



The Comet

The Newsletter of K. International School Tokyo

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➡ In this issue...

- ▶02, 03...Welcome to New Staff
- ▶03...Travel During the Winter Holidays
- ▶04...Message from the Board President
- ▶05...IB Diploma Results—July 2020
- ▶06...Early Childhood News
- ▶07...Elementary Student Care
- ▶09...KIPS News
- ▶12...Sustainable Superheroes
- ▶13...Athletics Update
- ▶15...Reducing Waste
- ▶16...Nurse's Notes
- ▶18...University Acceptances

"No act of kindness, however small, is ever wasted."
—Aesop

From the Head of School

Dear KIST Community Members,

Welcome back to another school year at K. International School Tokyo! The 2019–20 school year was not your typical school year, and was certainly not what I expected in my first year as Head of School at KIST. Over the past 6 months we have had to rethink how we teach, how our students learn, how we communicate, and how we keep ourselves, our families, and our communities safe.



As a member school of an organization that connects many of the international schools in Japan, I am connected with administrators from many schools. As Heads of Schools, we normally meet a few times a year to share policies and discuss topics related to international education in Japan. From February of this year we began to meet virtually twice a week. A few days ago, during an online meeting, we all shared not only how our new school years were beginning, but how we were feeling and why. Some of the emotions shared by these excellent and dedicated educational leaders, who are usually known for their never-ending energy and positivity, expressed feelings of being overwhelmed, exhausted, mentally drained, and apprehensive. Reasons they gave to explain their feelings included the uncertainty of this situation, its unpredictability, the lack of control, and the responsibility to keep their school communities safe.

Emotions such as these are certainly not limited to the field of education. As a matter of fact, we likely have it easy compared to other industries that have been devastated by this pandemic. I began to consider the emotional toll this pandemic could be having on our students and their families. Change is not always easy, and we have had to adjust and adapt to more drastic change in the last six months than many of us have had to in years or even decades. We've had to change our daily routines and adapt to new ways of working and learning. We've had to alter or even miss significant life events. At the beginning of May, our Grade 5 students presented their Exhibition online, and then celebrated their PYP completion ceremony virtually in June. Many of our recent graduates have had their university plans disrupted or even cancelled. A member of our teaching team, who recently completed a master's degree, will likely need to miss his graduation.

What I would like to stress is that we still do not know how this pandemic is going to affect our children emotionally. Some children openly express their worries and anxieties, and some children keep them to themselves.

Continued on next page

DATES TO REMEMBER



September 2020

- 21 School holiday
- 22 Staff development day (No school for students)
- 24 (S) MYP information session for G6 and new parents
- 28-29 School photographs
- 29 (E) PYP information session for new parents
- 30-Oct 2 (G9) Camp (*Tentative)

October 2020

- 1 (G5) Day camp (*Tentative)
- 3 SAT@KIST
- 12 2021-2022 enrollment applications open
- 14 (G10) PSAT tests
- 24 Last day of quarter 1
- 24 Whole school event day [Cancelled!]
- 24 Explanation Day (for prospective parents) (see p. 8) [Date changed!]

November 2020

- 2 School resumes for all students
- 3 School day
- 9-10 (G7) Camp (*Tentative)
- 11-12 (G2-G8) English writing diagnostic testing
- 13 Quarter 1 progress reports issued
- 14 (G6-G11) MUN Scrimmage (@KIST) (*Tentative)
- 18 (E) PYP information session
- 23 (W) Parent/Teacher/Student interviews



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I think it is important that we are aware and understand that our children will have different emotional responses to the recent changes in their lives. It is essential that they know that we are there to support them. As a community, it is also important that we support each other.

As I am writing this, I have just looked out my office window. It is a beautiful sunny day. Our students are happily playing with their classmates under the bright blue sky (while wearing masks of course!). This view from my window reminds me that while it is easy to get caught up in the concerns surrounding us, it is important that we take in all the wonderful things going on around us as well. It is a beautiful day, our children

are happily learning, and there will be countless beautiful days to come! There is plenty to be thankful for!

Warm regards,

Kevin Yoshihara Ed. D.
Head of School/Elementary School
Principal



Welcome to New Staff

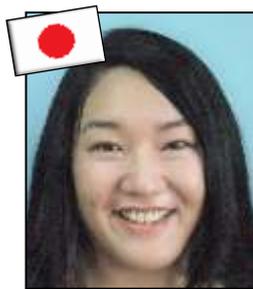


We would like to introduce you to our new staff for 2020–21. Please join us in welcoming them to KIST!

Teachers



Julian Buck
Elementary PE
(G2–G6)



Marina Buck Tsurugai
Secondary
Mathematics



Hannah Cowie
Secondary
Geography



Andrew DiBella
Secondary
Visual Arts



Fernanda Guzman
Classroom Teacher
G2B



Ryusuke Hirai
Secondary
Japanese



Madeline Horan
Secondary
English



Thomas Hughes
Secondary
Mathematics



Mia Newman
Secondary
Science/ESS



Judith Peel
Secondary
Science/Chemistry



Connor Smith
Secondary
Music



Naomi Tawiah
Secondary
Mathematics



Chiaki Tomita
Secondary
Japanese



Yuqi Zhao
Secondary
Mathematics

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Instructional Support Staff



Patricia Aldana
ELS Instructor
G5



Priyanka BP
Teaching Assistant
K2A



Alishba Butt
ELS Instructor
G1A



Katharine Forbes
Teaching Assistant
K2B



Naoki Fukushima
Teacher-Trainee
Secondary Japanese



Jaydine Hastings
Teaching Assistant
K3B



Trevor Root
Teaching Assistant
K2B



George Rowlands
Teaching Assistant
G1A



Devin Takahashi
Teaching Assistant
K3A



Sophie Taylor
ELS Instructor
G4

Travel During the Winter Holidays

During a normal school year, with the absence of global disruptions like the COVID-19 pandemic, the winter vacation offers a wonderful opportunity for travel. Currently, it is still very difficult to predict what travel restrictions and self-quarantine expectations will be in place this December/January. Now that travel restrictions have eased a little compared to last summer, some families may be considering overseas travel this winter vacation. Before making your winter vacation plans, please consider that it may be necessary to self-quarantine for 14 days upon return to Japan.



In the event that your child must self-quarantine for two weeks due to voluntary travel, it is important that all families understand that we will not be able to provide distance learning. While it may be possible for us to provide some resources for your child to complete independently at home, this would differ significantly from the distance learning plan we implemented from March to June. Please keep this in mind as you begin to consider your winter vacation plans.

Kevin Yoshihara Ed. D.
Head of School

Want to see more photos and read stories about KIST students' achievements and activities before the next Comet?

KIST Social Media

follow us for updates!

ig: k.international.school.tokyo
fb: k.internationalschooltokyo
tw: KIST1997

Message from the Board President

To those returning after the summer holiday, welcome back! And to those who are new to the school community, welcome to KIST!

