



The Comet

The Newsletter of K. International School Tokyo

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➡ In this issue...

- ▶02...Message from the Board President
- ▶03...IB Diploma Results—July 2023
- ▶04...Welcome to New Staff
- ▶05...New Building Construction Update
- ▶07...Taking on Your Wellbeing
- ▶10...IGCSE News
- ▶11...Reframing Challenging Interactions
- ▶12...Future Scientists Summer Camp
- ▶13...Library News
- ▶14...Students Supporting the Homeless
- ▶15...Nurse's Notes
- ▶18...University Acceptances and Offers

“Education is learning what you didn't even know you didn't know.”
—Daniel J. Boorstin

From the Head of School

Dear KIST Community,



It is with great joy and anticipation that I welcome you all to another exciting academic year at K. International School Tokyo. As the Head of School/Elementary School Principal, I am thrilled to embark on this journey of growth, discovery, and achievement alongside each and every one of you.

Our school is a diverse learning environment, where students are encouraged to explore their academic passions, embrace challenges, and develop a love for knowledge. Our dedicated team of educators is committed to developing **competent, academic and compassionate individuals who make meaningful contributions to our global community.** Together, we will continue to uphold our pursuit of excellence in academics while emphasizing compassion for others, and the traits of the IB Learner Profile.

I am especially proud to announce that our 2023 IB Diploma Programme graduates achieved an outstanding average of **41.1 points**. This remarkable accomplishment is a testament to the dedication of our students, the expertise of our educators, and the support of our community. It showcases the exceptional quality of education that KIST provides, preparing our graduates for life beyond high school.

I am also excited to share that we will be moving into our new building on November 20th! This new facility will provide our students with even greater opportunities to thrive and excel in their academic pursuits. It represents a milestone in our journey, and we can't wait to explore its classrooms, laboratories, gymnasium, and communal spaces together.

As we navigate the evolving landscape of education, we remain committed to providing innovative learning experiences that prepare our students for success in an ever-changing world. We will celebrate milestones, overcome obstacles, and create cherished memories together.

I would like to extend a warm welcome to our new students and their families. To our returning students, I urge you to welcome the new possibilities for personal and academic growth that await. To parents and guardians, your partnership holds immeasurable value and together our partnership will provide the guidance and support necessary for our students to excel.



I look forward to a remarkable year ahead, filled with curiosity, achievement, and a community effort.

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

DATES TO REMEMBER



September 2023

- 18 School day
- 18 (K3) Semester 1 LEAP classes begin this week
- 18-22 (G6-G8) English diagnostic testing
- 26-27 School photographs
- 26 PYP information session (*Online)
- 28 (G5) Day camp
- 28-29 (G10) Camp

October 2023

- 2-20 (G2-G5) Writing diagnostic testing
- 5-6 (G9) Camp
- 7 SAT@KIST
- 9 School day
- 9 Parent information sessions
- 11 (G10) PSAT tests
- 14 Explanation Day (for prospective parents)
- 14 2024-2025 admissions applications open
- 27 Last day of quarter 1
- 28-Nov 5 Autumn vacation
- 28 KPASS X-Country (B/G) / HS Volleyball (B/G)

November 2023

- 4 KPASS HS Tennis (B/G) / MS Soccer (B) & Volleyball (G)
- 6 School resumes for all students



Message from the Board President

Although the continuing heatwave has been particularly oppressive this year, I hope you all enjoyed spending time together during the summer vacation.

The 2023–24 school year has begun. Construction of the new school building is well underway. By the end of September, the sheet covering the south side of the building will be removed, followed two weeks later by the sheet on the north side. The long-awaited new school building will then be completed in mid-November, and we will finally be able to move in on November 20. After that, the existing school building will be dismantled, and the field will be renewed. If all goes well, the field will be ready for use after the summer vacation next year. Just imagining students running around on the field, which will be 1.2 times larger than before, is very exciting.

I would now like to present a report from the Board of Directors.

At KIST, we have established three educational goals to assist us in achieving our mission and vision:

1. To provide opportunities for all students to acquire the knowledge and skills required in the DP to a high level in order to contribute to and succeed in our global community.

- Due to the COVID-19 pandemic, the global DP average score has remained high for the past few years. This year, however, the global average has returned to normal at 30.2. KIST's average score in 2023 was 41.1, the largest difference between the global average in our history. Furthermore, 59% of this year's graduates were enrolled at KIST since elementary school.

2. To open the doors to leading universities for all students who wish to continue receiving a quality education after graduating from KIST.

- Two of our 2023 graduates were accepted to Cambridge in England; two to Stanford University in the United States; and others to Johns Hopkins University and the University of California, Berkeley among others. Of the six students accepted to these universities, four had been enrolled at KIST since elementary school.

3. To support students in achieving excellent academic results that enable them to receive scholarships upon entering universities if financial assistance is needed.

- This year, total university scholarships awarded to students with outstanding grades exceeded 300 million yen—the same as last year.

For more information, please refer to the separate reports from the respective coordinators. Congratulations to all of our "Class of 2023" graduates. And thank you to all their teachers for leading them to this success, and to their parents for all your support.

Takako Komaki

Board President/Associate Head of School



Financial report

The settlement of accounts for the period from April 2022 to March 2023 has been audited by the two school auditors, and has been approved by the Board of Directors and reported to the Board of Trustees. (As Japanese private school law does not allow adjustments to the accounting period, the settlement period runs from April to the end of March, which is different from our actual school year). If you would like to view the school's financial statements, please contact Mrs. Komatsu or Mr. Maeda in the office to make an appointment. Please note that in accordance with legal stipulations, only current students and their parents, and school staff are eligible to view these documents.

IB Diploma Results—July 2023



This year, the IB's grade awarding system returned to its pre-pandemic model after four years. This meant that for the May 2023 examination session, students completed all assessment components for each subject including externally written examinations, external assessments and internal assessments. As the profile of grade distribution returned close to pre-pandemic, the global average for the May 2023 examination session fell to 30.2 points, down from 32.0 points in 2022.

