rest of this newsletter is filled with the “nuts and bolts” of IHS to help our students and families with the information they need to start a new year. In my letter to you, I have tried to capture the heart of what we are about—a community of learners in the discourse of inquiry.

New Staff

Two new immersion teachers join us this year. John Davis is our new Spanish Immersion teacher. He will be teaching SI Geografía Universal, SI Creencias y Valores Comparativos, SI Literature and Composition for Sheldon for SI seniors, and an IHS Global Geography class in English. Mr. Davis has degrees in anthropology and history and is certified to teach both foreign language and social studies. He has experience teaching at the University of Cantabria in Spain and last year worked as an instructional assistant with Buena Vista first through fifth graders. We are excited to have a new immersion teacher who is already familiar with our immersion K-5 program and families.

Jacqueline Peterson rejoins us after two years at Charlemagne at Fox Hollow. A native of France, Ms. Peterson has an excellent command of English. She was born and schooled in post WWII Normandy. She has degrees in philosophy and English as a second language and is certified to teach French. She will be teaching FI Systèmes de Valeurs et Croyances Comparés to immersion sophomores for IHS, Expression for ninth and tenth graders and AP/IB French language for South. We are pleased that our high school FI students will have the opportunity to experience instruction in French from a native speaker.

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

As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery and to act with responsibility, integrity, and compassion.

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.

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
2nd = 2:00 - 3:15	2nd = 1:52 - 3:07	2nd = 1:48 - 3:03

Reaching teachers

IHS teachers want 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 and teachers are on a particular campus every other day, 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. On the course descriptions they give out to students, teachers include their office hours.

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.

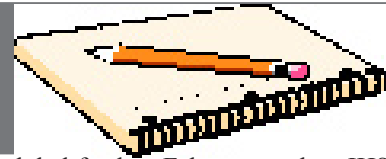
IHS STAFF 2001-2002

Ninth Grade		Diane Downey	Literature of the Americas
John Davis	SI Geografia Universal Global Geography	Joshua Hamill	History of the Americas SI Historia de Las Américas
Bryan Fitzwater	Global Geography	Jim Holm	Comparative Economic & Political Systems
Greg Hopper-Moore	FI Geographie Mondiale	Courtney Leonard	History of the Americas
Elizabeth Lorish	Cultural Aesthetics	Susan Mannheimer	Literature of the Americas
Bev McDuffie	Cultural Aesthetics	Steve Smith	Comparative Economic & Political Systems
Luke Roth	Cultural Aesthetics Global Literature	Twelfth Grade	
Deon Saraceno	Global Literature Global Geography	Ron Lancaster	Twentieth Century Global History
Melodee Soczek	Global Geography	Rebecca Hammons	Theory of Knowledge Twentieth Century Global Literature
Saskia Strauss	Global Literature	Steve Knox	Theory of Knowledge
Tenth Grade		Susan Mannheimer	Twentieth Century Global Literature
Hiett Cooper	Global Literature & the Arts	Dale Sturdavant	Twentieth Century Global History
Marilyn Curtis	Comparative Values & Beliefs	Larry Sutton	Twentieth Century Global Literature
John Davis	SI Creencias y Valores Comparativos	Support	
Debbie Duke	Global Literature & the Arts	Caron Cooper	Head Teacher
Daniel Gallo	Global History	Rebecca Bair	IB Coordinator
Jaqueline Peterson	FI Systèmes de Valeurs et Croyances Comparés	Debbie Duke	Scheduling Coordinator
Laura Sherrill	Global Literature & the Arts	Steve Smith	Budget Coordinator IB Counseling
Dan Sterling	Global History	Melodee Soczek	Ninth Grade Team Leader
Jenelle Youngblood	Comparative Values & Beliefs	Marilyn Curtis	Tenth Grade Team Leader
Eleventh Grade		Diane Downey	Eleventh Grade Team Leader
Rebecca Bair	Comparative Economic & Political Systems	Dale Sturdavant	Twelfth Grade Team Leader
Caron Cooper	Literature of the Americas	Clerical	
Hiett Cooper	Literature of the Americas	Peggy Farris	Secretary, IHS Sheldon
		Sue Martichuski	Secretary, IHS South
		Margaret McCoy	Secretary, IHS Churchill