At the beginning of each school year, I am always excited to welcome our students back to school, but I have never felt more hopeful and excited than at the beginning of this school year. I was so moved to see the children's smiling faces as they were finally able to return to campus safely, and my heart felt so full as I noticed how much they had grown in the time since they were last at school. The past half year as we all coped with the hardships and unusual circumstances brought about by COVID-19 was difficult, and unfortunately, it seems like it will be some time until we are able to return to our normal lives. We thank you for your understanding during these unprecedented times, and ask for the continued cooperation of parents, students and staff to help keep our community safe. We will continue to enforce a high standard of COVID-19 prevention measures and reassess our safety policies to reflect the ever-changing situation in order to ensure that students are able to safely continue receiving in-person education. We apologize for the inconvenience these measures may cause, but ask for your understanding and support in helping us to maintain a safe learning environment for your children.

Accomplishing our mission

The core of KIST's mission is to "provide (...) a high-quality education (...) in order to develop competent, academic and compassionate individuals who make meaningful contributions to our global community." KIST's Board of Directors first set this mission from the 2013 school year and, with the aim of becoming a school with the highest-level academics, began an educational reform. In 2018, we further elaborated on this goal by setting "K. International School Tokyo seeks for all learners to demonstrate excellence in academics, compassion for others, and a commitment to making the world a better, more peaceful place," as our vision.

As our Board Vice President and Associate Head of School Mrs. Komaki expressed in E-Communications No. 7, the reason we have chosen the International Baccalaureate's Diploma Program (IBDP) for the final two years of the educational programming at KIST is because its curriculum develops the research skills, as well as the critical, analytical and logical thinking skills that lay the foundation for success in university and our ever-changing global society; focuses on strengthening communication skills through writing, presenting, debating, etc.; imparts high-level knowledge to prepare students for success in the future studies and careers; and emphasizes the importance of a volunteering spirit by providing opportunities for involvement in the community. Through these elements, the DP (and the IB curriculum as a whole, supplemented by the IGCSE) provides a strong framework for KIST to achieve our mission—our aim is to provide high level education from the elementary level so that, over their time at KIST, students are able to build the foundation of the study skills and knowledge that will prepare them for success in higher education and their future careers. As achieving a high score on the DP exams is valuable proof that students have mastered these skills and obtained this knowledge at a high level, the KIST Board of Directors set achievement of a high score on the DP exams as an important goal for KIST in alignment with our vision and mission. Additionally, achieving a high score on these exams serves as an internationally recognized, standardized testament to the

fact that students have mastered such skills and knowledge.

Dr. Yoshihara, along with the rest of the educational leadership team, is dedicated to furthering our goals of providing high-level academics through working collaboratively with our passionate and devoted teaching staff. Thanks to his leadership, the dedicated efforts of our students, and the support of our parents and guardians, our 2019 graduates achieved a DP score of 39.2 (world average: 29.65), and were ranked 12th in the world for their DP results on the UK-based website ib-schools.com. And this year, despite the difficult situation with COVID-19, our Class of 2020 and their teachers and families worked incredibly hard to achieve the even more impressive result of 39.83 (world average 31.83). More details are available in our DP Coordinator Mr. Hiro Komaki's article on the next page; please give it a read!

Financial report

The financial report from the April 2019 to March 2020 financial period has been inspected by the required two auditors and has been approved by the Board of Directors and reported to the Board of Trustees. (As private school law designates the financial period as April to March, the report does not align with our school year.) If you would like to inspect the report, please contact Mrs. Komatsu or Mr. Honda to make an appointment. In accordance with the law, current students, parents/guardians of students, and current staff are eligible to view the report.

New building plans

Clearance of the area on the northern side of the main school building and construction of a temporary prefabricated classroom in preparation for construction of our new school building has been completed. The new classroom is currently being used as a Grade 8 homeroom and a science classroom for Grades 6 through 8. Our original plan was for construction of the new school building to begin at the end of summer vacation, and for Grade 6 through 8 to begin classes at Nakamura Girls' Junior and Senior High School. Unfortunately, the COVID-19 pandemic has caused financial difficulties around the world, and in response to this, we felt it was important to provide economic support to our community members in need. Therefore, in order to prioritize allowing families in need of financial aid to remain at KIST, the Board of Directors decided to create a fund to support families who suffered financially due to COVID-19, which has required a delay to the construction schedule and the move by Grades 6 through 8 to Nakamura. While we cannot predict when the pandemic will end, we plan to restart the construction plans as soon as we are able. I know that many of our community members were looking forward to the new building, but we ask for your understanding in our Board's decision to prioritize financial support for the members of our community in need.

Closing words

While the end of this unprecedented COVID-19 situation is not yet in sight, I believe that all of us in the KIST community, with our strong sense of unity, can overcome it together. Thank you for your continued support. Let's work together for another great school year.

Sayoko Naito
Board President/Director of Operations



IB Diploma Results—July 2020

As many of you are aware, following the cancellation of the May 2020 examinations, this year the IB released results on July 5 using an awarding model based on Internal Assessment (IA), predicted grades (PG) and historical assessment data such as from previous examination sessions, individual schools (e.g. PG accuracy, relationship between coursework and examinations) and subject data for the May 2020 session. Due to this model, many IB schools saw a discrepancy between the school's predicted and awarded grades; however, this was not the case at KIST and we believe that there are two main reasons for this:

- KIST has always been very accurate with PGs.
- KIST graduates have always worked hard until the final IB examinations despite receiving unconditional offers from universities.

I would like to take this opportunity to recognise the KIST teachers for their dedication and hard work in helping students achieve and often exceed their PGs in the final IB examinations. Thank you also to the past graduates for working hard to maintain and often exceed their PGs in the final IB examinations. This is a gift that you left for the school and the graduating classes in future years.

Despite the challenges this year has brought, the results of KIST's "Class of 2020" once again saw the highest KIST Diploma average score of 39.83, 0.63 points higher than the previous highest average in 2019. Of the Class of 2020 cohort, one student attained a perfect score of 45 points, placing the student in the top 0.42% globally. A summary of the Diploma results from the past five examination sessions is shown above.

Year	KIST DP average	DP world average	Highest KIST score	KIST DP Graduates	KIST DP Diploma Graduates	% of students in full DP	# of Diplomas attained	% that attained Diploma
2020	39.83	31.38	45	44	41	95%	41	100%
2019	39.20	29.85	45	37	35	95%	35	100%
2018	37.76	29.70	44	50	34	68%	34	100%
2017	38.05	29.95	43	37	35	95%	35	100%
2016	36.53	30.07	43	38	37	97%	36	97%

Of particular note for the Class of 2020:

- 41 of the 44 students (93%) were enrolled in the full Diploma, in comparison with the global average of 50%.
- 41 of the 41 students (100%) enrolled in the full Diploma at KIST attained the IB Diploma, in comparison with the global average of 85%.
- The average score for KIST students attaining the IB Diploma was 39.83 points, more than 8 points above the IB Diploma world average 31.38 points.
- 25 KIST students attaining the IB DP (61%) attained scores of 40 points or above, in comparison with the global average of 13%. The students qualify to be considered for the KIST "Learning for Life" University Support Scholarships.
- 1 student attained a perfect score of 45 points, which only 0.42% globally achieve.
- 2 students attained 44 points; 3 students attained 43 points; 8 students attained 42 points; 5 students attained 41 points; and 6 students attained 40 points.

