

ACHIEVING BALANCE

Highlights

JUNE 2022
VOL. 91



Seoul International School



MISSION

Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.

VISION

Seoul International School will foster an earnest passion for learning that inspires students to work with others in creating a better world for all.

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THEME

ACHIEVING BALANCE



ACHIEVING BALANCE

By Michael Colaianni
Head of School

With the pandemic finally showing signs of easing, those stress filled days of being ever alert to sidestepping the virus may be drawing to a close. With the high demands of working in an environment which is always looking toward the next steps to achieving improvement, whether that be in programs or activities that carry on over long weekends, there are plenty of reasons to be feeling the stress of daily life.

Unless one can find that balance between the demands of daily life and living a positive and vibrant life itself, we may be prone to an unhealthy lifestyle.

Personally, I find being outdoors a great relaxation. Maybe it is because there are so many different sights, scents and sounds when out of the office. The outdoor environment provides so many positive distractions from the day-to-day predictability that many of us feel stuck with.

Finding any excuse at all to go outside, no matter the weather, has helped me to achieve that important balance in life. Cycling for long distances every weekend has been not only good physical exercise, but has served to ease my mind from day-to-day problems or issues that may be at hand.

Although cycling has been terrific and an exercise in which I will always participate, the acquisition of a new family member, one with four legs, white paws and a furry tail and who is always on the wrong side of the door, has been a delightful gift, and a great source of fun and balance in the lives of my family and me. My family and I were given our Shetland Sheepdog in the middle of the pandemic by a friend who found she was allergic to dogs and he has been a delight from the first day.

There are many studies that strongly indicate the benefits of having a pet toward achieving a balance in life. For both physical and mental well-being, the benefits are enormous. My family and I feel fortunate that Andrew, our sheltie, has helped us through the pandemic and will be with us for years to come.

I highly recommend that if you can, adopt a dog and your life, too, will be in better balance.

Unless one can find that balance between the demands of daily life and living a positive and vibrant life itself, we may be prone to an unhealthy lifestyle.





BALANCED GROWTH

Young Ok Chi
Business Manager

For the past 50 years, SIS has graduated countless world class students who are now citizens contributing to their communities in all corners of the globe. Dedicated parents and students are supported by countless frontline faculty and leadership as well as behind the scenes administrative and technical staff who feel a sense of pride with every student who passes through our school. Most importantly, we want SIS to be a place where the community feels harmony and balance, an alma mater of fond memories and the hall of exciting promises for current and future students.

A skilled chef values exactitude in proportion and balance to produce the best-tasting gourmet food, not too salty and not too bland. The right ratio and steps must provide the infrastructure to let the ingredients shine through. Such is the collaboration between students, parents, faculty, administrative, and technical staff, making each other stronger, providing the firm support our community deserves. Mutual respect and trust in each others' professionalism in their respective fields will grow deeper as we prove to each other with both our words and our deeds. Our trust in each other has helped us propel the organization through the COVID-19 pandemic and I have no doubt that it will help us move forward through the many changes, both big and small, towards a well-balanced growth.

In the past two years in my capacity as Business Manager, what I learned is that we as an organization are not afraid of change. The process of facing radical change is challenging, but we have learned how to overcome difficulties and take a leap forward. That leap enables us to move towards more growth for SIS than ever before. To return to the food analogy, in Korean cuisine where many dishes are soup- and sauce-based, how you prepare the broth determines the subtle taste of the entire table. Like the broth that forms the basic infrastructure of a well-made meal, a sound primary education is a well-balanced foundation we can build on, from pre-kindergarten all the way through middle and high school to higher education. I hope the recent influx of elementary students will propel us to the next big leap for SIS.

Just as people retain the memories of homemade comfort foods, as members of our community move onto an even brighter future, we hope they will continue to look back to their experiences at SIS with fond memories. My goal as the Business Manager is to help create a school where students can taste the most delicious and enjoyable life experiences of their lives, just like the joy you feel when you recall the most delicious food in your life.

Most importantly, we want SIS to be a place where the community feels harmony and balance, an alma mater of fond memories and the hall of exciting promises for current and future students.

STRUMMING MY WAY

By John Benavidez
Middle School Principal

Balance is elusive. Achieving balance in life is difficult. All too often, work encompasses our time and takes over. As a veteran administrator, with nearly 20 years of school administration experience, I am finally fairly successful at achieving balance in life.

Even though I absolutely love my job, I need to make sure to remember that it is only one part of who I am. When I was a new administrator, I would be at school over 60 hours a week. A ten-hour day was the norm, and that did not count the commute time. At one point, while working with some students long after school ended, I realized that I was putting more time into raising other kids and not my own. That made me realize that I needed balance.

Before becoming a school administrator, our family owned horses. Horses are extremely time consuming and I eventually had to give them up when I became a principal. The many hours spent feeding, riding, training or shoeing my horses provided me with the time and responsibility that I needed to decompress after a tough day at work. Oftentimes, I would come home only to go directly out to the horses and work long after dark. This was also one way of spending quality time with my Pops and my son, Eric. We decided to sell the horses at some point due to me not being able to dedicate myself to their well being. I miss those times because working with horses was a way of life for me and was my way of achieving balance.

FORE!! I later took up playing golf. Learning to play golf is TOUGH! Many hours were spent practicing and playing and my daughters quickly became interested in the sport as well. This was just what I needed to spend quality time with my wife and kids. Almost all of our free time over the next 10 years was spent on the golf course. Both of my daughters played golf for their high school and college teams and learned valuable life lessons. Definitely a great way to pursue balance in life.

Moving to Korea five years ago put an end to my golf time. So, I needed to find something else to help me achieve balance between work and leisure. Travel was the new silver bullet! Mrs. Benavidez and I were on a plane every chance we got. We were able to visit quite a few countries and had some experiences that we will never forget. Unfortunately, COVID put an end to that.

Guided by a good friend, on a cold winter day, I braved the snow flurries and I purchased my first guitar in Jongro about two years ago. Although I am terrible, I really enjoy learning how to play. My guitar is on display in my living room, allowing me to grab it and practice whenever I get the chance. Sometimes days go by without practice, but that is unusual. I find myself strumming along multiple times a week. My guitar has provided me with hours of struggle and frustration, but that actually brings me joy and relaxation. This is not unlike the immense amount of time on the golf course. Learning to play an instrument at 54 years of age is definitely a challenge, but that is good. Playing the guitar requires dedication and grit. It is easy to quit, just leave it sitting there like a beautiful piece of art, but I am determined to get better. Our house in Arizona has a big front porch and there are many musicians living in our neighborhood. "Porch concerts" are a thing in our hood and my goal is to be able to sit in on some of them and jam on our front porch.

For me, finding something to take my mind off of work is essential. It is healthy, both physically and mentally. I love being a principal, but I also now understand that I can only be my best at that if I have balance in life. Too much of anything is not healthy but balance is elusive.





BALANCING EDUCATION

By Brian Byrne
Elementary School Principal

What does a balanced education mean to you?