Despite the decrease in the global average by 1.8 points from 2022, KIST continued to perform exceptionally well, with a Diploma average score of **41.1**. The difference between the global DP average and the KIST DP average was 10.9 points, which is the largest difference in KIST's history!

Year	KIST DP average	DP global average	Difference between KIST and DP global average	Highest KIST score	# of students with a perfect score (45)	% of students with a perfect score (45)	% of students with a 40 or above	KIST G12 Diploma graduates
2023	41.1	30.2	10.9	45	4	13%	78%	32
2022	42.1	32.0	10.1	45	6	18%	85%	33
2021	42.3	33.0	9.3	45	4	10%	90%	41
2020	39.8	31.4	8.4	45	1	2%	61%	41
2019	39.2	29.7	9.5	45	1	3%	43%	35

Summary of Diploma results from the past five examination sessions

Of particular note for the Class of 2023:

- 32 of the 37 students (86%) were enrolled in the full Diploma, in comparison with the global average of 65%.
- 32 of the 32 students (100%) enrolled in the full Diploma at KIST attained the IB Diploma, in comparison with the global average of 80%.
- The average score for KIST students attaining the IB Diploma was 41.1 points, 10.9 points above the IB Diploma global average of 30.2 points.
- 4 students (13%) attained a perfect score of 45 points, for which only 0.5% achieved globally.
- 25 students (78%) attained 40 points or above, for which 9% achieved globally.
- 13 KIST students attaining the IB DP (41%) attained scores of 42 points or above, qualifying them to be considered for the KIST "Learning for Life" University Support Scholarships.
- 59% of students attaining the IB Diploma enrolled at KIST prior to Grade 6. These statistics reflect well on the quality of learning in our elementary and secondary school programs.

Group	Course	# enrolled	Actual grade average	Global average	Difference between AG and GA
1	English A L&L HL	18	6.3	4.79	1.51
	English A L&L SL	14	5.57	4.87	0.7
	Japanese A L&L HL	5	6	5.04	0.96
	Japanese A L&L SL	1	6	4.71	1.29
2	Japanese B HL	10	7	6.3	0.7
	Japanese B SL	12	6.92	5.26	1.66
	Japanese AB SL	4	7	4.73	2.27
	Business Management HL	9	6.44	4.94	1.5
3	Business Management SL	1	6	4.94	1.06
	Economics HL	10	6	5.1	0.9
	Economics HL*	1	7	5.1	1.9
	Economics SL	10	6.2	4.75	1.45
	Geography HL	6	6.5	5.24	1.26
	Geography SL	4	6.25	4.8	1.45
	ITGS HL*	1	6	4.3	1.7
	Psychology SL*	1	6	4.45	1.55
4	Biology HL	7	6.29	4.39	1.9
	Biology SL	4	6	4.15	1.85
	Chemistry HL	13	6.62	4.56	2.06
	Chemistry SL	4	6.25	4.1	2.15
	ESS SL	7	6.43	4.22	2.21
	Physics HL	12	6.75	4.8	1.95
	Physics SL	2	6	4.21	1.79
5	Math A&A HL	8	7	4.87	2.13
	Math A&A SL	14	7	4.61	2.39
	Math A&I SL	10	7	3.87	3.13
6	Visual Art HL	2	5	4.39	0.61
	Visual Art SL	2	5.5	4.01	1.49

*Subjects studied through Pamoja Education

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

- 100% of courses offered at KIST had results above the IB global averages.
- 100% of courses offered at KIST (with green and blue shading) had results more than 0.5 points above the IB global averages.
- 80% of courses offered at KIST (with blue shading) had results more than 1 point above the IB global 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 2022 for achieving exceptional IB Diploma results, and best wishes for continued success as you commence your university adventures.



Hiro Komaki
DP Coordinator

Welcome to New Staff

We would like to introduce you to our new staff for 2023–24. Please join us in welcoming them to KIST!



Teachers



Thomas Beaton
Secondary
I&S/Economics



Inyoung Cho
Secondary
Visual Arts



Jarod Elson
Secondary Science/
Mathematics



Jonathan Gao
Secondary
Mathematics



Olivia Kemble-Clarkson
Secondary English



Ashleigh Kennedy
Elementary
G5B



Amy McKenzie
Secondary
English



Kanako Mizuma
Elementary
Japanese



Stephanie Pae
KIPS
P2



Anita Prashar
Elementary
G3A

Instructional Support Staff



Jamee-Grace Rose
Secondary
Science/Biology



Yuri Shuto
Elementary
Japanese



Kanako Hisagi
Learning Support
Instructor (K3A)



Krisha Jhaveri
Teacher-Trainee
(G2A)



Sophia Probyn
Teacher-Trainee
(G1A)

Operational Staff



Erika Que
Learning Support
Instructor (K3B)



Yurika Watanabe
Teacher-Trainee
(Secondary)



Emily Wu
Learning Support
Instructor (G4B)



Shinya Sakuma
Bus Driver/
Maintenance Staff



Koya Shimoji
School Shop
Attendant/
Support Staff

New Building Construction Update



Exactly one year ago, in the September 2022 issue of *The Comet*, we introduced this "New Building Construction Update" column. Since then, we have reported on the progress of construction in each issue, and this will be the final article before completion of the new building. In the next issue of *The Comet*, we will report on the joyous completion of our brand new building!

We are looking forward to seeing the new building, but before that, we have one final mammoth job to do: moving! We will be hiring a moving company to take care of the main tasks in the moving process; however, we are also planning to ask for additional volunteer assistance from the parent community as well as secondary students to help with packing and unpacking, while ensuring that the tasks to be completed observe sufficient safety protocols. We would sincerely appreciate your cooperation.

In the previous issue of *The Comet*, we announced that we will be holding an opening ceremony for the new building on Saturday, June 15, 2024. In order to be able to celebrate with as many members of the school community as possible, including alumni, we have scheduled the event at a time when overseas universities are on summer break. We are planning an event to ensure that everyone, from current students to alumni, can enjoy together. Please mark your calendars for June 15, 2024 as a "KIST Event!" We will distribute an official invitation later in the year as the event nears.



