

ICS COMPENDIUM

NEWS FROM THE INTERNATIONAL COMMUNITY SCHOOL PARENT ASSOCIATION

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"...our small size enables us to do fun things that a larger school wouldn't be able to, such as class trips and Focus Week."

—Mara Poliak

ICS Students Paint, Putt, Ponder, Purée and More in Focus Week Activities

Each year, Focus Week brings ICS students a chance to explore an intriguing subject outside of the usual setting of classroom, studio, lab, or gym. Whether their interests take them to Costa Rica or Gettysburg, the golf course or the kitchen, under the hood or around the neighborhood, students, teachers, and parent volunteers gain insights and skills while enjoying a memorable adventure. Here are some highlights from the Focus Week front.



Seattle International Film Festival

A variety of outstanding films, spirited discussion, ethnic dining, and beautiful weather were among the many pleasures of the Seattle International Film Festival. Mr. Pizutto and Mr. Plank, along with a



Time for lunch at the Seattle International Film Festival.

large mixed-grade group of students and numerous parent volunteers, viewed *Himalaya: L'Enfance d'un Chef* (France), *Memento* (U.K.), *The Circle* (Iran), *The Gleaners and I* (France), *Brother* (Japan/U.S.A.), *Bread and Tulips* (Italy), and *Sentimental Destiny* (France).



Gearing up for the ropes course on the Rogue River.

Ashland/Rogue River Tour

Mr. Over, along with parent chaperones Nancy Beach, Marie Manuchehri, Dinah Aldrich,

Brian Byrstrom, Randy Rutledge, Bob Low, and Rosie Winters (all of whose camaraderie was much appreciated), lead twenty-three students to Ashland, Oregon and the Rogue River. There, they enjoyed the magic of the theatre and the great outdoors. While cruising the Rogue River in a jet boat, the students saw Hellgate Canyon, ospreys feeding their young, and a very large beaver dam. They also reflected on the Rogue's history. They discussed the conflicts over its use and protection, and how it served as the setting for Ken Kesey's anti-union novel *Sometimes a Great Notion* as well as many Hollywood movies. At Grant's Pass, the group donned full wet suits, life jackets, and helmets and took ropes, river safety, and rescue and crossing courses lead by the Adventure Center. Using their newfound skills, the students "rescued" Mr. Over and each other numerous times. They toured Ashland and Lithia Park, and, in Ashland, attended two plays, *Enter the Guardsman* and *Life is a Dream*, in addition to enjoying a backstage tour of the Elizabethan Theatre.



Waiting for the train in Ashland.

Marine Biology and Sailing

Mr. McFaul, chaperone Barb Cahoon, and the professional crew of the *Carlyn*, sailed the waters of Puget Sound with twenty-three ICS students. Prior to embarking on their journey, the students met twice to plan meals, determine the scientific hypotheses



The crew of the *Carlyn*.

they would be studying, and divide into two boat watches. During their eventful week, the student crew learned sailing techniques, basic navigation, and knot tying. They also gathered water and plant samples, studied them, and recorded their findings. There were many highlights on ship and in port, including spotting deer, porpoises and otters; sleeping on the boat; setting the sails; telling tales round the campfire; and gathering scientific data with a Neuston net, Niskin bottle, and Secchi disc. By far the biggest thrill, however, was when the students circumnavigated Blake Island all by themselves, arriving at Duamish Head exactly at their appointed hour.



Students gathered plankton and water samples.

Art

Ms. Weden and Ms. Comeau lead thirty-four students in a variety of activities with a focus on art. The group began the week by designing and painting art idea sketchbook covers, then assembling the books. With books in tow, they explored the many galleries of Kirkland, enjoying two pleasant lunches out. The group learned the useful and cost-saving skill of making their own canvases, first stretching the canvas on stretcher bars, then nailing the fabric to wooden frames. They also learned the fundamentals of oil painting, including extensive color mixing and cleaning up. They tried out their new painting skills on the canvases they had made as well as on black canvas panels. The week ended on a festive note with a barbecue.

Learning to Golf

Dr. Saari, twenty-four students, and a number of parent volunteers gathered at Kent's Riverbend Golf Complex, where they honed their putting skills and perfected their swings. The students spent three days working with golf pros, though one student claimed that "Dr. Saari

knows more than the pros do." Each student was required to do 5,000 practice swings before the class. With gorgeous weather and a spectacular view of Mt. Rainier, they learned the rudiments of the sport, rotating between the driving range, and putting and chipping work. On the final day, several students completed an entire 18-hole course, some nine, and some par three. For those interested in pursuing the sport, Riverbend has an outstanding summer junior program.

