



Student Challenges:

- ✈ 400% increase in undocumented minors in last two years (mostly from Honduras, El Salvador, and Guatemala).
- Students having to assimilate quickly to new country, new culture, new language, new education system.
- Majority of students living in new family situation (living with parents for first time in many years or at all, living with other relative and having left parents behind, etc.). Lack of support system outside of school.
- Struggling with peer pressure and social pressure to fit in, pressure to cross over cultural boundaries (for example, Arabic girls facing sexual pressure from Latin American students).
- Lack of basic needs resources (food, medical insurance and resources, housing).
- Lack of knowledge of city public transit for students AND parents (student missed school bus and rode around on Capital Metro for 7 hours). No knowledge of their community.
- Lack of health education (healthy relationships).
- Need for reconciliation, self-regulation skills.

School Challenges:

- Although IHS staff work hard to meet the emotional, social and mental health needs of the legal and non-legal refugee students, many of the students are victims of extreme trauma suffering from post-traumatic stress.
- Limited school and community resources available to address the extreme level of social, emotional & mental health needs.
- Lack of space to host outside agencies for counseling and group services.
- Lack of programs to assist with channeling emotions and inspiring creativity.
- Lack of afterschool transportation to EVERY student and variety of electives during school day.

Needs & Request to Community for Support:

- Very limited volunteers and mentors from community. Need for personnel to focus on recruitment.
- Community Agency Counseling Support to provide individual and small group counseling.
- Basic resources such as backpacks, supplies, holiday assistance, clothing, and bus passes.
- Wrap-around services to better meet the needs of all of our students and staff.

Brief report on refugees in AISD, and at International High School May 2015

Newly arriving refugee and asylee students between the ages of 14 – 17, and a handful of beginner ESL refugees who are 18, enroll at International High School as 9th graders.

By the nature of the definition of what is a refugee or asylee -- a person who is “unable or unwilling to return to his or her country of origin because of past persecution or a well-founded fear of persecution, based on the person's race, religion, nationality, membership in a particular social group, or political opinion” – the vast majority of refugee or asylee students arrive with a range of social emotional needs as a result of trauma. Additionally, because they and their families have experienced dislocation, the majority arrive with interrupted, insufficient, or sometimes no educational history.

As many of you know, Texas receives more refugees than any other state – about 10% of the total arriving in the US each year. Austin receives between 10 to 12% of the total arriving in Texas.

The total number of refugees enrolling in AISD has jumped by 50% over the last two years. Each year IHS enrolls between 55 and 70 refugee/asylee students. The high school aged students are overwhelmingly concentrated at IHS, while their younger siblings are scattered across many campuses. District wide, five years ago the population was dominated by Burmese of several different ethnicities. Over the last two years, Iraqis, also of several different ethnicities, have superseded the Burmese. Additionally, we have sizeable numbers of refugee and asylee students from Bhutan, Democratic Republic of Congo, Sudan, Cuba, and Afghanistan. We expect the numbers of Arabic speakers to continue to be high, with students from Syria added to the mix, as well as the numbers from Democratic Republic of Congo to climb to match them.

All of these students need “wrap around services” to recover from trauma and dislocation and to thrive and learn in a new environment

Refugee/Asylee enrollments in AISD 2011 - 2015

	2011-12	2012-13	2013-14	2014-15
Total # of new enrolled refugee students	172	204	313	284
Total # refugees enrolled at IHS	62	54	65	62

Refugees by country@IHS, May 2015

Burma	16
Iraq	14
Bhutan	7
Dem Republic of Congo	5
Sudan	4
Cuba	4
Afghanistan	3
Iran	3
Eritrea	1

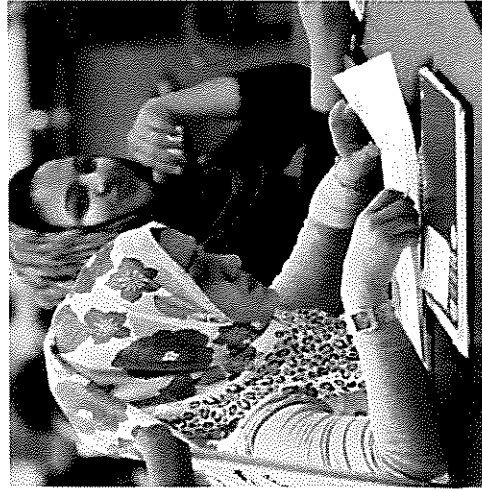
Asylees @IHS, May 2015	
Guatemala	2
Nepal	2

Courses

- ♦ English I & II
- ♦ Reading I & II
- ♦ ESOL I & II
- ♦ Algebra I
- ♦ Geometry
- ♦ Teen Leadership
- ♦ Integrated Physics & Chemistry
- ♦ Biology
- ♦ World Geography
- ♦ World History
- ♦ AP Art History
- ♦ Art I & II
- ♦ Drawing/ Sculpture
- ♦ Physical Education
- ♦ Health
- ♦ Spanish
- ♦ Band/Orchestra
- ♦ Choir
- ♦ Theatre Arts
- ♦ Soccer/ Football

Programs

- ♦ Social Emotional Learning (SEL) curriculum in Advisory classes
- ♦ Achieve 3000 Reading Program
- ♦ After School Tutoring in core subjects
- ♦ Social Services (Community resource referrals, Individual & Group Support, Community Volunteers & Mentors, etc.)