When you say balanced education, I think of the whole child. In the elementary school (ES) at Seoul International School (SIS) we recognize the importance of a balanced education. In order for us to develop inquisitive, independent thinkers and collaborative learners who can contribute to the world around them we have been taking steps to provide all scholars with opportunities to grow socially, emotionally, and academically. A challenge as we grow as a community is to increase opportunities that concentrate on these areas of development. School should be a safe place for everyone to contribute their ideas, engage in learning through different pathways and explore various interests and passions. It should also be a place where children grow by learning strategies to be successful socially, foster relationships, maintain friendships, and learn approaches for how to manage their emotions. Through the lens of a balanced program we continue to reflect on our entire ES program to determine the next steps in the journey at SIS.

What type of supports are in place in the elementary school?

In the ES we are in the process of providing a more comprehensive student support program. Previously the main support we provided scholars was literacy support. To provide support for all learners we have altered this to include learning support and counseling. In planning for next year, we have hired a learning support teacher who will work with scholars from kindergarten through Grade 5. This position allows us to provide support beyond just literacy support and is not limited to academics. Additionally, we have shifted the role of our ES counselor to allow for more social and behavioral support. Next year our ES counselor will be more accessible throughout the day to meet with scholars individually or in small groups, in addition to still providing schoolwide support through targeted lessons related to social emotional learning.

In the ES we have been fortunate this year to have new playground structures that allow scholars additional opportunities to take healthy risks, learn through play, and develop social skills.

***How else does SIS provide a balanced program in the ES?***

This year we have looked at curriculum, scheduling and reporting when determining how to better provide a balanced education. We have adapted Social Studies units, keeping them aligned to our standards but providing more opportunities for scholars to inquire through student voice and choice. As well, we have shifted Science back into the classroom to provide scholars with an opportunity to go deeper in their understanding of each unit and hopefully provide more hands-on opportunities. We have also decided to increase the frequency of specials such as visual arts, performing arts, and physical education. Beginning next year each of these three areas will be provided to all ES scholars at least twice per cycle. All of this is an effort to offer a balanced program. We have also worked collaboratively to revise the ES report card which will debut next year. Significant changes include creating a report card purpose statement, aligning our reporting to the standards so that families will have a better understanding of the strengths and areas of growth for their children and creating a student as a learner profile that will explicitly share learning characteristics and attributes of each child. All of this will help provide a better and more detailed view of each scholar as a whole child.

An important part of a balanced education also includes activities. What does SIS provide?

In the ES we provide scholars with an array of activities including after school enrichments, Grade 4 and Grade 5 sports, weekend boosters (various sports) for kindergarten, and various music programs. We understand that school is more than academics and that it is important for scholars to have opportunities to engage in learning and activities that allow them to, actively and creatively, explore additional interests and passions. School should be a place where all scholars have these opportunities regardless of their prior level of experience. In the ES we are in the process of determining how to increase both the number of classes offered per session as well as the number of days per week that ASEs are provided. The opportunity for scholars to interact, learn and socialize with others who have similar passions and interests is an integral component of a balanced education.

How else does SIS provide a balanced program?

Space and facilities are also keys to providing a balanced program. In the ES we have been fortunate this year to have new playground structures that allow scholars additional opportunities to take healthy risks, learn through play, and develop social skills. Next year we are expecting a complete renovation of the ES Library. This reconfigured space has been purposefully created to offer flexibility in function that is aligned to a balanced program. We are very excited about this space. Overall, we are always reflecting on what we do, searching for additional ways to build upon the success and strengths of SIS.



IS IT BETTER TO LOOK GOOD OR TO FEEL GOOD?

By Gray Macklin
High School Assistant Principal

In the 1980's, Billy Crystal had a sketch on Saturday Night Live called Fernando's Hide-away. At the end of every sketch he had the tag line "It's better to look good than to feel good, and you look marvelous." Like so many of the bits on that show, we walked around all the time imitating the gags and thinking we were hysterical.

While it still makes me laugh, I am much more skeptical of his pronouncement. That may have something to do with getting older and not looking or feeling particularly good with some regularity. But there is another reason I am skeptical. These days in schools there is a lot of emphasis on looking good and I sense a waning commitment to not just feeling good, but also being good. I don't mean being good in the moral sense, but rather in the sense of being authentically excellent. We talk about paying attention to science and data, but right now the neuroscience, child development science, and all manner of research, not to mention our own experience, are all telling us that the coming generations are the most over-extended, over-scheduled, over-tired, and over-stressed cohort of children in human history. That is probably excluding kids who have grown up in traumatic periods like war, famine, or natural catastrophes. Still, is that who we really want to be in the same category with?

All of this stress and pressure seems to be in service to looking good to universities seeking to promote their own brands. The data also shows that many of the economic advantages of attending an elite undergraduate program largely disappear within about 10 years following graduation. The workplace may be interested in where you went to school when looking for that first job, but after that it is increasingly based on skill or expertise. In other words, being good, not just looking good.

Fortunately, this is not an "either/or" situation. There may have to be some sacrifice of looking good, but that doesn't mean looking terrible. It means having the various blemishes that come with lessons that were hard but well-learned through productive struggle and perseverance - all of the things that consultants try to cover up or make us feel ashamed of earning the hard way. Consultants are to education what publicists are to politics. They may win elections, but they wage a scorched-earth attack on authenticity for the short-term victory. The more successful publicists are, the more our politics suffer. Likewise, the more successful consultants are, the emptier the purpose of an education becomes.

I am not so naïve to think that education consulting is going anywhere. Consumers have a choice: listening to experts on human development, leadership, and other relevant fields or piling more on their kids to feel like they are managing a risk that is well beyond their control. We have seen our share of skepticism toward science and data during this pandemic. The more skeptical, the more severe the consequences. We don't have to accept science blindly, but we remain ignorant of it or reject it at our own peril. If the purpose of thought is action, then let's start thinking about what is available on topics like sleep, stress, experience, college admissions, learning, and success, among others, and strive to have people graduating looking good, feeling good, AND being good. It is attainable.



LIFE BALANCE

By Agnes Schuppel

Elementary & Middle School Assistant Principal

Finding a healthy work-life balance can seem quite challenging at times, even if one really loves their job. Work gives each of us the opportunity to help as well as engage with others, develop and exercise talents, create, and broaden our perspective on life. Work offers each person the chance to grow and give purpose to their life. However, it's crucial to determine the right life balance, not simply the right work-life balance. A life balance includes all aspects of the whole person, which includes body, mind and spirit.

In the book, "Achieving Balance: A Simple Book that Will Change Your Life," author Allan Willis writes, "Balance is about choosing to live your life on solid foundations and not becoming intoxicated with a short-lived ego-based lifestyle... To build a sustainable and stable life, people must think about relationships above possessions, values above fashions, adaptation above being 'stuck in your ways' and collaboration above self-interest."