Exploring Cooking and Culinary the Arts

Mr. Ivy's goal for this course was that students discover that cooking is fun. After five days that took them—literally—from farm to table,



Mixing it up at Lisa Dupar's Catering.



Caption

twenty-three students and twelve parent volunteers reached that desired conclusion. The students gathered herbs at the Fall City Farm and explored agricultural fundamentals at the Full Circle Farm in Carnation. They toured the Four Seasons Hotel with ICS dad, Charles Rider, catered their own Beach Blanket Bingo party with caterer Lisa Dupar, and continued to examine the culinary arts with NuCulinary's Naomi W. Kakiuchi and Larry's Market's Camille Rohani. Among the dishes they created, served, and enjoyed were sour berry blast punch, Mediterranean roasted chicken, Napa iceberg salad with tomato mint dressing, spring vegetables with shrimp, and homemade boysenberry ice cream in homemade waffle cones.

Car Repair

Twenty-three students, along with Mrs. Sullivan, learned the rudiments of car maintenance and repair from Lake Washington Voc-Tech teacher, Russel Perman. The course, which included hands-on activities, lectures, and field trips, emphasized safety and preventative care. Students learned how to change a tire, gauge tire pressure, check fluid levels, install snow chains, measure tire wear, and perform an oil change. They became familiar with the names of automobile parts and explored differences in fuel types. During a tour of Kirkland Toyota, they also examined a new hybrid car, the Prius. The skills they gained will help them buy the best car for their needs and keep it in excellent repair.

Gettysburg

Thirty-nine students, accompanied by Mr. King, Mr. Rayder, and chaperones Susan Fey, Debbie Erman, Ken Young, and Val Scalzo, relived the civil war at the site of one of its most famous battles: Gettysburg, Pennsylvania. Hiking and riding horses through the battlefield, the students explored details of the conflict with the help of their very knowledgeable teachers and volunteer chaperones. In addition, they toured the historic



Visiting with Civil War re-enactor.

town of Gettysburg, sketched town and battlefield, talked with Civil War re-enactors, and examined the perspectives of soldiers on both sides through letters, diary notes, and stories. Gettysburg's Memorial Day Celebration, one of the nation's oldest, provided the perfect occasion for reflecting on the courage of those that fought and died for their country. Each of the students was required to read *The Killer Angels*, watch the movie *Gettysburg*, and take a test to ensure a solid foundation of knowledge before leaving for Pennsylvania.



At the site of the Battle of Gettysburg.

Special Focus: Ecoteach Tour of Costa Rica

Mr. Heil and Ms. Di-Tolla and their respective spouses, Anne (a biologist and educator) and Alejandro (a businessman and native Peruvian), escorted thirty-four ICS students on an unforgettable adventure in Costa Rica. With at least three years of both Spanish and science under their belts, the students were well prepared to explore the culture and natural setting of their destination.

The group lived on a turtle reserve with no electricity, but ample supplies of fresh tropical fruit and juices. They patrolled the Caribbean beach at night to protect nesting sea turtles, collecting eggs as they were laid, and moving them to safety in a nearby hatchery. As they worked to create a new hatchery, the students quenched their thirst with fresh coconut milk supplied by the coconut palms that dangled overhead. They hiked to an isolated indigenous village, where they met Bri Bri students and their parents, played soccer, learned to build a hut using palm leaves and bamboo, and feasted on cacao (the principal ingredient in chocolate) and sugar cane.

Among the other sites they visited were a butterfly farm, a hot springs, a sloth rehabilitation center, and, in Fortuna, a vocational high school. And amidst all that activity, they still found time to dance salsa y cumbia, body surf, and watch the majestic Arenal volcano erupt against the evening sky.

An adventure, such as the one experienced by the students, can leave a lasting impression. Some of the students plan to include their work at the turtle center in their senior projects. Others hope to raise funds to help continue the important work done at the center and explore ways to curtail the environmental damage inflicted by the banana industry. All of the students learned that it is possible to live with less, eat unusual foods, coexist with a variety of insects, work really hard, and have the time of your life.



Students still had energy for dancing in La Fortuna.