IHS staff email addresses

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

Rebecca Bair	(bair)	Jim Holm	(holm_j)	Deon Saraceno	(saraceno_d)
Caron Cooper	(cooper)	Greg Hopper-Moore	(hopper)	Laura Sherrill	(sherrill)
Hiett Cooper	(cooper_h)	Steve Knox	(knox_s)	Steve Smith	(smith_st)
Marilyn Curtis	(curtis_m)	Ron Lancaster	(lancaster)	Melodee Soczek	(soczek)
John Davis	(davis_j)	Courtney Leonard	(leonard)	Dan Sterling	(sterling)
Diane Downey	(downey)	Elizabeth Lorish	(lorish)	Saskia Strauss	(strauss)
Debbie Duke	(duke)	Susan Mannheimer	(mannheimer)	Dale Sturdavant	(sturdavant)
Peggy Farris	(farris)	Sue Martichuski	(martichuskis)	Larry Sutton	(sutton)
Bryan Fitzwater	(fitzwater)	Margaret McCoy	(mccoy)	Jenelle Youngblood	(youngblood)
Daniel Gallo	(gallo_d)	Bev McDuffie	(mcduffie)		
Joshua Hamill	(hamill)	Jaqueline Peterson	(peterson_j)		
Rebecca Hammons	(hammons_r)	Luke Roth	(roth)		



PSAT for Juniors:

IHS recommends that all juniors sign up to take the PSAT test and pay the fee. At Churchill and South, pay at registration. At Sheldon, look for notices in early October.



MUN

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



IHS t-shirts

IHS t-shirts are available in the IHS offices.



Opening assembly

IHS will hold its annual Opening Assemblies on Friday, September 21, 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



Important notice to juniors and seniors about IHS graduation

Diploma

The International High School offers a four-year program. Students who successfully complete the program receive an honorary Eugene International High School Diploma, in addition to the standard diploma from their high school. To earn the International High School Diploma, students must

1. satisfy district requirements for an official high school diploma
2. complete grades eleven and twelve in IHS with passing grades. (A year of study abroad may substitute for either the junior or senior IHS course work toward earning the IHS diploma.)
3. complete three years of foreign language study or the equivalent while co-enrolled in IHS.

Any IHS senior in good standing may participate in the IHS graduation ceremonies if he or she meets the district's and school's guidelines for participation in such ceremonies.

If you or your student have questions or concerns about these requirements for the IHS diploma, contact Diane Downey, junior advisor, or Dale Sturdavant, 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 our alternative program, may need to submit an Individualized Graduation Plan by spring of their junior year and must complete that plan to graduate.

IHS Picnic . . . Yahooooooo!

After a year's hiatus, the IHS Fall Picnic is back! IHS Student Government and the IHS staff would like to welcome



all IHS students and their families to this festive occasion to be held on Thursday, September 20, from 5-7 PM at Alton Baker Park. This is an exciting chance to meet other parents, converse with teachers, and experience the community of International High School. Food, music, games, and good cheer will abound! The cost is \$12 per family or \$4 per individual; also please bring a store-bought dessert to share. Watch your mailbox for more details . . . and we hope to see you all on the 20th!

To ninth graders: Welcome to the class of 2005

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 6, 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 2001-2002 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: This course is divided into four quarters. For two quarters, students study the culture of the geography regions by examining artistic expression in art, music, crafts, drama, language, folklore, and dance. For one quarter each students study health topics and participate in physical education.

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.

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 three different teachers for Cultural Aesthetics, teaching art, music, film, drama, health, and 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 2001-2002

September 4	IHS Parent Steering Committee	South, library	7:00 PM
September 6	Classes for 9th graders only See Back-to-School packets for details on all three campuses		
September 7	Classes begin		
September 11	IHS Site Council	South, IHS wing	3:45 - 4:45 PM
September 20	IHS Picnic	Alton Baker Park	5:00 - 7:00 PM
September 21	IHS Opening Assembly	South, auditorium	
September 25	IB Information Night (for 11-12 parents)	Ed Center Auditorium	7:00 PM
October 4	South/IHS Open House	South Eugene High School	7:00 PM
October 5	Early Release	Progress Reports	
October 9	IHS Site Council	South, IHS wing	3:45 - 4:45 PM
October 12	No School	State Inservice	
October 16	IHS Parent Steering Committee	South, library	7:00 PM
October 18	Early Release	Parent Conferences Sheldon/	School Improvement
October 18	CHS/IHS Open House	Churchill High School	7:00 PM
October 19	Late Start for Churchill & South, No school for Sheldon	School Improvement	
October 19 PM	IB Registration and fees DUE (for 11-12 graders)	IHS offices	By 3:30
October 22	International Faire	Sheldon, cafeteria	7:00 PM
October 30	IHS General Parent Meeting (for families new to IHS)	Churchill, cafeteria	7:00 PM
November 2	Early Release	Mid-term Grading	
November 12	No School	Veterans Day	
November 13	IHS Site Council	South, IHS wing	3:45 - 4:45 PM
November 20	IHS Parent Steering Committee	South, library	7:00 PM
November 22-23	No School	Thanksgiving Vacation	

Oregon Humanities Center at the University of Oregon Ongoing Events

The Museum of Natural History will host an exhibit entitled "Sight and Insight: Oregon Scientific Illustrators Explore the Natural World. The exhibit will be open noon to 5 PM, Tuesday through Sunday, until December 23, 2001. \$2 donation requested. UO students and museum members free. For information, call 346-3024.