Achieving the right life balance is an important part of a healthy lifestyle, however, finding the right way to determine a healthy balance does not always come easy. Within each individual there lies a physical, mental, emotional, and spiritual self. Balance looks and feels differently for each person, so it's vital for each person to have a good understanding of themselves in order to be aware when one or more of these components is out of sync. The good news is, we have the freedom and ability to shift our priorities to achieve a more balanced life that's meaningful and fulfilling. It often takes thoughtful consideration, trial and error, and reflection to find and achieve the right balance. Each of these components of the self must be carefully and properly nourished in order to truly and maintain balance. Life balance is about achieving a feeling of freedom balanced with the discipline required to meet the demands and obligations we face. To do this, each person must define what's important to them, set boundaries, and prioritize

the components so it feels and looks healthy for them.

For me personally, achieving a healthy life balance includes working hard, exercising regularly, attending church either in person or remotely, participating in fellowship with other believers, and nurturing relationships. I have found that prioritizing God, church, and fellowship with fellow believers is crucial. I also make working out a vital part of each week, striving to work out for approximately one hour a day, at least five to six days a week. I also do my best to eat a healthy diet. I believe physical health and proper nutrition seriously impact mental, physical, and emotional health. For me, I have found a healthy life balance also includes a combination of time alone as well as time with loved ones. At least once a month, I attempt to find time to explore, travel, or go on simple adventures either alone or with friends.

Each person needs to define what's important to them. Each person must know this or they won't know what to prioritize and what not to prioritize. It's critical to know your most basic mission in life. Sometimes we simply just can't do all that we are asked or all we want to do. Therefore, understanding and knowing your personal mission gives you the wisdom, discernment, and often the discipline to make the choice that aligns with who you are and who you want to become.

My advice on achieving a healthy life balance is to know who you are and who you hope to become, and with that in mind along with thoughtful consideration to your mission, lay out your goals and priorities. Take baby steps along the way to lead you to your goal, making time to regularly reflect and make an adjustment when necessary. If something doesn't resonate within or with your core mission, do your best to take it off your to-do list, realign your priorities and get back on track so you can ultimately live the life you were meant to live.

ACHIEVING BALANCE

By Kelcey Edwards

Director of Guidance and College Counseling

One of the K12 counseling team's guiding standards is encouraging a belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being. Balance isn't just about looking across the academic and extracurricular realms or considering the number of AP vs non-AP classes, or even ensuring that a college list has more than just highly selective schools. High school counselor Carly Santos points out, "It's about making time for self-care." This means prioritizing one's own psychological and physical well-being and taking steps to promote and preserve one's health.

Taking care of mental and physical well-being positively impacts learning

"It is important that our students and parents find a balance between academics and down time. Having time to be with friends and to just be a kid is also extremely important," explains elementary school counselor Jennifer Kurbel. One of the ways Ms. Kurbel helps students achieve balance is through teaching them techniques to help with stress management. All grade levels complete activities with mindful meditation, zen drumming, and other relaxation activities.

In later grades, many students have increased demands on their time after school, often resulting in increased stress and decreased sleep. Middle school counselor Alyssa Haugen shares, "When it comes to balance, the biggest thing I encourage is exploring an interest outside of academics." While some students thrive on a busy schedule, others benefit from more downtime which can be used to explore interests. Families shouldn't feel limited to structured activities offered at a cost outside the home.

It's all the more important that students appreciate the need for and benefits of balance when they reach high school. Some students don't place enough importance on achieving balance and caring for one's own

well-being. Many don't know where to start.

From our team's perspective, balance can look like

- being social and connecting with others
- going to bed at a reasonable hour
- spending time with family and friends while not talking about school or college
- creative pursuits, such as art, music, or writing
- playing sports and finding time to be active
- unstructured, free time
- having fun

So, how can our students bring their lives back into balance? High school counselor Ashlee Davis offers the following:

Accept That You Cannot Do All Things, All The Time. stop, take a deep breath, and regroup. Let go of the need for perfection and being overly involved. More is not better.

Manage Yourself, Not Time. We often see students trying to manage too many things at once. Managing yourself reflects a sense of responsibility. It is being proactive, realizing the power of choice, and knowing what you have control over.

Add and Subtract. To do more of one thing, you must do less of others. Be willing to cut some activities from your schedule – even if just temporarily – in order to accomplish higher priorities.

Just Say "No." Sometimes we say "yes" because we feel pressure or we think we "should." Or we think it will look good on a college app. But, we can't give every area of our lives our full attention if we are stretched too thin. Being able to say "no" is a critical piece in reducing stress and balancing your life.

Schedule Time for Yourself. Learning to pause and create space for yourself is key to being able to do the next thing. Make it a priority to schedule the time and place for yourself to bring what gives you comfort, health, joy, or whatever you most need now.



MOVING FORWARD : IT'S AS EASY AS RIDING A BIKE...

By David Coleman
Director of Curriculum and Professional Development

I love riding my bicycle. I learned to ride when I was five years old and since then, I just can't seem to get enough of it. Ask anyone who knows me, and they'll tell you that riding a bike is much more than just a hobby for me. It's my passion and has shaped who I am. Over the past 15 years, my wife and I have traveled all over the world by bicycle. We've crossed North America, toured extensively throughout Europe and Scandinavia, and even spanned South Korea four times. Despite the successful distances traveled and hills triumphantly climbed, I've also had setbacks, including falls, flats, and crashes. It's these less glamorous biking episodes that have made me keenly aware of the inextricable link between moving forward and staying upright, especially with a fully loaded bike. Slow speeds, along with heavy panniers, steep hills, unpredictable winds, and mechanical failures compound riding a touring bike. On top of that, maintaining balance and focus while attempting to deal with varying terrain, shifting weight and speeds, or "negotiation" (arguing with a riding buddy) have, at times, been unbearable. Nevertheless, no matter what the circumstance or condition, all riders, young and old, are bound by the same instinct, the same lesson: Keep moving forward!

Similarly, over the past several years, SIS, along with most schools around the world, has had to find balance amid the many pandemic-related influences affecting such things as what we teach, the pace of instruction, the purpose of assessment, and even our philosophical direction as a school. The pandemic-driven headwinds threatened to slow our progress, but we collectively changed gears, adjusted our pace, and met this challenge with strategic resolve. Our panniers, full of well-established school-wide initiatives and priorities, became unevenly weighted with unpredictable demands, unforeseeable impacts, and untested protocols. This new learning required vision

and a rebalancing on everyone's part, including students, teachers, and families. As a result, we continued to move forward. We evolved and changed direction together, and we adjusted our methods and expectations. We shifted our curricular, instructional, and assessment practices, and sought to "draft" off of one another's successes. We rebalanced our priorities to ensure and preserve the integrity of our continued forward movement and in doing so preserved the identity and mission of our school. In fact, in the fall of 2021, this was independently verified and commended through a steep yet successful climb toward SIS's six-year WASC accreditation. And, as we had to regroup and sometimes "slow the pace," we remembered that lesson, that instinct - to keep moving forward so that we could establish a new cadence, a new route, a new resolve to make it over that proverbial hill. In the long run, we deepened our passion for learning new ways of "getting there" while shifting and adjusting to the sometimes relentless and unprecedented headwinds blowing our way.