Creating a new hatchery was hot, thirsty work, but very rewarding.



Andrew Ivy: A life of teaching and truckin'

Andrew Ivy, ICS international studies teacher, was born in Springfield, OR in 1957, the youngest of five children. When he was nine months old, the Ivy family moved to Carus, OR, a small town in a rural area, just south of Portland. There, they maintained a "gentleman's farm" (Andrew's father was a teacher), with a few head of cattle and an 80-acre plum orchard.

As a child, Andrew was allowed to explore the natural world as he pleased, collecting frogs, watching insects, and wandering the woods. Andrew feels that the freewheeling style of his early explorations presaged his career as a teacher. As Andrew explained it, "I'm a better teacher when I'm learning new stuff."

As a teenager, Andrew loved sports and was an athlete, playing on his high school's basketball, football, and golf teams. He enjoyed math and history and was especially interested in the settlement of the western U.S. Like most teenagers, he loved popular music and has many pleasant memories of picking berries while listening to a radio blaring the Rolling Stones, The Who, and even The Monkees.

During a three-year hiatus between high school graduation and college, Andrew joined the working world, and as he puts it, "tried to find myself." It was at then that he became a fan of The Grateful Dead. He still is, with twenty-two concerts to his credit. "I loved their music, but it was the whole scene that really appealed to me. There was such a feeling of joy about it."

Of the approximately two hundred students in his high school graduating class, only around twenty went on to college. Andrew was among them, earning B.A. degrees in history and theater from the University of Oregon in 1983.

After graduation, Andrew's explorations took him to Washington, D.C. where he interned for Virginia Congressman Norman Sissisky and worked in the Library of Congress. There he had ample opportunity to experience not only a major city, but a Mecca for any student of American history and government. Andrew lived in D.C. for two-and-a-half years, during that time marrying his college sweetheart, Martha.

After getting married, the young couple sold most of their possessions, hopped a \$99 flight to Europe, and spent five months exploring the continent. They returned to the states during the Statue of Liberty's centennial celebration in 1986.

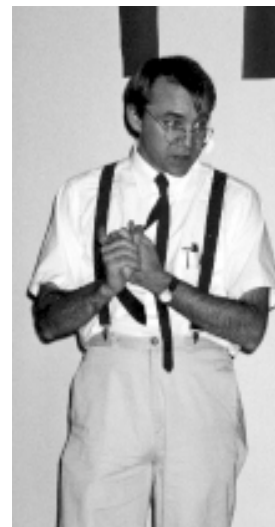
After a stint in Los Angeles, where Andrew worked as a stringer for the *L.A. Times* and at the sports desk at Loyola Marymount University, Andrew and Martha moved to Seattle and bought a home in Ravenna. Andrew managed a bookstore and did graduate work at Western Washington University, completing fieldwork in history on agricultural practices in the Pacific Northwest and in colonial Latin

America. His research in the former area focused on Japanese Americans who were able to lease farmlands from the Yakima Indians when U.S. laws prevented them from leasing lands owned by non-Indians.

Andrew completed his studies at the University of Washington in 1995, where he was awarded an M.A. in education, with teaching certificates in both history and drama.

His first teaching job was at Meadowdale High School in Lynwood, where he taught government and world history, and coached golf. Over that summer, Andrew was recruited by Dr. Bruce Saari to teach at a brand new "choice" school: ICS. Andrew, Bruce, and fellow recruit, John Heil, helped lay the foundation for the fledgling school. As Andrew put it "Every day, you had to make it up as you went along, which was very exciting."

Today, Andrew teaches international studies, levels I, II, and IV. As the only level II teacher, Andrew is the faculty advisor for all



Mr. Ivy in his Halloween "nerd" costume.

"History Day" projects. Working one-on-one with students, calling libraries, tracking down primary sources, helping them from first draft or cut to polished, fully annotated final presentation are all part of the process. Andrew finds it taxing and certainly time consuming, but satisfying.

At home in Issaquah, Andrew is father to Alexandra, six, and Blair, three. His wife Martha is a teacher at McAuliffe Elementary School. Andrew remains "a country boy at heart" and the Ivy family certainly loves to camp. "One of my great releases in the summer," says Andrew, "the only thing that comes close to the Dead concerts of

old, is when we take over a campground with my buddies and have these all-day, week-long croquet marathon death matches". Yet another release is golf; Andrew hopes to get his girls started on the sport this summer. He also enjoys relaxing with The History Channel, The Discovery Channel, "The West Wing," and the occasional Mariners' game. The Ivy's are currently without a pet, having just lost Lola, Andrew's dog of thirteen years.