The Cultural Forum hosts an exhibit, Liquid Fire, their annual glass art show. Exhibit opens from 7 AM – 11:30 PM Mon – Fri, and 10 AM – 11:30 PM Sat-Sun in the Adell McMillan Art Gallery, Erb Memorial Union (EMU). For information call 346-4373.



Yes, our students have done it again! The results from the May 2001 IB testing came in over the summer, and they are certainly worth sharing! Of the 40 Diploma candidates who tested this past year, 88% earned the full IB Diploma, with an average test score of 5.22 out of 7, and an average diploma score of 32 out of 45 possible. In addition, of the 150 juniors and seniors who took exams, over 95% received passing scores in one or more areas. Congratulations to these students; we wish them much continued success.

- IB Information Night for 11-12 grade parents and students will be held September 25, 7 PM, at the 4J District Ed Center Auditorium.

Rebecca Bair, IB Coordinator & Teacher

Congratulations to our successful IB diploma and certificate candidates

IHS honors the following 2001 graduating seniors for earning their International Baccalaureate Diploma and Certificates:

International Baccalaureate Diploma

Cassandra Aanderud	Erin Elwood	Sarah McCaffrey	Elsbeth Reed
Ashley Alvarado	Sharma Fellows-	Laila Mirsepassi	Melinda Russial
Brendan Blandy	Rapoport	Maliheh Nakhai	Lindsay Schauer
William Bryson	Jessamyn Fleming	Leah Naylor-Watson	Chris Schreiber
Meghan Carr	Catherine Frakes	Benjamin Newcomb	Robert Schwieger
Thomas Ciesielski	Daniel Hagen	Jaime Paeschke	Kate Stephenson
Joel Clancey	Sarah Heacox	Jean Peng	Jake Weston
William Clayton	Michael Jackson	Justine Pierce	Rebecca Williams
Sarah Dotters-Katz	Tess Jensen	Emma Piper-Burket	Annalise Zosel-Johnson

International Baccalaureate Certificates

Devon Andersen	Beth Coddington	Corie Ingram	Rose Pergament
Matthew Banes	Erika Condos	Marques Johnson	Charles Phillips
Melissa Barker	Laurel Conley	Ashley Josephson	Abiel Reinhart
Sarah Bliss	Jeremy Copperman	Ross Kanaga	Ashlee Rodriguez
Luke Bloch	Sara Cowling	Shasta Kearns Moore	Brianne Sholian
Shoshana Bochner	Rosemary Cullander	Lindsey Kent	Christopher Sittner
Matthew Bradley	Shirah Dantone	Daniel Lichtenstein	Quinn Soifer
Alexis Brown-Liteanu	Jennifer Davis	Gentiana Loeffler	Matt Spilde
Lindsey Carlson	Jacob Dishion	Melissa Lorenzen	Nick Stevens
Leah Carnine	Joseph Dunham	Chad Marks-Fife	Laurel Stewart
Chelsea Cartlidge	Benjamin Farkas	Michael McHugh	Jacob Svendsen
Josephine Casey-Witte	Jessica Furlong	Heather Miner	Jacob Voorhees
Magaret Cho	Spencer Gwartney-Gibbs	Kristine Morich	Jim Voss
Patrick Clancey	Kristina Harmon	Marcus Oatman	Sara Votipka
Jennifer Clark	Jennifer Hull	Stephanie Payne	Ian Wang

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 including the International Faire in the fall and the Community Service Faire in the spring, 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. 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; implemented the International Faire and the Community Service Faire.