In 1930, the iconic physicist, Albert Einstein, wrote a letter to his son, Eduard. He said: "Beim Menschen ist es wie beim Velo. Nur wenn er faehrt, kann er bequem die Balance halten." which translates: "It's the same with life as it is with riding a bike. Only when moving forward can one comfortably maintain balance." As SIS continues to evolve from over two years of challenging, sometimes unbearable conditions bent on halting the way we conduct school, we have persevered and emerged better and more capable than ever before. We have upgraded with new and necessary tools and components, our climbing legs are stronger, our sense of direction, purpose, and resolve are clearer, and our collective forward momentum has ensured that our balance is true and unfaltering as we ride into the future.



SIS CORONA RESPONSE

No one could have predicted how long COVID-19 pandemic would last and I certainly could not have imagined how much the pandemic would change the world or my life. After the first case in Korea occurred in January 2021, a super-spreader event from a church in Daegu followed in February and SIS made the bold decision to switch to an all-school distance learning for the semester. On March 11, 2021, the World Health Organization officially declared COVID-19 a global pandemic, leading to the Ministry of Education and the Korea Disease Control & Prevention Agency's issuance of guidelines to launch the SIS Corona Task Force Team (Corona TFT) to address the pandemic on campus. As the newly made director of the General Affairs Team, to serve concurrently with my work as director of the IT Team, I became the team leader of the Corona TFT in July.

When the Corona TFT was first launched, since Korea just recently came through the MERS and SARS epidemic, we thought it would be a short ad hoc team to troubleshoot immediate preventative issues around campus. The Corona TFT organized the dissemination of MOE guidelines and KDCA information to the SIS community while securing KF94 masks for everyone on campus, which was a very difficult task at the time due to the sudden high demand all over the world. As we all know, the pandemic still continues to this day. As the cases grew, the Corona TFT continued to lead SIS' response, until finally concluding its business and officially disbanding on June 3, 2022.



In all, the TFT worked for a total of 27 months, with anywhere from 13 to 40 rotating staff, held 125 meetings, answering 33,409 phone calls, and performing contact tracing and follow up of 483 on-campus confirmed cases. The sheer number of man-hours needed by the Corona TFT required personal sacrifices made by everyone in the community. From parents and students who adjusted to every new change to the school schedule, to the faculty who rose up to the very challenging task of adjusting classes to operate both on-line, on-campus, or even hybrid at a moment's notice. This included staff who provided logistical support to make it all happen, from 7 a.m. temperature checks on all arrivals on campus, campus daily disinfections, building partitions for all classrooms, and general disinfection and sterilization with every contact tracing.

Despite all these efforts, SIS' Corona response was almost overwhelmed with the rest of the country in February 2022, when the OMICRON variant spread exponentially, bringing up the daily infections to its highest on March 16 of 621,281 new confirmed cases in Korea. The school rallied around the Corona TFT, with students, parents, faculty, and staff all standing firmly behind the TFT decisions to stay true to science and adhere to the basic guidelines of the KDCA. I feel that we achieved what was previously thought to be unthinkable, finishing the 2021-2022 school year with the highest total on-campus school days among foreign and international schools in Korea.

Maintaining a successful Corona response on-campus was easier for me this year than achieving a balance in my personal life. The past two years have been the most difficult time I have experienced since joining the SIS IT department in 1998. What sustained me was the belief that even if I am not the best, I will do my best steadily and consistently. Conclusion of the TFT this month with a successful campus Corona response behind us, makes it all worth the while.

Of course, the pandemic is not yet completely over and we may have other life-threatening events to contend with in the future. We will build on our experiences and know-how learned from the COVID-19 response. The struggles from the first global pandemic as we adapted to the daily routine of wearing masks, enforced temperature checks, and tried to deal with the uncertainty and fear of the community, were all very meaningful. As we reflect on the past two years, there are certainly areas for improvement.

What is certain, however, is that through our experience with the Corona TFT, the long-term collaboration across multiple departments as well as between the academic and administrative leadership helped us renew a mutual trust and respect for each other. That is the biggest win of the Corona Task Force Team. I am humbled to be able to say, as I close the last report of the Corona TFT, well done, SIS!

What is certain, however, is that through our experience with the Corona TFT, the long-term collaboration across multiple departments as well as between the academic and administrative leadership helped us renew a mutual trust and respect for each other.



MY GRANDPA'S HAND
ARIEL AHN (12)

*A Magpie and
Tiger's Afternoon*
ERICA LEE (12)



Blossoming



To a casual viewer, SIS in 2023 may look like an international school with a mostly Korean ethnic community. But if you look closely, there is a diverse spectrum of Korean, American, and so much more. Highlights is launching a series taking a look into SIS' cultural rainbow, starting with our faculty community. We asked teachers with Korean and non-Korean families at SIS some questions about cultural balance.

CULTURAL BALANCE, A SERIES: MCDONALD'S OR LOTTERIA?

Highlights wants to know

- 1 My birth/home/native culture is:
- 2 How long did it take you to feel comfortable/adjusted with the Korean culture/style?
- 3 What's your favorite thing about Korea?
- 4 What's the hardest thing to get used to in Korea?
- 5 What do you think is the hardest thing for your partner/spouse/family to get used to about YOUR culture?
- 6 What is your funniest cultural experience in Korea?
- 7 What helps you most to find cultural balance in yourself/partnership/family?
- 8 What is your advice for newbies on achieving a cultural balance?
- 9 What kind of Korean food do you love and/or know how to make well?
- 10 Finally, Lotteria or McDonald's?



ALLYSON LEE
HS SCIENCE &
SCIENCE CLUB ADVISOR

- 1 American
- 2 1~2 years
- 3 Safety for my children, no fear of gun violence.
- 4 Driving. It is so challenging to read signs and navigate simultaneously, and parking can be challenging as well.
- 5 Gender roles--men help out around the house with cooking and cleaning and with the children far more than the men in my husband's family do.
- 6 When I made applesauce for my in-laws, they were really surprised by the idea of eating apples cooked!
- 7 Taking turns choosing what movies to watch.
- 8 It's give and take. Be open to new experiences and err on the side of respectful.
- 9 I love 김치 (Kimchi) and 매실차 (Maeshilcha or Plum Tea). I know how to make 갈비 (Galbi or Beef BBQ) quite well.
- 10 Lotteria

- 1 Canadian, but originally from India
- 2 3~5 years
- 3 The people, the food and the culture
- 4 The language is hard to learn and different manners can be hard to get used to. Personal space is not observed here as much as other places.
- 5 The fact that my family can say anything to each other without worrying too much about age. We speak our minds more freely.
- 6 When I first came here, so many people would comment on how small your face is, how high your nose is, or how big your eyes are. Also, some Konglish phrases are pretty funny. There's a coffee shop called "Stake and Potato."
- 7 My husband and I respect and learn from each other's culture. We have the same core values. We have many similarities because we are both from Asian cultures, but mine is a bit more modern since I was born and raised in Canada.
- 8 Don't judge too harshly, keep an open mind and respect what is different.
- 9 I only make seaweed soup for my husband's birthday, but I enjoy SO many Korean dishes. My favorites are bibimbap, tteokbokki, japchae, mungbean pancake, namgmyeon etc.
- 10 McDonald's