When asked to describe what differentiates ICS from other schools, Andrew replied, "Here I work with difficult material. I go places with my students that might be impossible at another school. I ask them to think, explain, and think some more. We work hard and I'm proud of that."

This year's "Bite of ICS" was an example of what makes the ICS community unique. "There was the kind of joy here that night, similar to what I often experienced at Grateful Dead concerts... the kind of joy that helps you shoulder the burdens."

MEET THE STAFF

John Heil: At home in lab and classroom

ICS physics and chemistry teacher, John Heil was born in Framingham, Massachusetts on Halloween night, 1953. His family lived in several small towns within commuting distance of Boston, before settling in Marshfield, Massachusetts, on the south shore, around ten miles north of Plymouth. As a youngster, Mr. Heil spent most of his spare time at the beach with friends, exploring, swimming, even surfing, when storms made it interesting.

During his teenage years, Mr. Heil read a lot of science fiction. He also played tennis and sandlot baseball. And he enjoyed listening to The Beatles, The Who, Crosby, Stills, Nash, & Young, Jimi Hendrix, and The Grateful Dead.

Given the many happy hours Mr. Heil spent in or near the ocean, it's not surprising that his childhood hero was the marine biologist Jacques Cousteau. Determined to follow in his hero's footsteps, Mr. Heil asked a friend, who was director of the nearby Clapp Marine Laboratory, where he could find a good undergraduate program in marine biology. His friend urged him to take a more general science degree first. Mr. Heil followed his advice, earning a B.S. degree in organic chemistry from the Worcester Polytechnic Institute (WPI). While at WPI, Mr. Heil completed a student research project at Clapp, monitoring the effects of thermal effluent from nearby nuclear power plants on a local species of oyster, *crassostrea virginica*.



Mr. Heil applied to several graduate programs, but chose San Diego State because they offered him a teaching assistantship. He was later accepted into a joint doctoral program at the University of California at San Diego and took courses there as well.

While at San Diego State, Mr. Heil met his wife, Anne, who was an undergraduate student in biology. Rather than completing his PhD, Mr. Heil took an M.S. in biochemistry and entered the working world as a research scientist at the renowned Salk Institute. Mr. Heil joined the Institute's Peptide Biology Group, where he worked with a team of biochemists and medical doctors on an NIH-funded study on the effects of brain chemistry on growth as well as the biochemistry of stress. For three years, Mr. Heil worked very long hours on ground-breaking research, as his team attempted to isolate the signal chemicals that initiate the body's response to stress or that trigger growth. With the birth of his son, Misha, however, he felt it was time to seek a better balance between work and family life.

During that period it had also occurred to him that if he contin-

ued with his present line of work he would "get really good at very small things." Anne, who was by then a Montessori teacher, suggested teaching, so the young family moved to Atlanta, where Mr. Heil's parents lived. Mr. Heil returned to college to earn a teaching certificate at West Georgia State College, while teaching at a public high school in Atlanta. The Heils lived in Atlanta until four years ago, when they followed their son to the Seattle area. While living in Bellevue with friends, Misha had attended the Bellevue International School, where his favorite teacher was Dr. Bruce Saari. When the Heils arrived and began applying for teaching jobs, Mr. Heil heard about a new school coming together under the direction of Dr. Saari. He applied for a teaching post, was hired, and the two men, along with Mr. Ivy, became the International Community School's founding fathers.

Mr. Heil describes the first couple of years as "wonderful and difficult." ICS's first lab consisted of nothing but a sink and some water. "So we focused on the environment of the Puget Sound region. We did plant keying around ICS as well as studying the ecosystem of the area." In the past four years, the science program has come a long way. This year it has included earth sciences (taught by Mr. McFaul) as well as physics and chemistry. Next year, Mr. Heil will again teach physics and chemistry, plus A.P. physics.

Mr. Heil describes his courses as "project-oriented." This year, his physics students designed water rockets in order to examine aspects of propulsion, such as momentum, air resistance, and center of mass, while making the not-always-smooth progression from design on paper to working rocket. As a part of their studies of acoustical theory, his students are currently designing and building musical instruments. Their TI-83+ calculators are indispensable in gathering real-time data (using thermometers, microphones, and probes that can be linked to the TI-83+), analyzing the data, then building models based on the data. For example, his students recently used their calculators and microphones to record then analyze the sound of the school bell, building mathematical models to determine, among other things, its frequency.