The table on the right shows how KIST's course averages (calculated for students who attained the IB Diploma) compared against the IB world averages for each course.

- 97% of courses offered at KIST had results above the IB world averages.
- 97% of courses offered (with green and blue shading) had results more than 0.5 points above the IB world averages.
- 59% of courses (with blue shading) had results more than 1 point above the IB world averages.

Please refer to the "Statistical Bulletin" at the link below for further information on the IB Diploma results and statistics.

<https://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/diploma-programme-statistical-bulletin/>

Congratulations to the Class of 2020 for achieving fantastic IB Diploma results by demonstrating resilience and determination during an unprecedented year, and best wishes for continued success as you commence your university adventures.



Hiro Komaki
DP Coordinator

Course	KIST DP Course Average	IB DP world average for 2020	+/- over IB DP world average
English A L&L HL	5.90	5.14	0.76
English A L&L SL	6.00	5.45	0.55
Japanese A L&L HL	6.67	5.86	0.81
Japanese A L&L SL	7.00	5.82	1.18
Japanese B HL	6.88	6.17	0.71
Japanese B SL	6.71	5.16	1.55
French AB SL	5.83	4.97	0.86
Spanish B SL*	6.00	5.12	0.88
Business Management HL	6.60	5.31	1.29
Business Management SL	6.29	5.25	1.04
Economics HL	6.24	5.34	0.90
Economics SL	6.25	4.98	1.27
Geography HL	5.00	5.40	-0.40
Geography SL	5.80	4.98	0.82
History HL	5.50	4.53	0.97
History SL	6.00	4.70	1.30
Psychology SL*	6.00	4.78	1.22
Biology HL	6.30	4.72	1.58
Biology SL	6.00	4.45	1.55
Chemistry HL	5.80	4.92	0.88
Chemistry SL	6.17	4.34	1.83
ESS SL	6.13	4.36	1.77
Physics HL	7.00	5.29	1.71
Physics SL	6.25	4.70	1.55
Math HL	7.00	5.04	1.96
Math SL	6.93	4.79	2.14
Math Studies SL	6.63	4.18	2.45
Visual Art HL	5.00	4.21	0.79
Visual Art SL	5.60	3.85	1.75

*Subjects studied through Pamoja Education

Early Childhood News



To all our new students and families, welcome to KIST! And welcome back to all our returning students and families, especially after the long period of distance learning last year. All of the ECE staff were thrilled to see our students return to campus after almost six months.

This year, we welcomed two new classroom teachers in the ECE department, Ms Emma Moulder in K1B and Mr Wilhelm Merchel in K3B. Ms Emma may be familiar to ECE families after working for four years as a K1 teaching assistant—she has now earned her teaching certification specializing in early childhood education, and looks forward to leading K1B this year. Mr Will was previously an ECE teacher at KIST, and is now re-joining us after several years teaching G1. Additionally, we welcomed several new teaching assistants this year, creating a diverse team with a wonderful variety of nationalities. We are looking forward to a successful year together with you all.

The COVID-19 pandemic has been difficult on all of us, and many of us are still struggling to move forward; however, at KIST, we are here to support your children and create a safe, happy learning environment for all of our ECE students. All KIST staff are following the Re-Opening Safety Measures policy to prevent infection as much as possible, and we have also implemented the following steps (see photos below) to ensure that our youngest learners stay healthy and develop important habits for maintaining their own safety.

While this year has started a bit differently than previous years, I wanted to once again welcome you (back) to school, and thank you for your continued understanding and support! Let's make 2020–21 a great year for our children!

Eri Ozawa
Early Childhood Coordinator (K1–K3)/
K2B Teacher



Before COVID-19, we...

Did lots of group work.



Lined up together in the foyer (K1–K2).

Didn't wear masks when we were well.



Washed hands with soap, sometimes only with water.



Went out to the playground together with grade level friends.

Had fun lunch times together with our friends.

Shared materials with our friends all the time.



After COVID-19, we...

Have more tables so that there is enough space for each child to work individually.



Stagger drop off and pick up times.



Washed hands with soap as much as possible, and spray our hands with disinfectant.



Wear masks all the time.

Don't talk while eating and have no lunch helper.



Go out to the playground with our own class only.

Use our own resources as much as possible.



PYP News

Welcome back to school

As I began to write this post, I thought it would be helpful to look back at what I wrote this time last year. This is how it began...

"2019–2020 is going to be an extremely eventful year for all of us. With the proposed construction at KIST and the Tokyo Olympics just around the corner, things are sure to be very lively."

I am sure that you will agree that 2019–20 was an extremely eventful year, unfortunately, mainly for the wrong reasons. The COVID-19 global pandemic has thrown up many obstacles in terms of how we deliver our curriculum, but I feel that as a school community, we have all pulled together so well. We very much appreciated all of your support during distance learning, and we are currently revising our distance learning plan so that we are well prepared in the event that the school has to close again in the future. The children are now back at school and everybody seems happy and comfortable despite the social distancing measures so I am extremely confident that we can deliver the curriculum successfully and in its entirety.

For the 2020–21 school year, we have a number of new staff in the elementary school and with lots of homeroom teachers moving to new grades, I feel that there is a fresh outlook to this school year. I expect that many of the units of inquiry will be altered this year so it

will be an exciting time for everyone.

Our move to the Pearson Abacus mathematics program has been a success, particularly with the introduction of Active Learn as an education hub. Additions this year are the Grammar and Spelling Bug, the Bug Club, and the Science Bug. These programs mean that teachers can allocate fantastic interactive resources through Active Learn. This year, we will be making the permanent move from Moodle to PowerSchool Learning but I expect this to be a smooth transition after our distance learning experiences.

As always, our teachers here at KIST will continue to promote the International Baccalaureate's philosophy of constructivist and concept-driven learning, while striving for excellence in the core subjects of literacy and mathematics. As with the parent welcome night, this year's PYP information session will be done through a recorded video, so please feel free to get in touch with me if you have any questions regarding our curriculum at KIST.

Here's to a safe and successful 2020–21!!!

Oliver Sullivan
PYP Coordinator



Elementary Student Care

We are back!

Welcome back to school! I have to say, it is a pleasure to see the students, parents and staff back in our familiar school surroundings. I am grateful for the opportunity to meet our community once again, face to face. Please forgive my sentimentality, but I do appreciate the fact that we can all be back at school, together.

Teaching at the Summer Review Session in August gave me an opportunity to share stories with our returning students and gauge the excitement that separation generated in their hearts and minds. It is evident that we all needed the closeness and intimacy of the human interface more than we might have realized. This perception was supported when the whole school returned on August 24 and again the same elation was evidenced in the faces of our students. Even though we are shielded behind face masks and fortified with hand sanitizers, our hearts seem to shine through.