KAUSHAL PATEL
LITERACY & EAL
SUPPORT SPECIALIST,
LEARNING SUPPORT
CURRICULUM AND
TEAM LEADER

- 1 Bangladeshi-Indian-American
- 2 3~5 years
- 3 It's definitely the safety. For example, back home in New York City, I was the victim of an armed robbery in broad daylight near a police station. But here in Korea, I forgot my purse in a busy cafe one day and it was left untouched the entire time.
- 4 I've been trying to learn Korean for a while now, but with things coming up in life (my studies, career, etc.), I've never been able to get beyond a certain proficiency, especially at some point when the grammar gets quite complicated. But I will keep trying. I've also experienced racism a few times over the years due to my skin color, whereas NYC is much more diverse so I would just blend in. But most people here have been kind to me, so I tend to focus on the positives and don't care anymore if I stand out.
- 5 Having grown up in a traditional family but raised in the U.S., I can't fully relate to being South Asian, but I can't fully relate to being American either. Not knowing many South Asians or many Americans, I think my husband might think that some aspect of me is related to one of those identities but it might be related to the other or it might just be something unique to my own personality and not representative of any particular culture.
- 6 When I first met my husband, he introduced himself as Kim Jong-il and then proceeded to tell me that his brother was Kim Jong-un. I thought he was joking, but then I learned that their names are spelled differently in Hangul. Interestingly, it was all a coincidence. In fact, my mother-in-law's family escaped from North Korea during the Korean War and rebuilt their life from scratch, which I think is amazing.
- 7 We both enjoy watching Hollywood and Bollywood movies on Netflix together and eating at Bangladeshi/Indian/Pakistani/Nepalese restaurants since the food is very similar. Before the pandemic, we would also visit Hawaii every year. Even though we speak in English at home, I'm learning Korean to get more adjusted to life here. In these ways, we have been able to appreciate each other's cultures.
- 8 Find aspects of each other's culture that you like and try to engage in those, whether it's learning the language, eating the food, or becoming familiar with the customs, etc.
- 9 순두부찌개 (Sundubu Jjigae or Spicy Seafood Tofu Soup)
- 10 Subway



NADIA KASHEM KIM
HS SOCIAL STUDIES &
ENGLISH



TIMOTHY MUNRO
MS/HS PE &
MS ACTIVITIES
COORDINATOR

- 1 Canadian
- 2 1~2 years
- 3 Food, Entertainment options available
- 4 General lack of spatial awareness
- 5 Canada doesn't actually have that much "culture"
- 6 Seeing men in business suits sleeping on the pavement
- 7 Appreciating those positive aspects of Korean culture, even though some things may be culturally attached but outdated.
- 8 First, understanding that every person is different, therefore, every country should be understood to be different than one's home country. If they can accept that things aren't the same as they may be accustomed to, they will be able to adapt much more easily.
- 9 K-BBQ
- 10 McDonald's

- 1 American
- 2 Still adjusting
- 3 탕수육 (Tang soo yook)!
- 4 There have been many challenges for me, as an American connected to Korea for an extended time. For one thing, Koreans value conformity extremely highly. This is very hard for me as an American, because most Americans take great pride in NOT conforming, and use it as a way to establish an identity. Paradoxically, I find that Koreans often also reject more formal rules. Parking regulations are flagrantly disregarded in many places, and litter can be a pretty big problem. I still get frustrated by these things, so it is definitely an ongoing process of adaptation for me.
Also, the motorcyclists who drive on sidewalks still scare me.
- 5 As an American, I tend to question ideas a lot. I want things to make sense logically to me, but my wife and her family often don't think in this way. For them, ideas are good or bad based upon how many other people hold those ideas. This can make it hard to come to agreement because our basic rhetorical styles are often quite different - a convincing argument for my wife and her family is not at all convincing to me.
- 6 My first Korean friend ever was a college professor who was significantly older than I was, and we had a lot of interesting and engaging conversations. However, when talking and walking down a sidewalk, he would often step really close to me because his bubble of private space was much smaller than mine. I would instinctively move farther away for the same reason. This often ended with me walking right against the curb - staying out of the street but only barely.
- 7 Alone time. I find that I sometimes just need to get away from others so that I can recenter myself.
- 8 If you're asking about balance between partners, it's tricky. You're not only finding a balance between individuals (which is hard enough!) but also simultaneously trying to figure out baseline assumptions and underlying expectations. Because communication styles can differ dramatically, you should be ready for some serious miscommunications and be willing to spend time to figure out what your partner is thinking and why.
- 9 I am terrible at cooking, but I like spicy food, in general. Korean food isn't particularly hot, but the 낙지볶음 (Nakji-bokgum or Sautéed Spice Squid) in Moogyo-dong is pretty nice. Bibim-nengmyun is my favorite summer food in Korea.
- 10 Lotteria



NATHAN WARKENTIN
HIGH SCHOOL
MATHEMATICS



HOW MUSIC HELPS ES STUDENTS FIND THEIR CENTER

A mother's lullaby to her newborn baby, the sound of an alarm waking us up in the morning, or the background sounds in a classroom; these are all music surrounding our lives. However, listening to or reacting to music and learning music are clearly different processes, especially in elementary school. As students learn how to listen to and enjoy music, there is also a process of learning how to look inside and express yourself. Through this process, elementary school students build a musical repertoire beyond acquiring basic skills. This is the pedagogy of Dr. Ho Jeong Park, ES Music Teacher and ES Primary Choir & Suzuki Director, who believes that music allows us to learn how to find our center.

Dr. Park, who has been teaching SIS Elementary School's Suzuki Program since 2008, emphasizes teaching children "expressive music" where students learn both the beauty and power of the music, while building the skills to communicate musically. It's all about finding your voice. This is reflected in many of her students who told us that they started to learn string because "mom told me to." When asked what they learned from Dr. Park and Ms. Julia Jiyeon Kim, who teaches the ES Suzuki program together, Soojin Kim (5G) answered, "I learned how to play with other people." Jaewoo Ahn (4G) told us that playing cello "changed my life" by helping him deal with stress. Many others said their favorite part of the program is participating in the concerts where they enjoy playing with friends and owning the music.

As students learn how to listen to and enjoy music, there is also a process of learning how to look inside and to express yourself. Through this process, elementary school students build a musical repertoire beyond acquiring basic skills.



The ES music program combines the Orff Method (Listening and Playing Bar instruments), Eurhythmics Method (Listening and body coordination), Suzuki Method (playing string instruments center), and Kodaly Method (singing and listening center) into a curriculum differentiated with pedagogical methods suitable for each grade level. Throughout it all, students are encouraged to express themselves in a myriad of forms. For example, kindergarteners learn to sing “Twinkle Twinkle Little Star” and practice singing while waving a toy that shines like a star. This seemingly simple combination of singing and physical activity with an eye catching toy will dramatically change the learning pattern of a kindergarten student. Children will naturally move to express the lyrics of a song with their entire body until each child’s brilliance shines through the song. It’s a holistic musicality.