Ridgepole-raising ceremony

A ridgepole-raising ceremony (*jōtōshiki*) is a traditional Japanese ceremony that is held to mark the completion of construction of the basic frame of a new building. During the ceremony, a Shinto priest performs various rituals to thank the Shinto deities for the successful completion of initial heavy construction work, to honor those involved in the construction, to seek protection of the deities against natural disasters, and to request good luck for the building and its occupants.

The *jōtōshiki* for our new school building was held on August 4, 2023 by officials from Tomioka Hachimangu shrine in Fukagawa, and was attended by members of the school management team and officials from the architectural and construction companies involved in the project.



View of the rooftop

Request for donations— REMINDER!

As announced in E-Communications No. 13 that was distributed to all families on August 23, we will be accepting donations for the new building until the end of October. There are two types of donations possible: those put towards direct construction costs, and those put towards the cost of various equipment and fittings. Please check E-Communications No. 13 for more details or contact the main school office. We sincerely thank you for considering donating to KIST!

Early Childhood News

Hello, KIST families!

It has been almost one month since the students started attending school or progressed to the next grade level. I hope that everyone is starting to settle in well in their new environments. I am Eri Ozawa, the ECE Coordinator here at KIST. It has been so nice to see all of the children and families in the entrance to the elementary building every morning, with less tears this year than in previous years. The days are still hot, but we have started to feel some nice cool wind early in the morning and late in the evening. Hopefully autumn is just around the corner.

In the first issue of *The Comet* for this school year, to briefly introduce our ECE team, I asked all of our staff to respond to some questions. The ECE team has a total of 18 staff members. As you may know, each class has one homeroom teacher and two learning support instructors who support the homeroom teacher and help the children learn.

We are originally from:



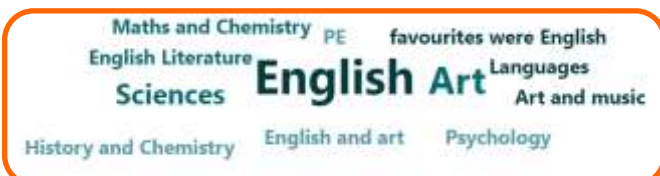
We all use English here at school, but for some of us, our first languages are:



Among our 18 members, the average number of years spent in educational instruction is:

9 years

When we were students, our favorite subjects were:



Finally, on weekends, we like to do the following:



Throughout the year, I hope that we are able to build good relationships with families and provide guidance and support for each child's learning here at KIST. If you have any questions or concerns, please contact your child's homeroom teacher. We look forward to working with you this year.

Eri Ozawa
Early Childhood Coordinator (K1–K3)/
K2A Teacher



K1A

K1B



K2A

K2B



K3A

K3B



Taking on Your Welbeing



I hope you all had a wonderful and rejuvenating summer break. As we gather here to begin a new school year, I want to emphasize the incredible impact that being prepared can have on ensuring that the coming months are both stress-free and filled with happiness.

"Preparedness" is your superpower. It's your shield against the chaos that sometimes accompanies academic life. Here's why focusing on preparedness matters and how it can make your school year smoother.

1

Ready your study space

Organize your study area at home. A well-structured workspace promotes concentration and minimizes distractions. A clutter-free environment equals a clutter-free mind.

2

Define your goals

Set clear, achievable academic goals. Break them down into manageable milestones and keep track of your progress. Being prepared means having a roadmap to your success.

3

Master time management

Effective time management is a cornerstone of preparedness. Use planners or digital tools to schedule your study sessions, extracurricular activities, and personal time. It's the remedy to ineffective last-minute cramming.

4

Seek guidance and support

Never hesitate to reach out to teachers, assistants, or mentors if you face academic or personal challenges. Part of being prepared is recognizing when you need assistance and knowing where to find it.

5

Self-care matters

Your well-being is essential. Make self-care a priority by incorporating exercise, relaxation, and healthy eating into your routine. A balanced mind and body are better equipped to handle academic demands.

Preparedness isn't about expecting the worst; it's about equipping yourself to handle whatever comes your way. By cultivating a mindset of readiness, you can tackle this school year with confidence and a sense of fulfillment.

As members of the school community, we are here to support you on this journey. Together, we'll make this academic year a rewarding and stress-free experience. Here's to your happiness and success in the upcoming months!



Clay M. Bradley

Elementary School Vice Principal/Student Care Coordinator



PYP News

New reading resources

Firstly, I'd like to welcome you all back to a new school year at KIST. For my first *Comet* article of the year, I want to introduce some new reading resources that I am sure you will enjoy sharing with your children at home. During the last school year, we held a coffee morning to go over shared reading strategies, and we received a lot of feedback about how difficult it is to find age-appropriate books in English. It was also felt that our younger students were struggling with RAZ-kids as the books were not phonics based like our Jolly Phonics course is. This led us to look for better ways to support our students and their families at home, and I am happy to report that we are introducing two exciting programs that will be made available to you free of charge.

The first is one that many of you will be familiar with... Epic! For several years, many of our teachers have used the free version of Epic, but unfortunately, this meant that students could only access one book per evening at home. As the feedback for Epic has always been excellent, we have decided to purchase an Epic Schools Plus account so that all students can now have unlimited access at home as well as at school.



Some wonderful features of Epic are:

- **40,000+ titles:** Access award-winning fiction, plus thousands of nonfiction books in STEM, science, math, history and more.
- **Engaging formats:** Graphic novels, motion comics, audiobooks and educational videos get any kid excited to read and learn.
- **All levels:** Read-To-Me books empower independent reading at any reading level. Chapter books challenge more advanced readers.
- **Multilingual:** In addition to English titles, our library includes Spanish, French and Chinese language books and videos.
- **24/7 access:** Available during the school day, after class, on weekends and on the go. Now every

student can access a library of books at home. Available on web, iOS and Android.

- **Daily 20:** Teachers can help students establish a daily reading habit by easily assigning and sharing books, then tracking daily and weekly reading in their educator dashboard.
- **ELA tools:** Filter titles by AR, DRA, F&P, grade level and more. Quizzes test reading comprehension. Dictionary Lookup and Read-to-Me Books help build vocabulary.
- **Collections:** Teachers can create and share curated book collections, or they can choose from thousands of existing collections created by Epic or other teachers.