We must protect this precious gift of community by watching out for each other. This can only be done as a whole community approach wherein we all take the appropriate steps to keep each other safe. If we remain vigilant in the execution of the **Campus Re-Opening Safety Measures** and keep a positive attitude toward

these health preserving steps, we should be able to finish the entire year on campus, together, where we belong.

This year in the elementary school I am working as Student Care Coordinator and look forward to participating in your child's education with a specific intent to provide for each students' physical, emotional and educational needs. One of the most important skills that children learn as they grow is to be a positive and productive participant in society. With our return to campus, one of the most important parts of my mission has been realized—that of providing an appealing, inviting and welcoming social network from which to learn and grow.

I look forward to working closely with students, teachers and staff during these unprecedented times. If you feel that I can be of help in answering questions about the experience your child is having at school, please feel free to e-mail me or when the campus opens again for visitors, drop by the elementary office and we can set up an appointment.

Clay M. Bradley
Elementary School Vice Principal/
Student Care Coordinator



Elementary ELS

Elementary English Language Support Team 2020–21

We're back at school at last! English Language Support (ELS) staff enjoyed the 1-to-1 online language lessons we had with many students at the end of last school year, but we are so glad to be back in the classroom now for face-to-face learning.

Some children may be feeling nervous to be back in an English-speaking environment again after several months mainly at home, or might be feeling like their English is a little bit rusty. But don't worry! We know a big part of our job in semester 1 is to support and encourage our students as they reacclimatize to their daily school life in English.

Part of reacclimatizing is to get used to bringing over into English all of the language skills and knowledge we have in our home language(s); so your child's strong skills in their home language(s) are a huge advantage! It means they have lots that they can transfer into English to make their English stronger, too.

You may remember this quote from the Bonnie Campbell Hill article we usually distribute at Parent Welcome Night:

“If your native language is not English, we hope you continue to speak and read to your child in your home language. Speaking in your native language will *not* make it more difficult for your child to learn English. In fact, an important part of language development is learning a first language well.” (Campbell Hill, 2001, p. 446)

So please take reassurance from the language development research. One of the good things about being stuck at home for so long earlier this year is that it was a chance to further develop our home languages. It's important to keep up this work you do at home of strengthening your child's home language (s). You may also remember these three tips from Campbell Hill on how to help the process of developing English and home languages together:

- Find some time every day to listen and talk with your child about his or her school day in your home language.
- Explain challenging concepts to your child in your native language.
- Allow your child to teach you English.

Especially for those of you who may be new to KIST this year, please feel free to e-mail me for more



Our Elementary ELS department for 2020–21:
(Back row L>R) Ms Ali (G1A), Mrs Aldana (G5), Ms Rachel (G3), Ms Parvathy (G2), Ms Rina (G1B)
(Front row L>R) Ms Sophie (G4), Mr Derek (K3B), Ms Wang (K3A)

information and tips on how you can help your child's language development at home.

Rachel Parkinson
Elementary ELS Coordinator
rachel.parkinson@kist.ed.jp



Reference:
Campbell Hill, B. (2001). *Developmental continuums: A framework for literacy instruction and assessment K-8*. Norwood, MA: Christopher-Gordon.

K. INTERNATIONAL SCHOOL TOKYO PRESENTS

EXPLANATION DAY 2020

For families interested in enrolling children for 2021-22

SATURDAY, OCTOBER 24, 2020

English session	Japanese session
9:45 am - 12:00 pm (Reception: 9:30 am)	1:15 pm - 3:30 pm (Reception: 1:00 pm)

Reservations close: Friday, October 23, 2020, 3 pm

Register: <http://www.kist.ed.jp>

Depending on the COVID-19 situation in Tokyo, the format of Explanation Day may change. In this case, registered families will be contacted via e-mail.

KIPS News



From challenge to opportunity!

All of us at KIPS, like many of you, were devastated that school would have to close from April 13 until the end of May due to COVID-19. We were so excited to welcome the children back from June 1, and have all been so pleased to be able to see their smiles and hear their giggles in the classrooms.

As we look back, we feel fortunate to have been able to support parents and children via distance learning through videos with music, dance, craft, storytelling and movement. We loved hearing about how the children enjoyed seeing their teachers' faces on the screen. One of the children even mentioned that she wanted to have the same hairstyle as her teacher! Thank you so much for sharing these with us and supporting the children at home.

Since P2 children were not able to perform in the virtual Spring Concert, teachers made a video of what children had been practicing at school and home so that families were able to see their children's confidence as they performed the lyrics and moves they had memorized and how much they enjoyed singing and dancing. Thank you so much for sending us video clips of your children performing! It was awesome to see all the children "together" in the video.



We were excited to hold an in-person Completion Ceremony on June 19 in the KIST gym. We had to separate all the seats 2 meters apart to maintain social distance. We were apart physically, but we felt so much closeness, joy and happiness when the children sang the "Goodbye Song" to their parents and teachers. I will never forget their happy smiles during the ceremony.

Bringing children back to some level of normalcy and routine can be a great challenge; however, it allows us to see a given challenge as an opportunity to grow and learn, rather than to fear. We welcome new and continuing children back to KIPS for the 2020-21 school year. We will continue supporting parents and children with positive and clear communication to avoid any confusion during the COVID-19 situation.

Let's enjoy our time together!

Stephanie Pae
KIPS Coordinator



Asa



Daiki



Hana



Haru



John



Kai



Riko



Sebby



Shusei



Taiyun

MYP News

MYP students begin new school year with continuity and change

There is something reassuring about the start of each school year echoing the past. Students, teachers and parents have long grown used to familiar patterns that provide a sense of reassurance. While there are always some students new to KIST and always a group of new Grade 6 students who are new to the Secondary School, most years contain a sense of stability arising from familiarity. But this year is different.

The list of changes caused by the safety measures put in place to respond to the threat of COVID-19 is quite long. The changes are geographic (all MYP classes are based on the first floor of the Secondary building), temporal (the school day begins with an extended homeroom session at 9:40 and ends at 4:30), and social (clubs and activities will delay their starts this year).

MYP students and teachers have worked hard to make the necessary adjustments. Students have been enthusiastic about being at school in person for the first time in many months. They have been conscientious about adapting to the routines requiring social distancing and heightened hygiene. Students have adapted quickly to the new schedule and have dealt effectively with the changes imposed by safety measures.



Opening Lines: a bulletin board display from MYP English Language and Literature

One of the chief reasons for the students' ability to make these changes so smoothly arises from the continuity brought about by their academic work in the MYP. KIST teachers do an excellent job of guiding their students through the rigorous investigations required in each of the MYP subjects. Whether this year is their first experience with the MYP or if they're moving into their last year in Grade 8, students all have the opportunity to explore the concepts, investigate the content, and develop the skills required to be engaged, reflective thinkers.