As young scholars learn to creatively and holistically express themselves through music while enjoying it, they naturally progress to upper grades where they start to play instruments. The process of learning the skill of playing is not simple; it takes a long time and hard work to make a beautiful sound on an instrument. Through practice, skills are honed as students learn to refine the mind’s musicality and learn to communicate through instruments, developing skills necessary to speak in their environment. Each concert is a culmination of the learning, a performative education, and a skill-based experience.

SIS’ music education begins in kindergarten and continues until graduation. Music may seem daunting at first but making beautiful sounds with their voices and instruments, learning to express their deep feelings and thoughts translates into skills that imbues our musicians with confidence, a positive mind, and a sense of accomplishment. In music, there is no violence, no conflict, only abstract and higher level communication that is infused as a life-long skill. We hope our students will continue to share happy music with the world.



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MS FLEXIBLE ADVISORY, AN INTERDISCIPLINARY SPACE

If you have an interest in current events, you might have heard about Henrietta Lacks (August 1, 1920 – October 4, 1951) by now. Ms. Lacks was a young African-American mother of five whose cancer cells, which doubled every 20 to 24 hours, became the source of the HeLa cell line, one of the most important resources in medical research. HeLa cells are used to this day to test toxins, drugs, and viral growth, and are responsible for some of the most significant medical advancements in recent history. Her cells were used by doctors without her consent, acknowledgement, or compensation, and her family was not informed until 2013, raising important issues about patient privacy and rights.

This year, Henrietta Lacks' story was just one of the interesting topics presented, displayed, and debated among middle school students through the Flexible Advisory Program. In Flex Advisory, students participate in self-selected, 30-minute sessions three times a week. The program was organized by the innovative eighth grade team led by team leader and Language Arts teacher Ms. Juney Jung, with math teacher Mr. Michael Darrah, and science teacher Ms. Julie Hein. Options

for students included programs such as Physical Fitness, Board Games, Competition Math, Holiday Crafts, Science-Catch UP Day, and MUN.

Flex Advisory, a truly interdisciplinary program, was actually inspired by the COVID-19 pandemic. Ms. Jung, Mr. Darrah, and Ms. Hein wanted to provide a different space for their students, already in their second year of social distancing, to find a new way to engage with each other and a chance to think outside of the box. They proposed changing the very teaching and learning environment of the sixth and seventh floors with the simplest touches. Their ultimate goal was to provide a safe learning space and maximize student learning while responding to students' needs. Their idea was welcomed by the Leadership and the hallway space on the sixth floor of the middle school building was renovated over the summer break.



When students returned to school, they were greeted by a new collaborative environment that connected all three eighth grade classrooms into a multidisciplinary space. Hallways were merged into a continuation of the classroom where students can experience different learning styles and roam outside, mingling with each other. Doors were left open as much as possible with music weaving through the mingling learners. To help along the process, the eighth grade teachers started an interdisciplinary

course, working across the math, science and Language Arts curriculums. Students and teachers in Flex Advisory constantly check in on each other's progress.

The successful launch of Flex Advisory was possible thanks to the dedicated eighth grade team's efforts to help our students navigate the increasingly isolating social distancing measures of the COVID-19 pandemic response. But like a truly good Universal Design, the program will continue to help our students learn socialization and become truly individual thinkers beyond the pandemic era, hopefully for a long time to come. We are touched by our students and staff who rose up to the challenge of a global pandemic with such FLEX!



From left Ms. Jung, Ms. Hein and Mr. Darrah

BLURRING THE LINES OF WORK-LIFE BALANCE

By Jared Rock
High School English

Achieving balance in life appears as one of those perennial issues popping up over and over again in our literature, biographies, and various cultural traditions. The many answers offered on how balance can be achieved provide rough maps to better lived lives. While these promise some structure and sense of comfort, the sheer multitude of paths advanced makes this quest a difficult journey to plot out with much confidence and calls into question the very methods and premises upon which these guides rest. Something that is sometimes more instructive than the lessons or instructions themselves is to consider how the problem of balance is framed in the first place; a balance of what-and-what and for what reason.

In our modern era the problem of balance is often framed as a work-life one. Keys to achieving a better work-life balance have been proposed all over our media for decades, and the recent Great Resignation appears to indicate that an overdue overall rebalancing is taking place against stagnate (often eroding) labor rights and work culture that intruded more and more into our personal sphere. More importantly, that the scales are tipped too heavily to our work or school lives is probably felt by a great many of us here at SIS.

A potential problem with the notion of work-life balance is its implicit assumption that there is a dichotomy present and that we lend out part of our personal lives to complete our work. Like most teachers, I spend a fair amount of my personal time taking graduate classes. I love being part of a community that pursues knowledge together, and to continually explore new subjects and problems. Of course, these classes can add more than a full workday's worth of hours to my weekly schedule, and yet I willingly (and eagerly) go into them. I'm often more stressed about my own research, or writing, or getting the most out of my weekly reading assignments than I am about my "day job" responsibilities. It would be just as easy to call my graduate courses "work," even my "real work," over teaching, if I take work to mean endeavors that push me out of my comfort zone and force me to create new understandings.

Something that is sometimes more instructive than the lessons or instructions themselves is to consider how the problem of balance is framed in the first place; a balance of what-and-what and for what reason.



The real benefit at the core of all this is indeed a deep and enriching personal growth. When I go to “work” I want to share that love with others, and as far as I do, I don’t see myself as loaning out my time, but as doing something genuinely worthwhile and working for and through a love for humanity that inspires my actions.



When I want a break from those two examples of work, these days I go running with my wife where I work to improve my distance and time. There are other examples of personal life that seem so effortless, like going out with friends or spending quality time with my wife. These bring immense joy into my life, and the balance book would show no cost and great gain. However, these relationships, too, are the result of work, a great collaborative effort that lets us into communion with one another as we pursue our most immediate and important work- our own growth into better selves.

What is it then that makes one of these register as “work” and all the others as personal?

It is not that I do not fear the encroachment of my work at school into other parts of my journey through life; in fact, I actively protect against that in a variety of ways. But I don’t shed myself when I walk onto campus and suspend my real

life until the end of fourth block. I love growth, be it intellectual, professional, or in relationship with others. It inspires me to pursue my paths through life during what would often be called my personal time. The real benefit at the core of all this is indeed a deep and enriching personal growth. When I go to “work” I want to share that love with others, and as far as I do, I don’t see myself as loaning out my time, but as doing something genuinely worthwhile and working for and through a love for humanity that inspires my actions.

Just as I love my personal relationships and my graduate classes, I want to offer some experiences and guidance that spark a desire for growth in others and investment in our common human community. I would certainly never claim balance in my life, but through that transcendent desire for growth I see the boundary between work and life erode somewhat, and for now, it’s good.