When asked how he knows when he's reached a student, Mr. Heil replied that "They are not afraid to ask questions." He is particularly gratified by how empowered his students feel as they start to comprehend the lessons of science. "I had one student come back and tell me that my classes had taught her to think. Another told me that what she had learned about electricity made it possible for her to repair the outboard motor on her uncle's boat during a fishing trip."

When Mr. Heil describes ICS to friends, he tells them "We don't have a football program, for example—but we have ways of interacting that are different because of how small we are. A number of my students are ones I've had for three years... Everyone who comes here is amazed at how engaged, curious, and cooperative the students are."

**MEET
THE
STAFF**

ICS a test site for Texas Instruments network prototype

ICS is one of just 20 schools in the nation to serve as a test site for a prototype wireless calculator network system provided by Texas Instruments.

ICS science teacher John Heil was developing materials and preparing guidelines for teachers on how to use handheld and computer technology to gather and model data in the classroom, when he first heard about an early system prototype.

"Texas Instruments wanted to take a wireless prototype to classrooms," explains Mr. Heil. "I asked to have ICS included in the pilot program which would integrate math and science applications. This technology expands the capabilities of the calculator from a stand-alone tool to one with collaborative possibilities."

The system works in the following way: ICS students' TI-83+ calculators are connected to hubs that are wirelessly linked with a concentrator gateway; they then communicate via the Internet with the Texas Instruments server in Dallas. Each school has its own Web page on the TI site, where teachers can post their classroom lessons. This allows the student calculators to communicate with each other with the teacher directing that interaction.

"Technology for its own sake is not the objective," Heil notes. Using the TI network system, students can be involved in large-scale collaborative projects in which each person can contribute his or her own experimental results or analysis. In addition, students can see the results of their efforts immediately.

The pilot program also enables classes at ICS to share data with each other and with classes in other schools. In essence, it creates a teacher-controlled wireless intranet within the class which has the potential of being a very powerful communication tool.

In testing this new system at ICS, Texas Instruments will gain valuable feedback about its classroom applications and the changes in teacher-student interactions it generates. TI also hopes to solicit from participating schools suggestions for software and hardware modifications, before they roll out the system to schools across the country in the fall.

In addition to getting Texas Instruments to choose ICS as a test site, Mr. Heil, who is a T³ (Teachers Teaching with Technology) instructor, was able to use enrichment funds provided by the PTSA to provide yet another educational tool. "We bought TI Interactive software for the computer lab. The program includes word processing, a Web browser, spreadsheet, and data editor. The software allows students to import data from the Web or classroom experiments to their graphing calculators, and then analyze and model the information. The end result is a written product that efficiently communicates the results of students' research."

Intramural Sports

As we all know, all work and no play makes for a dull student. To begin rounding out the educational experience at ICS, the intramural sports program was created by the students during a meeting with Cindy Duenas last fall. Geneva Stein suggested the program to Cindy, got it approved and then did a survey of all the students to see what they were most interested in. Basketball and soccer proved most popular, while there is also interest in touch football, volleyball and softball. The idea is to have co-ed teams, with mixed ages, and mixed playing abilities in a fairly non-competitive environment, so students will get to spend time together, have fun and improve skills, with more experienced players helping newer players. It is hoped that this will be a fun way for students

to get their required PE credits. Basketball began in February and continued for 8 weeks. Over 60 students participated, divided into 6 teams.

They practiced weekly and played games on Saturday mornings. Students reported having a great time! The final "playoffs" were exciting and well matched ... all three games were so close that the winner was only determined in the final moments of play. A party followed the last game with pizza for all and gifts for the dedicated coaches. As a spin off



from this program, a number of ICS students are creating a three-on-three basketball tournament that will be held weekly at the school. It is being organized and run by the students themselves with student

refs. The intramural soccer season started on April 9 and continued through June 9. Over 80 students are participating on 6 teams. Next year, all five sports will be offered, most likely in consecutive 8 week "seasons". Many thanks to the students, parents, teachers and administrators who put in their time to make this a reality!