Depending on the grade, your child's teacher will be setting regular Epic homework. This could be in the form of a reading log task or some research for their unit of inquiry. Also, for our younger readers, Epic will provide parents with a huge number of engaging books to read together. I want to encourage you to use this wonderful resource with your children as I am sure you are going to love it.

The second resource I want to introduce is aimed specifically at our K1–K3 students. While Epic is a fantastic resource for books that parents can read aloud to their children, it is difficult for beginner readers to read these



books themselves. To address this problem, we have also purchased a program called Reading Eggs. Like Epic, this program provides a huge number of high-quality readers, but where it differs is that these begin with phonics and build in small steps as your child develops their reading skills. There are books, games, videos, and even lessons to engage with... much more than I can explain in this short article. Therefore, we will be arranging a series of coffee mornings to introduce these resources to our K1–K3 families, so look out for more information coming shortly.

If you have any questions about these resources, please contact your child's homeroom teacher.

Oliver Sullivan
PYP Coordinator



KIPS News



At KIPS, we believe in encouraging children to learn good manners, respect each other, learn how to interact kindly with their friends and teachers, and to be creative and interested in learning.

A day at KIPS is built around a routine that helps children grow into caring, respectful individuals. In addition to English and Japanese, the children learn about the importance of food through nutrition education, as well as basic phonics, numbers, science in nature, music and PE, with the goal of preparing them to gain the knowledge and skills necessary for future success in an IB curriculum.

This year, we welcomed 4 new children, including a 6-month-old baby, to the P0–P1 class, and 14 children to the P2 class. I am very much looking forward to the year ahead, seeing the kindness of the children who have moved up to the next grade taking care of the little ones and their new friends, and seeing the expressions on the faces of those who had tears in their eyes during the first week but quickly got used to life in their new class and now show us their cheerful smiles.



I have been working at KIPS since May, and although there are still many things I need to learn, I hope to enjoy working with the children in various ways while respecting each child's individual pace.

Yoko Akiba
KIPS Office Coordinator (Acting)



P0/P1 Music class



P2 PE class

WELCOME to KIPS! My name is Stephanie, and I am excited to be one of the P2 teachers this year. At KIPS, we have a P0/P1 class and a P2 class. The P0/P1 children are led by our loving teachers, Hitomi and Cielo and our nurse, Minami, who take care of the children's daily needs and teach them the first steps in their early years of development. We are happy to be part of the children's lives and to share new adventures together.



The P2 teachers, Anna, Sohta, Yoshimi and I are enjoying being able to discover the children's talents in singing and storytelling, and in exploring the KIPS world together in our classroom. We hope you will also discover some of your children's special talents. As your children's teachers, we are pleased to take part in a role that allows us to find unique traits in each child. For the P2s, now is an important time for developing language skills in English, Japanese or their home language. We are amazed at how well the children can distinguish the different languages they are learning. It is also a critical time to learn about daily routines and follow rules in their classroom. All the P2 teachers are delighted to support the children in their development and look forward to watching them grow.

We believe that open communication and collaboration between teachers and parents are the keys to children's success in a new environment. We encourage you to contact us if you have any questions or concerns at any time. The Kids Diary system is one way to connect with your child's teachers. Please feel free to use it to share with us anything about your child's development, no matter how small it may seem.



P0/P1 teachers



P2 teachers

We thank you, parents, for allowing us to be a part of your precious child's wonderful memories.

Stephanie Pae
P2 Teacher



IGCSE News

Welcome back to all our G10 students and a warm welcome to our new G9 class as they begin their journey into the IGCSE. The IGCSE curriculum offers an exciting opportunity for students to further develop their skills and knowledge in a range of subjects, setting the foundation for a year of growth and learning. In this article, I am delighted to share three important updates with you.

Firstly, we extend our congratulations to our current G11 students for completing their IGCSE exams at the end of the previous school year. On August 25, the students came together to receive their provisional results, celebrating their accomplishments and encouraging one another. Congratulations again to our G11 students and look for more detailed updates about our results in the next issue of *The Comet*.

Secondly, we have started our advisory classes with sessions on university, wellness, and organization. An early organization session focused on students learning how to better integrate the school IT resources, specifically Schoology, Microsoft Outlook, and Microsoft To Do. During the session, students discussed how to prepare for future assessments by identifying key preparation steps to map out and complete through Microsoft To Do. Reflecting on and refining their planning and organization practices allows them to become more confident in their studies.

Thirdly, we are pleased to announce the dates and locations for our G9 and G10 camps. Our G10 students are all set for camp at Sunset Breeze Hota in Chiba on September 28 and 29, while G9 students will go to camp at Kamigo in Kanagawa on October 5 and 6. Further details will be shared with students as we prepare for both camps.

Finally, as we begin this new academic year, we look forward to a time of growth, learning, and memories. Thank you for your continued support and involvement.

Keith Erickson
IGCSE Coordinator



Ms. Duncan and Mr. Mahamed celebrate with Pramiti (G11A).

Athletics Update



Fall 2023

Welcome back KIST students and families! Fall season is in session and we have many students participating.

The below teams are preparing for games, matches and races:

- **Cross-Country (all MS and HS)** – We have 50 runners again this year! Awesome! And we have many great coaches supporting the team. (Head coach: **Ms. Cobbs**)
- **MS boys' soccer** – 25+ boys (Head coach: **Mr. Buck**; Assistant coach: **Mr. Archer**)
- **MS girls' volleyball** – 20+ girls (Head coach: **Mr. Jay**; Assistant coach: **Ms. Zhao**)
- **JV/Varsity boys' and girls' volleyball** – 20 each (Head coach: **Mr. Ota**)
- **JV/Varsity boys' and girls' tennis** – 15 each (Head coaches: **Mr. Cowe, Ms. Alba**; Assistant coach: **Miss Cowie**)

ISTAA U-18 & U-14 futsal tournaments held at the end of the school year (Spring 2023) were not as successful as we would have liked. Many new schools participated, further growing the ISTAA league. The U-18 boys had a great season winning most games and finishing 2nd in the league but were not as effective in the tournament held at DSTY (German School) as KIST did not make the final. The U-18 girls had a similar story line doing well in the season but not as well in the tournament at LFIT (French School), winning, losing and tying one, then losing in the 3rd place game.