“HISTORYTELLING” THROUGH DOCUMENTARIES

By Nadia Kashem Kim
High School Social Studies & English

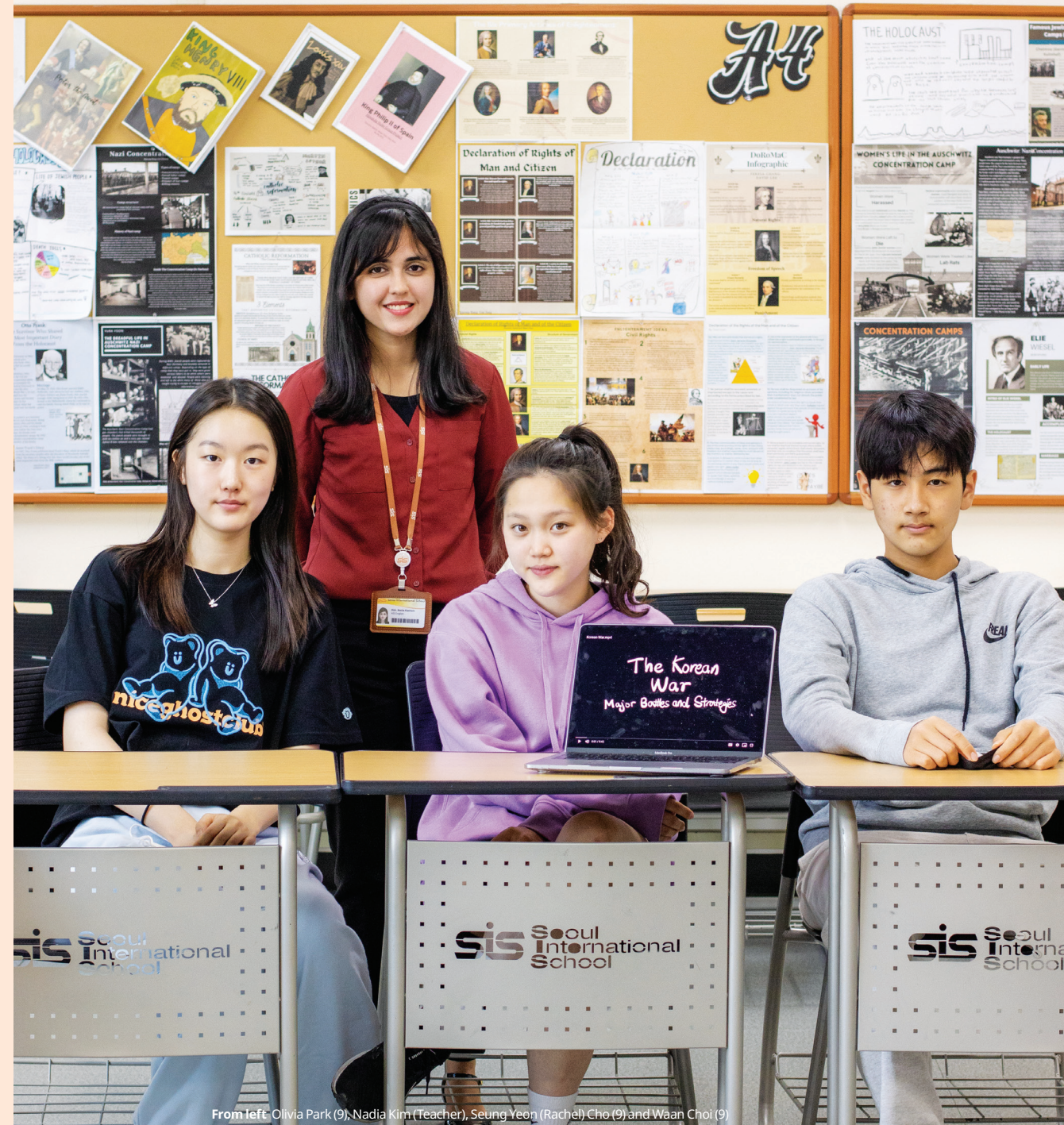
The field of history is filled with rich narratives, requiring those who study it to sift through the voices of those from the past to make sense of our complex world today. Sometimes in this process, however, certain grains of knowledge get trapped in the sieve, with the only narratives flowing through being a regurgitation of facts and figures found in our textbooks. While books and lectures are indeed necessary to provide the building blocks for each unit, it is also crucial as history teachers to guide our students in finding their own voice—by having them examine not only secondary but also primary sources and asking essential questions to help them form their own understandings of the historical themes.

To achieve this balance, we have incorporated in our World History curriculum multiple research projects through which students can formulate their own theses. For instance, we are wrapping up the year with a unit on modernization and globalization, with students researching the history and current events of a country of their choice to discover which aspects of a country's history they think has the greatest long-term impact on its success and challenges. They are asked to link the past with the present and communicate that connection through a research paper, infographic, and final presentation.

Another medium of expression that has worked particularly well is the documentary. Students have been able to utilize their artistic creativity to vividly retell historical ideas through the lens of a camera or a screenshot of their tablet, thereby also honing their technological skills.

For instance, as we finished our recent Korean War project, one documentary in particular—created by Olivia Park, Waan Choi, and Rachel Cho—stood out for not only its incorporation of reenactments and digital animations to explain one aspect of the war but also for its inclusion of primary source material in the form of an interview. At one point, an elderly Korean gentleman recounts his experience of being in elementary school when the war broke out and the confusion that ensued. Being able to sit down with a survivor and having these conversations in real time can provide insights that are vastly deeper than what

The field of history is filled with rich narratives, requiring those who study it to sift through the voices of those from the past to make sense of our complex world today.



From left: Olivia Park (9), Nadia Kim (Teacher), Seung Yeon (Rachel) Cho (9) and Waan Choi (9)



Korean War



NHD 2022
(National
History Day)

could have otherwise been gained from a book. This can be particularly meaningful to an international school such as ours, given that much of history in general has been told through a western perspective. Now our students are examining the other side of those stories as well.

Similarly, much of our year had been devoted to National History Day, with the annual theme being debate and diplomacy. Hosted by SIS this year, NHD Korea allowed students to find their voice through the creation of projects in the following categories: documentary, exhibit, paper, performance, or website. This project required students to analyze both primary and secondary sources and balance multiple viewpoints to understand how various conflicts have been handled in the past and the far-reaching consequences that result in the absence of compromise.

While all of the projects showed immense effort—with students exhibiting maturity in balancing their responsibilities outside of school with the task of coordinating a months-long intensive project within their groups—I was proud to see several of my students get recognition, including David Lee for his first-place solo performance of “The Debate and Diplomacy Between Nuclear Superpowers During the Cuban Missile Crisis” and Olivia Park, Chelsea Kim, Sophia Lim, and Kaylee Kim for their third-place documentary titled “Behind the Facade of the Alien and Sedition Acts.”

Another notable entry was “The Debate That Preserved the Democracy of the World: Vandenberg Resolution and NATO” by Charlotte Jun, Celine Yang, Lin Chiang, Keanu Park, and Justin Park. This documentary consisted of student interviews of current leaders in international relations, including a former Korean ambassador to the United Nations and a former director of the Asan Institute for Policy Studies. This was another example of primary source interviews enriching student understanding.