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 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 8:30 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
Becky Grose	South
Annette Gurdjian	Sheldon
Jill Hambly	Churchill
Bob Jackson	Sheldon
Robert Jacobs	Churchill
Judy Reyneke	Sheldon
Donna Scurlock	Sheldon
Mickie Segall	South

IHS Steering Committee

Meetings begin at 7:00 PM
dates and places are:

Sep 4	South Library
Oct 16	South Library
Nov 20	South Library
Jan 15	Churchill Career Center
Feb 19	Churchill Career Center
Mar 19	Churchill Career Center
Apr 16	Sheldon Library
May 21	Sheldon Library
June 11	Sheldon Library

Parent Representatives on the IHS Site Council

Amy Adams-Schauer	South
Bob Jackson	Sheldon
Annette Gurdjian	Sheldon

We need two IHS parents from Churchill and one from South to serve on our site council, as well as attend Parent Steering meetings. If you are interested, please call our convener Amy Adams-Schauer (work number 687-3425, home number 485-1945).

IHS Site Council

Meetings begin at 3:45 PM in
South's IHS wing:

September 11, October 9, November 13,
December 11, January 8, February 12, March
12, April 9, May 14, and June 11

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 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.
2. Senior Projects Evaluator*
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. 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.
4. Tutoring
Work with individual students on research and study skills.
5. IB Math Projects*
Evaluate approximately 20 IB math projects. Must be skilled in math through Pre-calculus and have teaching experience. Training available.
6. IB Science Projects*
Mentor students working on science projects, accompany field trips, or help evaluate projects.
7. Proctoring IB Exams
Help proctor IB examinations in May. 2-4 hour exams. Mornings or afternoons. May choose to proctor

Volunteer Opportunities continued

- one or more exams.
8. 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.
 9. International Travel and Study Faire*
IHS parents plan to sponsor a faire in the fall providing information about programs for travel and study abroad.
 10. IHS Picnic*
Help the IHS student government with the IHS September picnic.
 11. 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.
 12. 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.
 13. Textbook Processing
Card or bar code, stamp, and label new texts. Heavy demand in August; periodic demand during the year.
 14. Site Council Recorder
A parent volunteer to act as recorder for our monthly Site Council meetings. These are 3:45-4:45 on the second Tuesdays of the month at South in the IHS wing. Short-hand skills helpful. A good way to learn the decision-making process and the goals, issues, and concerns of our school.
 15. 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
 16. 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.
 17. 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.
 18. Senior Project - Technical Advisor
Beginning second semester of junior year, our IHS students embark on in-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.

* 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 | 11. _____ Grade Level Help __9__10__11__12 |
| 2. _____ Senior Project Evaluator | 12. _____ IHS Office Help |
| 3. _____ IHS Computer Lab at South | 13. _____ Textbook Processing |
| 4. _____ Tutoring | 14. _____ Site Council Recorder |
| 5. _____ IB Math Projects | 15. _____ Classroom Resource
Area(s) of expertise _____ |
| 6. _____ IB Science Projects | _____ |
| 7. _____ Proctoring IB Exams | 16. _____ Eugene Education Fund Liaison |
| 8. _____ Parent Steering Committee member | 17. _____ Career Center Help |
| 9. _____ International Travel and Study Faire | 18. _____ Senior Project - Technical Advisor
Area(s) of expertise _____ |
| 10. _____ IHS Picnic | _____ |

*****Correction*****

The Sophomore awards for students "Outstanding in All Subjects" published in our June newsletter was incorrect.

◇ IHS Sophomore Awards

Outstanding in all subjects

- | | | | |
|------------------|-----------------------|-----------------------|-------------------|
| Yusra Adi | Paige Ford | Elizabeth LaDu | Kim Slaughter |
| Danielle Batson | Ashley Friend-Kendall | Joe McCaffrey | Noah Strycker |
| Zack Brewer | Rita Ives | John Melia | Judith Sussman |
| Jade Brooks | Jenna Jeffrey | Chrissy Murphy | Emily Ann Ventura |
| Nathan Corliss | Jessica Jobanek | Keely Muscatell | Nicole White |
| Michael Davidson | Theo Johnson-Freyd | Meghan Ohmart | Quinn Wilhelmi |
| Diana Delgado | Meagan Kearney | Jessie Parsons-Taylor | |
| Grace Eickmeyer | Zack Knight | Kate Sheridan | |
| Leah Fischer | Lauren Kondak | Justin Sherrill | |

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: Diane Downey 687-3438 or 3171
Twelfth grade: Dale Sturdavant 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, Amy Adams-Schauer 687-3425
10, Jarvis Gomes 687-3425
11 - 12, Shannon Roseta 687-3425
Multicultural Affairs Coordinator and
Minority Counselor, Larry Williams 687-3425
Sheldon A - G, Tia Dubé 687-3623
H-N, Carey Beneke 687-3622
O-Z, TBA 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

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