Our MS girls had a pretty good season and finished 3rd in the tournament. They beat UIA, lost a close one to LFIT and tied BST. Unfortunately, goal differential put them in the 3rd place game. We were also missing one of our strongest players. Our MS boys had a good season but got themselves in disciplinary trouble, so they did not participate in the tournament.

Please **check the Schoology KIST Athletics page** >> Groups >> Resources to see competition dates, times, locations, results and other information.

Thank you to all the coaches, administrators, management and parents for supporting KIST Athletics. We are looking to build on our successful 2022–23 season in which we had some great performances as below:

- The Kanto **JV girls' tennis champion** + 2 other semi-finalists
- The ISTAA **U-18 girls' volleyball champions**
- The Kanto JV boys' and ISTAA U-18 boys' volleyball finalists
- The Kanto MS girls' volleyball finalists
- The ISTAA **U-18 boys basketball champions**

Dennis Ota
Athletics Coordinator



Reframing Challenging Interactions

The start of a new semester can be a challenge for students. Not only are there anxieties about new classes, new friendship dynamics, and new expectations, but there is also the likelihood that they are going to deal with this as the signs of puberty appear in ways unique to everyone.

This mixture of anxiety and seemingly random changes in mood can lead to a son or daughter that parents can barely recognise! Dealing with stubborn, disrespectful, and apathetic behaviour in a calm manner can take up a great deal of energy.

In this article, we'd like to offer some tips that we try to employ at school in order to model dealing with teenage attitudes with a focus on empathy and patience.

1. Focus on the behaviour and not the young person

Often, when an incident of disrespect occurs, it is designed to gain some kind of reaction from the other person. The anticipated anger in the response can lead to an argument that distracts from the problem that is driving some kind of anxiety.

Instead of reacting with a focus on 'you did X', it can be helpful to reframe the situation as 'X is something we don't do'. Often, when 'you' is used, a defensive response is more likely to occur. However, by sharing the issue with the inclusive pronoun 'we', it implies that a) the individual is part of a community with shared values and b) focuses on a communally accepted behaviour rather than an individual one.

For example:

'You can't use that tone of voice with me. You don't know how to speak respectfully.'

can become...

'In this family we don't speak to each other like that. I know you can speak more respectfully so can you try and explain what is wrong in a different way please.'

2. Don't assume malicious intent

It can be easy, in moments of conflict, to believe that another person is intending to upset us or trigger a conflict. Young people may begin to use phrases that we don't recognize—often parroted from other young people or the media! If we react in a way that implies we believe the young person's intent was malicious (they intended to be rude or disrespectful) it can, as before, create a defensive response. However, of course, sometimes there is intention to be disrespectful! In this situation, we want to try to diffuse the situation and remind the young person that they can communicate effectively without this behaviour.

If we take the same example as before:

'You can't use that tone of voice with me. Why are you being so disrespectful?'

can become...

'Let's pause for a moment. I know you aren't a disrespectful person, but the way you spoke just then felt to me as if you were being disrespectful. Can we start this conversation again?'



3. Model the language you want your child to use

From birth, our children develop their language and communication skills based on how their parents use language and communicate. It is our cues as adults that young people will learn to mimic and replicate.

If a young person is using a tone or communication style that we wish to change, often the best way to initiate change is to model the way we wish them to speak.

For example, adding 'please' and 'thank you' whenever possible might seem awkward or excessive, but it is effectively embedding good manners. Similarly, modelling the pace and tone of your voice can help to promote a calmer manner of speaking. Thirdly, asking clarifying questions, nodding, and appropriate eye contact are all positive methods to model active listening for young people.

Adjusting to changes in attitude is not an exact science and these tips are not going to work for everyone. As a school, we want to work collaboratively with families in supporting our young people through their teenage years and so, if you ever wish to reach out to the Care Team about a concern, please reach out via e-mail.

Matthew Archer
Student Care Coordinator
(Secondary)



It's all ^{in the} *{Attitude}*

Future Scientists Summer Camp in Denmark

August 2023

In November of 2022, the school presented me with a golden opportunity. A chance to go on an all-expenses paid trip to Denmark for a weeklong summer camp. However, there was only one condition. I had to send a 2–3-minute video talking about a global issue that I want to solve with science. I spent hours drafting ideas and potential scientific solutions to global problems. I drew from my personal experiences and came up with an idea. I talked about solving eating disorders with pharmaceuticals. The topic was very personal to me, and I was confident that I had made a solid video. I clicked submit, and four agonizing months later, I was accepted. They sent me my flight tickets, and on the 5th of August, I was already on a flight to Copenhagen, Denmark.

As soon as I got to the camp, I started making friends with people from all over the world with the same passion for science as me. It was awesome. I made friends with people from Canada, Kenya, Switzerland, Spain, and a whole lot more countries. Each day we spent hours looking at alternate solutions to fighting global issues such as the climate crisis, world hunger, and overpopulation. It was a great mix between theory and experimentation, and it helped me look at science in a completely different way. We conducted experiments related to drug detecting biosensors, V02 max, ammonia production and so much more. I had a truly great time, and it was definitely the highlight of my summer break.

Arjun (G11A)



This summer, I was given the opportunity to attend a camp called the "Future Scientists Summer Camp (FSSC)" hosted by the pharmaceutical company: Novo Nordisk. To be selected for this camp, I had to create a 3-minute video where I explained who I was, and what I would like to accomplish if I were to be a future scientist. When I applied for FSSC, I knew that there would be a small chance that I would get accepted into this program, so when I learnt that I was chosen to represent Japan from 300 other applicants, I was extremely excited.