Strategies for Raising Alcohol & Drug Free Children

Elizabeth Pantley

Studies on drug prevention have revealed some interesting facts:

- School drug prevention programs increase students' knowledge about alcohol and other drugs, but don't prevent students from using them.
- The behavior of parents is more important in helping students resist the use of alcohol and drugs than learning to resist peer pressure.

Children most at risk to use alcohol and other drugs:

- have a great deal of unsupervised free time;
- spend free time "hanging out" with peers,
- have family histories of alcohol or other drug use;
- lack close ties with parents;
- have inconsistent discipline at home;
- have parents who are rarely involved in their school activities;
- lack a sense of purpose or direction

Children least at risk to use alcohol and other drugs:

- have warm, affectionate ties with parents;
- have strong bonds with family and school;
- receive praise for good behavior as well as punishment for breaking rules;
- have parents who spend time with them in school and other activities;
- receive guidance in developing social skills and a strong self-concept.

What We Can Do

You can do a lot to help lower the risk of your kids using alcohol and other drugs because most risks involve the family. You can reduce the risks by following the "Five C's" of effective discipline:

- 1. CLARITY:** *Be clear when you set rights, rules and limits* Don't assume your children know the rules. Be sure they understand why the rules are being made. You can even involve them in making the rules.
- 2. CONSISTENCY:** *Be consistent in enforcing rules.* Stick to the consequence that has been established for a broken rule. Be flexible—as your children grow they are ready for expanded rights and changes in rules and limits.
- 3. COMMUNICATION:** *Talk, talk, talk.* Encourage your children to talk with you about their feelings and needs, including the need for help.
- 4. CARING:** *Carry out discipline without anger.* Criticize the action, not the child. When a rule is broken, stay calm and follow through.
- 5. CREATE** *a sense of social responsibility in your children.* Expect moral behavior, like honesty and fairness.

Be A Positive Role Model

- You are your children's most important role model.
- Demonstrate your own sense of self-respect and self-esteem.
- Be cautious about how you use alcohol and medicines. Show how you can deal with mild pain or tension without them. Avoid using excuses for drinking like "a rough day."
- Show that you value independence - that you don't have to "follow the crowd."
- Never serve alcohol to children, not even beer.
- If you have stress or conflict in your life, talk about it honestly with your children. They need to know that struggles are a natural and normal part of life.
- Show that you love and value each member of the family and that spending time together is something you look forward to.
- If you are trying to change something in your own behavior-like quitting smoking or losing weight-talk about it openly and honestly. Let your children know that making changes isn't easy.

**TIPS
FOR
PARENTS**

Build Strong Bonds to Family and School

- Show a sincere interest in your children's schoolwork. Help your children set realistic goals, giving them challenges but avoiding too much pressure.
- Give each child specific chores and responsibilities around the house.
- Praise your children for their efforts. Don't demand that they always be the best.
- Be a good listener for your children. Offer encouragement for them to talk and ask questions.
- Show affection often. Don't assume your children know they are loved; a word, a look, or a hug can make a big difference.
- Know your children's friends and their friends' parents.
- Be involved in your children's activities. If you can't, make sure those activities are well supervised.
- Develop your children's sense of well-being. Encourage them to be active, both physically and mentally.
- Spend time alone with each child - go shopping, play a game, or take a walk. Do things together as a family.
- Help your children learn skills in decision making and problem-solving.
- Support programs for children in the school and the community. Give your time as a volunteer. Attend functions at school to show your interest.

Music Ensemble Exceeds First-Year Expectations

The first year of the Music Ensemble at ICS has been a terrific success! This after-school music enrichment program allows students of varying abilities to play different genres of music together in large and small groups. The last evening concert of the school year will be on June 20.

Next year, the music program will continue to use the fun, discipline and teamwork associated with music to help create well-rounded individuals. Our music director, Michael Chapin, keeps on finding new places for the kids to perform, and next year will be no exception.

The music program runs two sessions per year: one from September to January, and the other from February to June. Both sessions meet on Tuesdays and Thursdays right after school. Most any instrument can be worked into the music program! For more information on how to join the Music Ensemble, or for a name of a private music teacher, please call Claudia Petursson at 822-2451.

Primitive Art Show



Ms. Weden's seventh grade students displayed "primitive" art, including sculpture, painting, and drawings at an ICS show in May.

ICS COMPENDIUM

ICS Parent Association: 425-654-3450 ICS School Office: 425-889-6880

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