In addition to the academic focus, MYP teachers are helping students to improve their organizational skills and be equipped to handle the stresses that accompany their challenging subject material through



G6A's Puzzle Pieces introducing themselves to MYP

the Homeroom Advisory classes. Each MYP class is led by two teachers who help the students explore the social-emotional skills necessary to navigate life as a middle school student in the year 2020.

All of us at KIST look forward to another rewarding year in the MYP.

Robert White
MYP Coordinator



Secondary SRC



With the start of the new school year, a new group of aspiring leaders are currently being shortlisted to be elected as the class reps.

The Student Representative Council has decided to rethink and innovate a new process that allows us to select the best candidates for each SRC role. With the inclusion of a new job role and description, and a small new interview session, class reps will be more informed than ever on what they are expected to do in the Student Representative Council, and the Executives will have a much clearer idea on who will be potentially joining the Council, should they be elected. This has been done to allow us to be a better council in general and have better candidates in order to create a better environment for students to be able to share their ideas and create new projects in our current turbulent times. We have received 33 applicants, which is a great number in our eyes! We hope that the students who apply, and eventually get elected, are inspiring and motivated to push through during these times, where idea generation may be more limited, and obviously, social distancing making it harder for traditional projects to be accepted; with that said, we hope this will allow the representatives to think more outside the box, and generate projects that have never been thought of before.

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*The Secondary SRC Executives
(L>R) Ravi (G12B), Riya (G12A), Kishore (G11B),
Tatsunori (G11B), Michiko (G12A)*

We have also refreshed the Arts and Media committees, and removed the sports committee. Starting with the bad news, unfortunately, due to most sports being canceled and due to social distancing, the sports committee is unnecessary. Future Councils will likely bring this back, however, so it is likely not a permanent end to the committee, but more of a hiatus. The Arts and Media committees, on the other hand, are seeing a rebranding, which sees them combining into one MA committee. This will have two heads that will lead a group of students who are interested in digital arts. More detail will be provided once the heads are selected and once the committee is started.

Finally, the SRC hopes that all the students have enjoyed their stress balls that we provided on the first day back. The intention was just to provide students a way to move their minds away from the diagnostics for Grade 12, and for lower grades, to stop worrying about the pandemic for five minutes while they squeezed the ball.

While the pandemic provides us with a difficult situation, we hope that the KIST community is still finding ways to relax and take their mind off things. We hope everyone has an excellent academic year, with continued practice of social distancing!

Ravi (G12B), on behalf of the SRC
SRC Public Relations Officer



Secondary ELS

Staff introductions

It is wonderful to be back to in-person teaching and learning at KIST for 2020–21. This year we are delighted to welcome Ms. Kana Furnival into the Secondary ELS department. With five years' experience in the Elementary School as an ELS Instructor across various grade levels, Ms. Furnival brings with her a wealth of expertise to help our students meet their challenges and achieve their best.

Given the current situation with the COVID-19 pandemic, the shape of how we can provide support has changed; however, as a team we will continue to



work within these bounds to find new ways to help our students thrive. This year, in order to maximize our support, both myself and Ms. Furnival will be working with all students requiring support across G6–10. Should any students or parents have questions about English Language Support, please contact me at jade.bonus@kist.ed.jp.

Jade Bonus
Secondary ELS Coordinator

Ms. Bonus

I am a certified secondary English and Media Arts teacher originally from Melbourne, Australia. Prior to moving to the educational sphere, I specialized as an editor, working in the music media and am still very passionate about music even though I can neither play nor sing a single note.



Japan has been my home for just over seven years. I taught English for two years in the beautiful city of Towada in Aomori Prefecture while on the JET Program and I will always consider it my Japanese hometown. I joined KIST as an Elementary ELS Instructor in 2015 and spent three years in Grade 1 before moving over to the secondary school first as an ELS Instructor before becoming Secondary ELS Coordinator last school year.

I am particularly excited for the 2020–21 school year as my first Grade 1 students will now be entering the Secondary School as Grade 6ers! How time has flown!

Ms. Furnival

My name is Kana Furnival and I have been here at KIST since 2014. I was previously working as an ELS Instructor in the Elementary School and am looking forward to the new challenge of working with the Secondary School students.



My passion for education started when I taught at an early learning school in England, where I supported Japanese students with their English studies. The satisfaction of seeing my students progress was second to none and it has only grown over the years.

As a native Japanese speaker who has also had to learn English as a second language, I can empathize with the challenges this brings, and I will use my experiences to help support students in their lifelong journey.

Global Social Leaders: Sustainable Superheroes



We are the Sustainable Superheroes, a group of six students in Grade 11, and over the last school year, we have participated in a global competition called the Global Social Leaders to connect the United Nations Sustainable Development Goals to our local KIST community

Throughout the course of developing and implementing our projects, we identified the vitality of targeting the school community on a large scale in order to effectively address and disseminate the SDGs. Following our first meeting in October of last year, we began the long process of devising ideas, considering their feasibility with the school and repeating until we had a relatively solid list of projects we planned to go through with that included presentations to the younger students about the SDGs and a collaboration garden with the Green Team. Ms. Evelyn, our teacher advisor, assisted us in fleshing them out, with arranging initial meetings with the elementary teachers and generally guiding our creative process. By the time we submitted the final plan to the Global Social Leaders team, we had started work on our elementary presentation resources, which was a booklet detailing out various aspects of each Sustainable Development Goal along with thought-provoking questions, in addition to arranging the course for work on the garden to start early the next year.

In order to execute our projects, we identified the need for funds. This was especially crucial for our school rooftop garden project, as we needed to buy plants to fill the barren land. To raise money, we collaborated with a student-led organization called the Green Team to do a fundraiser hot drink stand during the annual Winter Concert. We were able to raise awareness of our project amongst visiting parents and students, resulting in a profit of approximately 40,000 yen. After acquiring the necessary funds, we then realized that we could not maintain the garden

by ourselves. Therefore, we gathered a few volunteers from our grade as well as younger students from the Green Team to weed the garden. As mentioned previously, we also developed a booklet about the SDGs over the winter break and completed work on a PowerPoint for this purpose.

As the planning phase was completed, we moved on to the collaboration with the Grade 5 teachers and students, for which we had created presentations and resources introducing the SDGs in an accessible manner for the younger students. We had the incredible opportunity of giving a live presentation, and we hope we assisted the Grade 5 students in developing and solidifying their ideas for the G5 exhibition. In addition to this, our partnership with the Green Team to further disseminate "greenness" within our school community resulted in a concrete decision of creating a rooftop garden—a project which effectively utilized the school facility and enhanced the inclusiveness of our action. Although the outbreak of the coronavirus pandemic hindered the continuation of the garden, we hope to make the garden sustainable—one which can be inherently managed by the younger students.