At FSSC, we learnt about how different sciences correlate with world issues, and topics such as diseases, climate change, good health, and fitness, and zero hunger. This camp for me, at first, was a chance for me to learn about how it may be like to become a scientist in the future. However, this camp was much more than that. It gifted me with amazing connections and unforgettable experiences. During FSSC, we did amazing activities. However, the thing that made this camp unforgettable was the friendships I created from all over the world, including Spain, Canada, the US, Colombia, and many more countries. This camp taught me about the importance of becoming a future scientist and helped me learn about multiple diverse cultures.

Sumire (G11B)



Library News

Elementary Library



We hope you are all excited for the start of a brand-new school year! The school library team is thrilled to welcome you all back to a year filled with exciting literary adventures, learning, and growth.

Introducing Epic: Your gateway to reading adventures

We are excited to announce that this year, we have partnered with the Epic online reading platform to provide our students with an incredible digital library experience. Epic is an extensive collection of eBooks, audiobooks, educational videos, and quizzes, designed to spark a love for reading and learning in students of all ages.

To get started with Epic, simply follow the instructions provided by your teachers, and let the reading adventures begin!



Discover new books in our library

Our library shelves are stocked with exciting new arrivals that are sure to capture your imaginations. From gripping mysteries to heartwarming tales of friendship, there's something for everyone to enjoy.



Embracing the power of reading in your native language

Language, the cornerstone of our identity and culture, has the extraordinary ability to connect us with our roots, convey our emotions, and open doors to knowledge and understanding. When it comes to nurturing a love for reading and learning, there's no place more significant to begin than in one's native language.

It's a vessel that holds the essence of our culture, traditions, and heritage. When we read in our native language, we embark on a journey through the heart of our culture, immersing ourselves in the stories and experiences of our people. Reading in one's native language often leads to better comprehension and absorption of the material. It's like deciphering a familiar code, making it easier to understand complex ideas, nuanced emotions, and the subtleties of literature. The benefits extend beyond reading itself. Engaging with texts in your native language sharpens your language skills. It enriches your vocabulary, refines your grammar, and enhances your communication abilities. This proficiency doesn't just apply to your native language; it spills over into other languages you may learn, making you a more effective communicator overall. Each time we choose to read in our native language, we help keep it alive for future generations.



Reading in your native language is not just an activity; it's a celebration of your heritage, a journey into your culture, and a bridge to a deeper understanding of the world. So, pick up that book in your native language, and let the adventure begin.



Happy reading! 😊

Priyanka B P
Elementary Library Supervisor

Some sections of this article have been adapted from the Vijaya Karnataka ePaper (vijaykarnatakaepaper.com), translated from the original Kannada.

Staff 10!

In this month's Staff 10!, we are pleased to present **Matthew Archer** who joined us in August 2021 as an English teacher in the Secondary School. He is also the Student Care Coordinator for the Secondary School.



1) Tell us something interesting about your hometown.

When I googled 'interesting facts' about my hometown, the number one result was: 'Barnstaple claims to be one of the oldest towns in the UK.' The fact that this was number one tells you everything you need to know about where I grew up...

2) What is your favorite place in the world?

Mt. Koya. The first time I visited Japan, I was able to do a temple stay on Mt. Koya during Obon. The forest was pitch black and you could walk all the way up to the temple by candlelight. I've only been there once but I can remember it more vividly than any other place I have ever been.

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

When I was young, my favourite movie was 'Back to the Future'. I would love to meet Michael J. Fox and Christopher Lloyd and talk to them about making that movie.

4) Do you have any special skills or talents?

Not sure this counts but I'm quite good at writing limericks...

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

I was once an accomplished saxophone player, but stopped playing when I went to college because I couldn't juggle practicing with studying/my part time job to save for university.

6) What is your most prized possession?

If you come to the Care Office, you will see my collection of Bing Dwen Dwen toys. He was the mascot at the previous Winter Olympics and is basically a fat panda in a protective suit. Thank you to all the teachers and students who have added to the Bing family.

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

As the Care Coordinator I think I should go with 'Caring'!

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

Everything I have done has led me to where I am today and, considering I am healthy, happy and have a fulfilling job...I wouldn't want to do anything differently. Except for the time I called my lecturer Mum. Aged 21. At university. There was nothing gained from that experience.

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

I'm trying to improve my Japanese because I'm still at the level where I will say something that makes no sense or inadvertently offends

someone. The other day I accidentally insulted someone by not realizing the photo on the wall of their café (which seemed like something out of a horror movie) was actually their own dog. Moments after describing the dog in the photo as 'きもかわいい' (cute but gross), the café owner promptly lifted their dog on to the counter and explained that this was the same dog. Very awkward.



Mr. Archer and his favorite beverage.

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

Sometimes it is better to be kind than right.

Students Supporting the Homeless

On April 24th and 25th, our service group Homelessness Support Group (HSG) hosted a donation drive in front of the MPR in the morning.

We were happy to see that so many students, parents and teachers were willing to donate towards helping homelessness in Japan.

As a service group, we believe that it is important for students to be aware of their privileges, and to understand the inequality that exists in our society so that they can take action to make a difference and contribute to the community.

As a result of your contributions, we were able to donate approximately **30,000 yen each** to the organizations 'TENOHASI' and 'Sanyukai,' which will help towards providing necessities for homeless people in Japan and assist them in returning to society.

We thank the KIST community for their generous donations.

Maya (G12B) and **Muskaan** (G12A)



Nurse's Notes

Food allergies (Part 2)

Reducing the risk of developing food allergies and their treatment

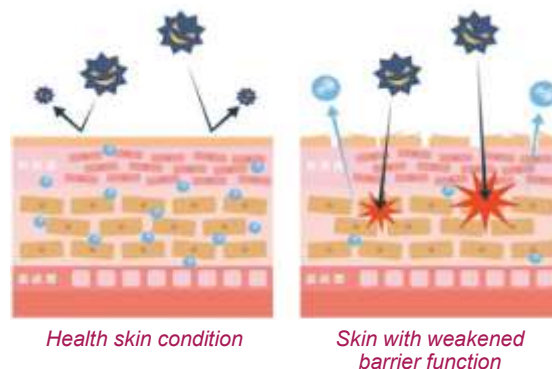


1. Reducing the risk of developing food allergies in infants

Risk factors for food allergies:

- Presence of atopic dermatitis in infancy
- Presence of eczema at 1–2 months of age
- Heredity, etc.