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(512) 414-6817

Hours: 8:00a.m.-4:45 p.m.

Telephone Numbers

Susan Galvan- Principal

414-6601

Fernando Rios- Assistant Principal

414-5825

Denise Norris- Project Specialist

414-5821

Audra Torres- Secretary

414-6601

Betsy Rodriguez- Registrar

414-5805

Rachel Granado- Attendance Specialist

414-6817

Oscar Garcia, PhD- Counselor

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Rosie Arredondo, LBSW-Social Worker

841-4657

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<http://archive.austinsisd.org/schools/website.phtml?id=129>

International High School

Celebrating 10 Years!

Newcomer

Campus



Mission Statement

The students of the International High School will develop the linguistic, cognitive, cultural, and collaborative skills necessary for success in high school, higher education, and the interdependent world.

Campus Vision

The International High School will provide a safe environment that supports and challenges all newcomer students to achieve their academic potential by seamlessly integrating language learning, academics, cultural activities and social services.

International High School offers superb enrichment, support programs and activities with highly qualified teachers and staff:

- ◆ Emphasis on core subjects
- ◆ Emphasis on higher level, critical thinking and problem solving skills
- ◆ Benchmark/ STAAR
- ◆ Use of technology (e.g. IPODS, IPADS)
- ◆ Flexible scheduling
- ◆ Individualized Academic Plans
- ◆ Emphasis on higher education
- ◆ Extra-curricular activities



Teacher	Subject	Email
Arasin, Melissa	English	Melissa.arasin@austlinisd.org
Hinz, Angela	English	ahinz@austlinisd.org
Townsend, Brenda	Reading	btownsen@austlinisd.org
Ramirez, Isela	English	Isela.ramirez@austlinisd.org
Johnson, Brian	English	Brian.johnson@austlinisd.org
Bina, Cameron	US History/ World Geog.	Cameron.bina@austlinisd.org
Posadas, Erick	AP Art Hist/ World Geog.	Erick.posadas@austlinisd.org
Alexander, Charles	Algebra 1	Charles.alexander@austlinisd.org
Shimray, Shary	Geometry	sshimray@austlinisd.org
Kim, Eugenie	Algebra	Eugenie.kim@austlinisd.org
Narvaez, Jorge	Algebra	Jorge.narvaez@austlinisd.org
Lee, Christina	Science	cklee@austlinisd.org
Rivera, Alex	Science	Alex.rivera@austlinisd.org
Demoss, Jessica	Science	Jessica.demoss@austlinisd.org
Fielder, Enriqueta	Spanish	Enriqueta.fielder@austlinisd.org
Schaez, Daniel	Art	Daniel.schaez@austlinisd.org
Frazer, Adam	P.E. / Health	Adam.frazer@austlinisd.org
Carrigan, Lianna	English	Lianna.carrigan@austlinisd.org
Love, Anna	Social Studies	Anna.love@austlinisd.org

Bell Schedule

Regular Bell Schedule

Period	Start	End
Advisory	9:00	9:25
1/5	9:30	11:00
Lunch	11:00	11:35
2/6	11:40	1:10
3/7	1:15	2:45
4/8	2:50	4:20

Late Start Bell Schedule

Period	Start	End
Advisory	10:15	10:25
5	10:30	11:45
Lunch	11:45	12:20
6	12:25	1:40
7	1:45	3:00
8	3:05	4:20

Additional Teaching Staff

Permanent Substitutes

- Hemstreet, Sarah
- McCray, Corine
- Teaching Assistant
- Castillo, Kendra

April, 20, 2015



What is one thing you wish I knew about you?

I wish My teacher knew I don't have nothink because I don't have money for buy something else cause I can't not wear nice shoes, dress and I don't have price because My mom only work so we don't enought money for buy something else that all I will tell my favorit teacher and I wish My teacher knew I love her so much and sometime I was so boring in class room because some students are noise, sleep, play so I can't learning a bout everything and then she will know My family is so poor and I have to cook, carry baby, wash dress, have clean room, have go H.E.B and My Body is many problem have in that all my teacher know a bout that because I tell all a bout hard thing.

April 21, 2015

What is one thing you wish I knew about you?

⇒ Most of people in the world want to express their feelings to someone else. ~~But~~ Some would express and be free from their hurt heart but some could not express their feelings and be over hang on their mind. Due to their over tense, they got ~~met~~ mental problem. I wish my teacher knew that how much I was sad when my parents ~~leave~~ ^{let} me at hostel and went to another city. At first I was happy to there but later when they went I felt really bad. Even though we all in that hostel had our parents, we are like a orphanage. As sharing / expressing our feelings to other did not

make our sad thing forget
but it makes more relief
to our heart for some
times. It makes happy in
our heart.

Do you know why they left you?

⇒ No I don't know exactly
but maybe we didn't have
much money to read. And
my father had to come to
U.S. for work. And my mother
cannot handle us.