While all our classes were moved online, we all agreed to construct an alternative plan to remain productive during quarantine. The outcome was a series of seventeen educational videos which explained each of the SDGs in a simple infographic style. Thus, we opened our horizons to the public. Stemming from our primary idea of sharing the videos with the younger elementary students, we transferred these videos onto the global video-sharing platform, YouTube. Our videos can be found on our official channel: "Sustainable Superheroes". The creation of these videos was a challenging endeavor in itself. We engaged in weekly online meetings to outline a consistent structure for the content and presentation in each video, focusing

especially on formulating ideas for any audience to be able to take local action towards contributing to the SDGs. The product was an astounding coalition of our selective research and ideas which overlapped with our initial, most values objective of promoting the goals locally, as well as a show of our ambition to reach further audiences with the SDGs.



We competed in the semi-finals and received a commendation for the Pivot Award (in recognition of teams who kept pace with a rapidly changing environment and adapted their project to be more effective or relevant to the needs of their community). This award sums up much of our project where we had to be extremely flexible while adapting and understanding the constraints we faced due to the coronavirus. Although we were unable to execute the garden and continue with our G4 and G5 presentations, we believe that the pandemic pushed us to new limits, allowing us to experiment with our newfound creative freedom. Ultimately, throughout the course of this project, we were able to plan a variety of projects, some of which that were successfully executed; however, through reorganizing ourselves during the pandemic, we were able to learn a variety of important lessons including the significance of adaptability and cohesion while likewise introducing the SDGs to the community in an impactful measure.

Despite the complex school environment we find ourselves in now, with an end to the coronavirus pandemic seeming distant, we aim to continue with our initial focus on spreading awareness of the Sustainable Development Goals, potentially covering wider bases in connection to environmental issues that our planet is currently going through. We hope that our actions this coming year will have an even greater impact than last year, and we invite the KIST community along on a journey to sustainable living!

Hanano (G11A), **Mehak** (G11A), **Stephen** (G11A), **Eleina** (G11B), **Hanna** (G11B), **Kishore** (G11B)

Athletics Update

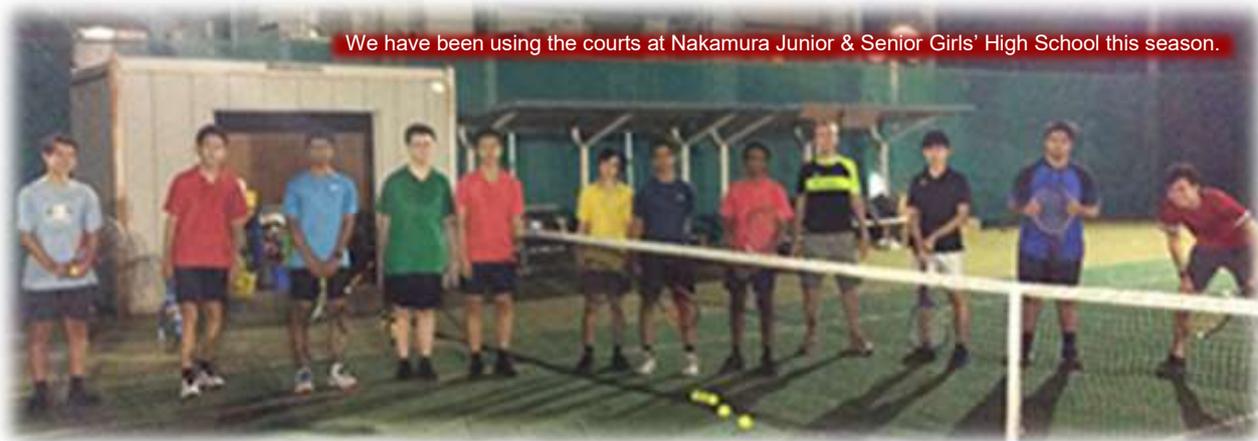


Fall sports

At present, KIST clubs and teams are on hold pending the COVID-19 situation as safety of our students is a priority; however, special permission has been granted to the high school tennis team as the school's social distancing measures can be met.

Kanto Plains Varsity Boys' tennis team

The team had their first practice on September 1 and will continue to practice weekly until the end of the season in early November. With four G9 students joining this year, the team is up to 11 members, 7 of whom will participate in games against YIS, CAJ, ASIJ and St. Mary's starting from early October. Let's wish them success for the coming season!!



We have been using the courts at Nakamura Junior & Senior Girls' High School this season.

Featured athlete

Daiki (G9A) was selected recently as a 'Tokyo Athletes Certified Player' for football (soccer)—one of only 15 football members (and a total of 276 athletes) selected in the second year of the Reiwa period. The 'Tokyo Athletes Certified Player' is a system that certifies and supports athletes from Tokyo who are expected to participate in international competitions such as the Tokyo 2021 competition. The aim is to boost interest in athletes raised in Tokyo and cultivate spirit for the Tokyo 2021 Games by providing reinforcement activities and introducing competition activities. Daiki's current team is the Mitsubishi Youwa Soccer Club – Sugamo Juniors where he plays goalkeeper.



In G7 and G8, Daiki played for the KIST Comets Middle School Boys' team and was instrumental in guiding us to a 3rd place league finish and 3rd place tournament finish. Though his natural position is goalkeeper, Daiki played midfield and was the strongest player on the field in any game at any of the Kanto schools. Though we were missing two of our stronger players for the tournament, KIST was still able to be competitive in the semi-final game and the 3rd place game in which we won 3–0 on penalty kicks. Daiki had gone in net late in the game after suffering a minor injury and stopped all 3 penalty kicks—two of the phenomenal type, diving high to the left to take away shots to the top corner. Players from the other Kanto Plains schools were amazed.



Here is the certificate with stamp from Tokyo Governor, Yuriko Koike. We wish Daiki all the best for his continued success!



Dennis Ota
Athletics Coordinator



Library News

Elementary Library

After many months, it's wonderful to be able to welcome students back into the library for their regular library classes! Library classes resumed this month, with each class coming in one a week to choose their books and hear stories.

So that students can safely enjoy their library time, we have been taking extra precautions in the library. We have been quarantining books for 3 days after they have been returned, and regularly disinfecting all surfaces in the library. We have also been limiting numbers of students who can visit the library at one time.

There are many fantastic new titles for the students to enjoy, and I look forward to seeing students enjoy these books!



Shannon Goan
Elementary School Librarian

Library Media Center

Welcome to the Library Media Center for the new school year!

My name is Mr. Davignon and I am the LMC supervisor for 2020–21. I have been with the school for many years, but this is my first in the LMC. I would like to use this opportunity to familiarize you with the online resources we have here in the LMC. This list can be found at:

 https://kist.learning.powerschool.com/kistlibraries/kistlibraries/cms_page/view/48201492

There, the following resources are available to you:

Active History

Modern World History offers a comprehensive look at world history from the mid-15th century to the present. Thousands of subject entries, biographies, images, videos and slideshows, maps and graphs, primary sources, and timelines.

BrainPOP

All grade levels. BrainPOP is a group of educational

websites with over 1,000 short animated movies for students in grades K-12 (ages 6 to 17), together with quizzes, supplemental information and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.