Skin problems in babies are highly associated with the development of food allergies (an overreaction of the immune system to food components). If the skin barrier function is weakened by eczema or other skin conditions, food components can easily enter the body through the skin repeatedly, increasing the risk of food allergies. Early consultation and treatment can prevent food components from entering the body by restoring the skin to a healthy state.



Source: Kasai Yokoyama Clinic (2023)

Reduced risk of developing chicken egg allergy

It is common for infants aged 5–6 months to start eating chicken eggs as baby food. However, the Japanese Society of Pediatric Allergy has reported that infants with atopic dermatitis are at increased risk of developing allergies if they start eating eggs later than this age. Therefore, infants with eczema or atopic dermatitis should see their pediatrician as soon as possible and, after their eczema has improved, start eating small amounts of chicken eggs under medical supervision at six months of age, which will help prevent food allergies. If you begin ingestion based on your own judgement, the risk of allergic symptoms may increase.

2. Treatment

1) Elimination therapy

Avoid allergic symptoms by eliminating the foods that cause them. For example, if you are allergic to eggs, check food labels and choose foods that do not contain eggs, including processed foods such as sweets. Some people with food allergies do not experience symptoms even if they consume small amounts of certain foods, or if they cook the food by heating it, for example. This can be confirmed by a food oral load test (actual ingestion of small amounts of the suspected food) under the guidance of a specialist, and elimination can be carried out to the minimum necessary.

A note about food labelling

Allergy labelling is required by Japanese law on the packaging of processed foods (packaged in boxes or bags or in cans or bottles).

- 7 items are required to be labelled: milk, eggs, wheat, buckwheat, peanuts, prawns and crabs.
- 21 items are recommended to be labelled: almonds, salmon roe, kiwifruit, walnuts, soya beans, bananas, yams, cashew nuts, peaches, sesame seeds, mackerel, salmon, squid, chicken, apples, matsutake mushrooms, abalone, oranges, beef, gelatine and pork.

However, foods sold by weight in shops, foods packaged at the time of purchase, and lunch boxes made to order are not labelled.

2) Treatment when symptoms appear

Treatment should be adapted to the symptoms and degree of the disease. If there is urticaria or itching, use antihistamines. If coughing or breathing is wheezing or hissing, bronchodilator inhalation is used. In cases of severe, generalised or rapidly progressive anaphylaxis, a muscular injection of adrenaline (EpiPen) is required. At KIST, students who have experienced anaphylaxis can be ready to respond quickly in an emergency by keeping an EpiPen prescribed by a doctor in the health office or, for older students, by self-administering it.

3) Prevention and immunotherapy (oral immunotherapy) of food allergies

Research is being conducted on oral immunotherapy, in which the causative substance is ingested in very small quantities and gradually acclimated. However, this is a treatment method at the research level and has not yet been established as a general practice. Do not be misled by misinformation on the Internet and always follow the guidance of a medical specialist.



Yukiko Yamazaki
School Nurse

Reference:

Japanese society of paediatric allergy and clinical immunology: Commentary on the prevention of chicken egg allergy development. (2017, Oct 12). Retrieved from <https://www.jspaci.jp/uploads/2017/10/69f6d7cc633708191f30fdad9b699c96-1.pdf>

University Guidance News

2022–23 KIST university highlights

To open similarly to last year, the offers for the Class of 2022–23 have been exceptional. While at first glance, it may seem like the total offers are less across the board than last year, that is because the students have targeted higher ranking locations and have had more success in those top areas.

- **54 total offers** received from Top 50 Universities (QS Rankings 2024)
- **23 total offers** from Top 25 – **Cambridge (2), Stanford (2), Imperial (4), NUS Singapore (1), UCL (3), UC Berkeley (2), Toronto (6), Edinburgh (3)**
- KIST's **first student** to enroll in **Johns Hopkins University (Pre-Med)**
- Top Tokyo institutions had 14 offers between Tokyo, Keio and Waseda universities
- 94% of students who have applied were accepted/enrolled in their 1st choice
- Students this year received offers across **eleven unique countries**
- Japan was the most popular destination with 11 matriculations locally

Future goals?

Maintaining the number of students getting into their first choice

The university counseling team is pleased to see the number of students accepted to their first choice increase from 75% three years ago to 85% two years ago, and now 94% both this year and last year. For avid readers, you may remember our target has been 90%, which has now been maintained for two years. Let's go for more!

How can we maintain this number?

1. Ensuring students have adequate information about themselves and their future

Students **should have multiple "first choice" schools** that fit their ability level and interest. If a student will **ONLY** be satisfied with one school and that school is considered a "dream" or "reach" school, chances are high that they will be disappointed.

2. Preparing our academic portfolio as soon as we can

If a student's top choices are in the US, for example, **we have a lot of work to do early**. Universities will look at grades achieved from G9–G11, extracurricular activities and roles held within those activities, as well as extra considerations such as SAT and Duolingo exams. Trying to cram all of this in at the last minute is stressful and unlikely to be successful. However, **making plans to accomplish everything little by little** will prove to be simple and rewarding.

3. Working as a team

High achieving students get into the schools they want when they have the **support of their friends, families and teachers**. Our role should be to **provide motivation without adding stress**. Very

rarely do students who are pushed to their breaking point produce results they are happy with. But we need to make sure we are constantly working towards a common goal and not become complacent.



Our newest goals for 2023–24 to increase success!

1. Networking, networking, networking

Every year our community is doing more and more to realize the efforts to aid in our students' success. We have focused on the importance of GPA, building your personal profiles, and SAT/Duolingo test scores. For this year, I would like to talk about how networking and showing **"demonstrated interest"** can be important.