Britannica School

Online encyclopedia, recommended websites, journals articles and images with APA referencing style.

Churchill Archives

A digital library of modern international history including more than 800,000 pages of original documents, produced between 1874 and 1965.

The Day

News for schools and colleges to help explain current affairs in short articles written and illustrated by dedicated staff. Search by topic, course, or IB theme.

Destiny Discover

A database of all the books available in the Elementary Library and Secondary LMC.

The Financial Times

An international daily newspaper based in London and published digitally that focuses on business and economic current affairs.

JSTOR

A digital library of academic journals, books, and primary sources.

Raz Kids

Online guided reading program with interactive ebooks, downloadable books, and reading quizzes.

The World Almanac

Almanac for kids.

Please investigate these resources at your own pace. I am here to help and answer any questions you may have (if I don't have the answer right away, I will be sure to get it for you!). I am looking forward to seeing all of you in the LMC this year!

Michael Davignon

Secondary Library Supervisor

KIST Library Team



Shannon Goan
Elementary School
Librarian



Michael Davignon
Secondary Library
Supervisor



**Hema Teja
Yadavalli**
Library Assistant

Staff 10!

In this month's *Staff 10!*, we are pleased to present Alexander (Jay) McAllister who joined us in January 2019. This year, he is working as a PE teacher in the Elementary School with students from K1 to Grade 1.



The suave Mr. Jay pondering what life would be like without suits...

1) Tell us something interesting about your hometown.

I was born in San Diego, California but have moved around for most of my life, so I don't really have a hometown. I've lived in San Diego, California; Eugene and Springfield, Oregon; Central Florida and Belize while I was growing up.

2) What is your favorite place in the world?

My favorite place in the world is Tokushima where the Awa Odori festival is held during Obon. I really enjoy dancing during at that time of year. It might be a good time to return in 2021. I hope to go back again soon!

3) Who would you like to meet if you had the chance and why?

I would like to meet the artist Banksy. No one knows what he looks like so I would like to see him for myself. Also, if I get an opportunity, I would like to get one of his paintings. He sometimes leaves them on the street for people to take.

4) Do you have any special skills or talents?

I am a published comic book writer in the US. I was published 4 years ago. In the future I hope to publish more works and perhaps get a screenplay for a film made.

5) Please share a little-known fact about yourself.

I was once lost at sea and drifted to Honduras during a family vacation.

6) What is your most prized possession?

My most prized possession is my favorite wristwatch—a Sinn Military Type 3. It's a very rare watch and only 300 were made. I recently met the maker of the watch in Ginza when I was looking to have my watch repaired.

7) Which IB learner profile attribute do you most closely identify with and why?

I think I closely identify with being a risk-taker. I'm not afraid to take a chance or a risk. I enjoy trying new things and going my own way.

8) If you could live your life again, would you do anything differently?

I probably would invest in Google when I had the chance or Amazon. Other than that, I don't think I would change much. I'm very happy with the person I am today.

9) Is there anything you are trying to learn/improve about yourself at the moment?

I'm always trying to improve my teaching skills and I am taking private Japanese lessons for my personal growth. Also, I'm always trying to improve on my physique in the gym. I hope to gain more muscle and have less fat. When the Olympics comes to Tokyo in 2021, I want people to think I'm competing in an event.

10) Do you have any special message for your fans?

Keep learning and keep having fun!

Reducing Waste

Donating snacks to the Kodomo Shokudo "Shitamachi Kodomo Dining"



The new school year is well underway, but unfortunately, due to safety precautions against the spread of COVID-19, K. Shop is closed to students for the time being. Ms. Minako, our shop attendant, was worried that, without customers, the snacks stocked in the shop would expire and go to waste. To donate them to the Kodomo Shokudo "Shitamachi Kodomo Dining"—a nonprofit organization that provides a safe space and



Ms. Minako (left) handing snacks to Kodomo Shokudo representative, Ms. Oki.



CAS students with children at Kodomo Shokudo last school year.

meals for underprivileged children—before the expiration date. You may recall the article about the Kodomo Shokudo Network from the March 2020 issue of *The Comet*, where we introduced the CAS group "Kodomo Shokudo Service," through which members Riya, Kaoru, Sujin, Min Seung, Michiko and Uri (currently in G12) volunteered to support this worthwhile cause.

We were pleased to hear that the children enjoyed the snacks, and that they are greatly looking forward to when KIST student volunteers can visit again! We, too, are looking forward to the reopening of clubs and service activities once it is safe to do so.

Nurse's Notes

Home first-aid kits

"What should go into a home first-aid kit?" asks a KIST parent.

It is important to have a well-stocked first-aid kit in your home so you can deal with small accidents and injuries. Your first-aid kit should be locked and kept in a cool, dry place out of the reach of children. It might be helpful to also keep a small first aid kit in your car for emergencies.

A basic first aid kit may contain:

- A **digital thermometer** to measure temperature
- **Cooling patches** for fever (in Japanese, "hiyepita"): these patches easily adhere to your child's forehead, reducing the surface temperature of his/her skin by two degrees
- **Distilled water** for cleaning wounds (though in the event of a very dirty wound, tap water will suffice)
- **Antiseptic wipes** for wounds: a convenient way of killing germs and sterilizing the skin
- **Adhesive bandages/plasters** in a variety of different sizes and shapes: it is important to stock a variety, including ordinary plasters suitable for small cuts and grazes, including ones designed especially for fingers and heels. Kids' size plasters are suitable for all types of smaller wounds and little fingers.
- **Disposable gloves** are useful to protect against blood transmission
- **Sterile gauze pads** and wound dressings of different sizes to cover the wound
- **Antibiotic ointment** can be applied to help prevent infection and keep the wound from drying out
- **Cotton balls** to gently clean small wounds and apply ointment
- **Nail clippers**
- **Instant cold packs**: many types of injuries benefit from being iced. The cold can slow the flow of blood to decrease swelling and bruising after a sprain or impact. Also, the cold can ease itching from stings and bites.
- A **splint** and a **roll of bandages**: this supportive device is used to keep any suspected fracture (such as in the arm or leg) in place, while the bandage is used to wrap the splint to the injured body part.
- **Pain relief patches** for temporary relief of mild to moderate muscles and joints aches as well as the pains associated with sprains, strains, bruises and daily discomfort such as backache. Apply an ice pack before sticking the pain relief patch to the skin.
- **Scissors**
- **Adhesive tape** (surgical tape or medical tape): a type of pressure-sensitive adhesive tape used in medicine and first aid to hold a bandage or other dressing onto wounds
- **Triangular bandages**: this type of bandage can be used as a sling to support or immobilize painful injuries to the arm, or as a pad to control bleeding
- **Elastic bandages**: these can be used to support injuries, limit swelling and ease pain by applying pressure to the affected body part or area
- **Tweezers** to remove splinters: before using, sterilize the tip of the tweezers using rubbing alcohol and then pull out the splinter in the same direction that it entered the skin
- A **flashlight** to use when light is needed to effectively address an injury (e.g. when removing a splinter)
- **Saline eye drops** for temporary use when eyes are irritated only
- **Anti-itch cream** or **liquid for bug and mosquito bites**: these products can relieve itching and stop children from scratching the bite, causing further irritation
- **Painkillers**: prescribed medications from your own doctor or over the counter medicine (if you are allergic to one particular medicine please ask a pharmacist). Medications should be checked regularly to make sure they have not passed their expiration dates.