	Considerable	Moderate	Limited	None
High school grades (GPA)	76.8%	15.1%	4.9%	3.2%
Positive character attributes	26.3%	37.5%	18.5%	16.8%
Essays	18.9%	37.3%	26.5%	17.3%
Demonstrated interest	15.7%	27.6%	25.4%	31.4%
Recommendation letters	11.8%	40.0%	27.6%	20.6%
Extracurriculars	6.5%	44.3%	30.8%	18.4%
SAT	4.9%	25.4%	38.9%	30.8%
IB test scores	1.1%	22.2%	25.9%	50.8%

According to the NACAC State of College Admissions 2023 survey as seen above, 68.6% of universities surveyed said that they consider demonstrated interest, with almost half of them saying that it was of moderate or considerable importance. This is an area that until recently, was hard to influence from overseas. Now that COVID restrictions have decreased, it is time for us to have a renewed focus.

2. What have I been doing?

For the past two summers, I have been travelling during the summer to conferences and universities to promote our school, our students, and our efforts to maintain our existing partnerships while also forming new ones. It has helped me get a better understanding of what the campuses look like, as well as helping to form relationships with the admissions counselors, and get a more accurate understanding of what the teams at these schools are "really" expecting from our students.



Continued on next page

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3. Where did KIST go in 2023?

This summer, I represented KIST at a week-long international conference in Miami, Florida, with hundreds of universities in attendance. Outside of making my best efforts to connect with the admissions officers from each university to promote our school and students, I also had a booth setup to welcome those that wanted to seek us out for more information. Following, I travelled to California and met specifically with USC, UCLA, LMU, Occidental and Pepperdine universities. All of the above is done with the intention to share awareness of our program, welcome more people to visit our campus, and give our students better chances to apply to top schools.



4. What is our role as students or families now?

Now, the part that students and families can participate in will be reaching out to universities yourselves and "watering the seeds" that have been planted. KIST has been presented in a good light, but they want to hear from our students. By the time of this reading, our G11/G12 students will have already participated in the [Kanto Plains Fair 2023](#). This will give some of them the first chance to introduce themselves and begin their journey towards their university applications, but this type of connection isn't limited to G11/12 students.

5. Recommendations

- G9 and older students/families interested in universities in North America should make a short list of 5–10 that are at the top of their list.
- Then, search on that university's website/via Google to find a contact/request information/brochure link to add the student's details, including e-mail address, name, school, etc.
- If the school has indicated they will make a trip into Japan or they will do a virtual presentation, try to visit their event or presentation at least once before G12 applications begin.
- If there are opportunities for questions, make sure the questions are smart. Asking for data that is available online such as an expected SAT score is not smart. Make it personal!
- When it comes time to make applications, these universities will note that it is not the first time they have had contact with you, and that is how you show "demonstrated interest".

As always, for any questions or further clarification about any of the above or anything else, please contact me or stop by the office!

Thomas Waterfall

University Counselor

thomas.waterfall@kist.ed.jp

Office hours: Monday–Friday, 8:00 a.m.–5:00 p.m.

University Guidance Office (3F Secondary Building)



University Acceptances and Offers



KIST Class of 2023

()=Number of students accepted | [★]=Scholarship offered | [#]=Matriculation confirmed
Italicized offers indicate students from previous graduating classes
 As of **September 1, 2023** (students still applying!)

CANADA

McGill University (1)
 McMaster University (1)
 University of British Columbia (5) [#1]★
 University of Guelph (1)
 University of Toronto (6) [#1]★
 University of Waterloo (2) [#1]★

FRANCE

Audencia Nantes School of Management (1) [#1]★

GERMANY

Frankfurt School of Finance and Management (1)

GRENADA

St. George's University (Medicine) (1)

HUNGARY

Semmelweis University (Medicine) (1)

HONG KONG

The University of Hong Kong (1)★

JAPAN

Hiroshima University (1)
Hiroshima University (Medicine) (1)
Hokkaido University (2) [#1]
 Hosei University (1)
International University of Health and Welfare (Medicine) (1)
Juntendo University (Medicine) (1) [#1]
 Keio University Mita (2)
 Keio University, Shonan Fujisawa Campus (1)
 Nagoya University (1) [#1]
Okayama University (1)
 Ritsumeikan University (1)
 Sophia University (6) [#4]
 Temple University Japan (2) [#1]
Tokyo Medical and Dental University (1) [#1]
 University of Tokyo (4) [#3]
 University of Tsukuba (2) [#1]
 Waseda University (7) [#3]

SINGAPORE

National University of Singapore (1) [#1]★

UNITED KINGDOM

Cardiff University (1)
 Durham University (5)
 Imperial College London (4) [#1]
 King's College London (3)
 Queen Mary University of London (2)★
 University College London (3) [#1]
 University of Bath (4)
 University of Bristol (3)★

University of Cambridge (2) [#2]
 University of Edinburgh (3)
 University of Leeds (5)
 University of Manchester (10) [#2]
 University of Nottingham (2) [#1]★
 University of Reading (1)
 University of Southampton (1)
 University of Warwick (6) [#1]

UNITED STATES OF AMERICA

Arizona State University (2)★
 Boston University (1)
 Chapman University (1) [#1]
 Florida International University (1)
 Fordham University (1)★
 Georgia Institute of Technology (1) [#1]
 Johns Hopkins University (1) [#1]
 Michigan Technological University (1)★
 New York University (1)
 Occidental College (1)★
 Purdue University (5)
 Rose-Hulman Institute of Technology (1)★
 Stanford University (2) [#2]
 Texas A&M University (1)
 University of California, Berkeley (2)
 University of California, Davis (5)★
 University of California, Irvine (2)★
 University of California, Los Angeles (2) [#1]
 University of California, Merced (1)
 University of California, San Diego (3)★
 University of California, Santa Barbara (1)★
 University of California, Santa Cruz (2)★
 University of Hawaii Manoa (2)★
 University of Illinois at Chicago (1)
 University of Illinois at Urbana Champaign (3) [#1]
 University of La Verne (1)★
 University of Maryland (1) [#1]
 University of Massachusetts Amherst (4)★
 University of Michigan Ann Arbor (3)
 University of Minnesota Twin Cities (3)★
 University of North Carolina at Chapel Hill (1)
 University of Southern California (1)
 The University of Texas at Dallas (1)
 University of Washington (2) [#1]
 University of Wisconsin, Madison (1)
 Virginia Polytechnic Institute (2)