Other first aid items to stock at home

Keep a reusable **cooling pad** or **ice packs** in the freezer: a cooling pad can instantly lower the temperature around your head, neck and shoulders.



Yukiko Yamazaki
School Nurse

References:

Kathleen M. Cronan, MD. (August 2018). *First-Aid Kit. Kids Health.*
Retrieved from <https://kidshealth.org/en/parents/firstaid-kit.html>

University Guidance News

2019–20 KIST university acceptances and offers

Once again this year, the offers that our KIST graduates have received have been very good. The following are highlights from the class of 2019–20:

- 51 total offers received from top 50 universities (QS Rankings 2021)
- Direct admission to a top UK medical program (Hull York)
- 100% of students who have applied so far have received placements (More than 75% were accepted to and enrolled in their 1st choice)
- Students this year received offers across eight unique countries
- UK was the most popular destination with 16 students enrolling
- North America (Canada/United States) was 2nd with 12 students enrolling

How can we continue to improve?

As a university guidance team...

...We are **most happy about the third bullet point above.**

KIST is home to a variety of students (from 45 different countries this year) with a variety of interests and desires for their futures. Some students look for universities with high rankings, while others focus on the location of their future school and what type of environment is surrounding them. With more than 75% of students being accepted and now enrolled in their first choice, this assures me that our program is working. Now that students in Grades 9 and 10 have bi-weekly university counselling advisory sessions, I hope that number can continue to increase to 80% and beyond in the next few years.

As parents and families...

...You can help to increase this number by following these points:

- *Take the time out to speak with your child and **LISTEN** to what they want.*
The closer students get towards their high school graduation, the more likely that communication between parents and child decreases. Many students had an idea of what they wanted to do in Grade 10, but two years later their goals have changed completely. Find a good way to open a conversation and see what ideas your child currently has.
- *Work **TOGETHER** to develop a plan for their future.*
You may know your child better than anyone and might know what is best for their future as well; however, if they are not "on board" with your idea, you may waste a lot of time and money having them study something they are not interested in. Many students have well developed and thought out plans that need parents' guidance to become a reality. Others may be feeling lost and need that extra push to get them to a place for future success. Either way, family support can go a long way.
- *Be **HONEST** in what is possible for both sides.*
It is in a parent's nature to want the best for their kids, sometimes no matter what the price; however,

with the rising cost of university tuition, some schools may start to feel out of reach. If there is a destination or school that your child is considering that may be too expensive or in a country you do not feel comfortable sending them to, talk to them about it. Most children feel uncomfortable to ask their parents directly about these topics, especially if it is related to money. Parents may need to take the first step. Once that has been decided, it allows students to look at their options more clearly.



Online university fair webinars

There are hundreds of universities from across the world offering online webinars in September and October 2020 in lieu of visiting schools directly. These are being offered both by the international school teams in the Kanto Plains area as well as through Cialfo, our university guidance partner. Up-to-date schedules can be found on the [KIST University Guidance Calendar](#) and are viewable by both students and parents.



Continued virtual support

For any assistance with university related matters, families can schedule video calls through Cialfo using the inbuilt Zoom interface. This helps to prevent the spread of COVID-19 on campus and gives families the flexibility to meet at timings that may be difficult otherwise. Students in G9–12 can login to Cialfo and schedule meetings simply by selecting the "meetings" tab. The counselor's weekly calendar of availability should be shown, and bookings can be made and instantly confirmed if the time is available*.

***Point:** If the meeting is being scheduled as a virtual parents meeting, please write "**virtual parents meeting**" in the notes of the meeting, so I know to send the invitation.

Thomas Waterfall

University Guidance Counselor

thomas.waterfall@kist.ed.jp

Office hours: Monday–Friday, 9:00 a.m.

–6:00 p.m.

University Guidance Office (3F)



University Acceptances and Offers



Class of 2020

()=Number of students accepted | [★]=Scholarship offered
 [#]=Matriculation confirmed | As of August 26, 2020

CANADA

McGill University (1)
 University of Alberta (1)
 University of British Columbia (8) (#2)★
 University of Calgary (1)★
 University of Toronto (6) (#3)★
 University of Waterloo (2) (#1)★

HONG KONG

Hong Kong University of Science and Technology (3)★
 University of Hong Kong (1)★

ITALY

Conservatorio Agostino Steffani (1) (#1)

JAPAN

International Christian University (4) (#2)
 Nagoya University (3) (#1)★
 Sophia University (3)
 Temple University Japan (1) (#1)
 Waseda University School of Economics and Political
 Science (1)
 Waseda University School of Science and
 Engineering (1)

NETHERLANDS

Leiden University (1) (#1)

UAE

University of Birmingham Dubai (1)★

UK

Aston University (1)
 City University of London (1)
 Durham University (4)
 Hull York Medical School (1) (#1)
 Imperial College London (2) (#2)
 King's College London (7) (#3)
 Lancaster University (1)
 Loughborough University (1)
 Newcastle University (1)
 Nottingham Trent University (1)★
 SOAS University of London (1)
 Queen Mary University (5) (#2)

University College London (4) (#2)
 University of Bath (2) (#1)★
 University of Birmingham (4)
 University of Bristol (5) (#1)★
 University of Edinburgh (4)
 University of Exeter (4)★
 University of Glasgow (1)
 University of Leeds (9) (#1)★
 University of Liverpool (1)
 University of Manchester (11)★
 University of Nottingham (3)★
 University of Reading (1)
 University of Sheffield (4) (#1)★
 University of Southampton (1)
 University of Surrey (1)
 University of Warwick (4)

USA

Arizona State University (1)
 Boston University (1)
 Creighton University (1)★
 George Washington University (1)
 Illinois Institute of Technology (1)
 Kalamazoo College (1)★
 Michigan State University (1)★
 New York University (1)
 Pennsylvania State University (1) (#1)
 Pepperdine University (1) (#1)★
 Portland State University (1)★
 Quinnipiac University (1)★
 Rensselaer Polytech Institute (1)
 Rochester Institute of Technology (1)
 Seattle University (1)★
 University of California Davis (1) (#1)
 University of California Santa Cruz (2) (#1)
 University of California San Diego (1)
 University of Charleston (1) (#1)★
 University of Michigan Dearborn (1)
 University of Michigan Flint (1)
 University of Oregon (1)
 University of San Diego (1)★
 University of San Francisco (2) (#1)★
 University of Washington (1)
 Virginia Tech (1)
 Washington State University (1)