While students often watch documentaries to learn about history, we have turned that around and provided opportunities for them to create their own to teach their peers what they have learned. As I finish my first year at SIS balancing Communications and World History—two subjects in two very different departments—I am happy to see that my students have taken many of the skills they have developed in the former to apply it to the latter while being innovative in their approach despite the ongoing challenges of the current pandemic.

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KIDS NEED MORE FREE TIME, TED TALK



Sejune's
TED Talk

If you were in the auditorium on April 29, 2022, you might have been deafened by laughter from elementary school students and teachers during the Fifth Grade's TED Talks. In particular, during a presentation by Sejune Chang (5A) on how elementary students can deal with stress with some free time, the response from the audience was gleeful and joyous, filled with high-pitched laughter from all corners.

The SIS fifth grade TED Talks are presentations of peer-nominated works selected from the Reading & Writing Workshop unit on how to read and write persuasive text and essays. The theme of the essay was seeking change by being a social activist where the goal is to write and discuss persuasively changes students want to see in their own community. Sejune proclaimed that he was tired of listening to his friends and classmates "constantly whining" about having too much school work and decided to persuade his friends' parents to let them have some fun to de-stress.

According to Ms. Sarah Kim, Sejune's homeroom teacher, his TED Talk is powerful because it comes from a deep reflection and it resonated with his classmates.

Before his TED Talk won the hearts of his audience, Sejune Chang was born in Korea but traveled the world with his family, from Germany and Japan, to the U.S. He says his parents really inspired his TED Talk with their family philosophy that emphasizes creativity and, in his own words, "a kid who is not a robot." This allows him to be free of the private tutoring academy, or "hakwon," heavy lifestyle and allows him a decent amount of free time outside of school. His friends' heavy non-school workload gave him the perspective to realistically compare their different levels of stress and ways to deal with it. He sensed that this is a serious topic, but wanted to infuse humor to deliver his message in a more persuasive and powerful way.

Sejune says his sense of humor comes from his father and his maternal grandfather and that ability to laugh at this important subject is what made his TED Talk resonate so much with his friends and classmates. According to Ms. Sarah Kim, Sejune's homeroom teacher, his TED Talk is powerful because it comes from deep reflection and it resonated with his classmates.

The most memorable moment while interviewing Sejune about his TED Talk was when he was asked about his greatest takeaway from this experience. It's something that we can all take away this year.

"If I try my best and work hard, it always finds a way to come back to me."



SPIRIT CLUB

Have you ever been too scared to raise your hand to speak up? Have you ever been panicked about saying something wrong? Are you an introvert struggling with these kinds of issues and feeling like you are alone? Do you want to know how to stand up for yourself?

Abbie Huh and Kateyln Lee are smart and charming fifth graders at SIS and looking at them, these are not the things that you imagine they had to ever experience in their young lives. However, both Abbie and Kateyln told us that these are some of the issues they learned to overcome at Spirit Club where they learned higher level collaboration skills that helped them both make great friends.

Spirit Club is the only extracurricular club in the elementary that fifth graders can apply for. At the beginning of the school year, the club's advisors, Ms. Jennifer Kurbel (ES Counselor) and Ms. Joy Oh (Fifth Grade Teacher), selected 30 students to participate based on a Google survey application and they met once a week during recess. Most of their activities and events are planned to add school spirit and build community.

During these events, students planned activities for their fellow elementary students and organized things like "Spirit Week" and "Winter Wonderland." This year, they are particularly proud of their collaboration with a high school club called the Korean Animal Service Association. The Spirit Club sold Valograms on behalf of KASA and donated the sales profits to help shelter animals. By the end of the school year, elementary students successfully raised over 1.5 million won to donate to KASA, and were able to watch some of their favorite teachers get pied!



Katelyn says she wanted to join the Spirit Club ever since she heard about it in the second grade while Abbie felt that it would be a great stepping stone to help her adjust to middle school and high school life. They said Ms. Oh and Ms. Kurbel helped them manage time and giving up recess once a week was worth every minute. Katelyn and Abbie agree that their greatest takeaway from Spirit Club was learning how to be brave. Abbie said almost nonchalantly, "If you don't like struggling, you have to stand up."

We salute Abbie and Katelyn in their pursuit of girl-power!



From left Abbie Yoon Ah Huh (5B) & Katelyn Lee (5C)



HEALTHY FRIENDS & HEALTHY WORDS

If you've been on campus these past two years, you might've noticed William Sandschaper on the school's SIS Return to School COVID-19 Protocols (<https://youtu.be/L5yMCK-QR7xA>), posted on August 11, 2022, both on the school's YouTube as well as flatscreens around campus. At about the 03:22 mark, Will shows off his acting chops on what symptoms to look out for, like loss of smell or taste. Thus, his COVID guideline video idol career was launched, all in the service of preparing for the SIS community's return to on-campus classes, following a whole semester of distance learning after Korea's first super spreader event occurred in February 2021.

Upon return to campus, the school needed a way to provide orientation on how to return to campus amidst a pandemic, from washing hands, to wearing masks, and observing strict social distancing protocols while on campus. Will and other faculty children, back on campus with their parents to open the school before their friends joined them a week or so later on the first day of school, graciously stepped in to help with the video, which is the school's greatest social media hit to this day, with almost 1,700 views. (Note: please remember that we are a school and this is a bona fide millennial hit.)

Being a faculty child is not easy at any school, but that is especially true at an international school where you often do not know the local language or customs. At SIS, there is the added burden of having to join a community of peers, with only a few students transferring in or out of the school. Will, born in Denver, Colorado, arrived at SIS three years ago with Nikki and Jesse Sandschaper, respectively Elementary & middle school Visual Arts specialist/K-12 Visual Arts curriculum leader and MS Spanish/Learning Support. Right before coming to SIS, the Sandschapers traveled

around the world for a year, visiting the Middle East, Latin America, Europe, and Africa. They hoped to travel around Asia during their stay in Korea but the COVID-19 pandemic made that mostly impossible. Like many families in Korea, they took the chance to travel around the country more thoroughly. One thing that Will regrets is that he did not make more of an effort to learn the Korean language, but he is happy that his Korean friends taught him some healthy Korean curse words to take with him to Guatemala, where his family is headed next.

When asked what advice he had for other incoming new or faculty kids to help adjust at SIS, Will said that making friends is the best way. Coming from a smaller school, Will was a bit surprised at first just how big SIS and Seoul were. It was certainly a culture shock to learn from his friends that they considered getting a grade lower than 85 as a failure, when he thought that was just OK. After three years at SIS, his expectations about academic grades have changed a bit, but he has been able to maintain a sage attitude that while it's cool to get an A, if he gets anything lower, it's OK as long as he's tried his best.

He'd like to conclude by saying that making friends was making friends, just like anywhere else in the world. At SIS, Will enjoyed all the sports that he could sign up for like volleyball and soccer, and is about to sign up for basketball, too, before the end of the school year, and enjoyed diverse activities like his time with the Middle School Student Council. But the friendships he's built at SIS will be the most cherished memory of his time here.

Will and his family will be missed. We wish him the best of luck and hope he makes great Guatemalan friends who will teach him new healthy words in Spanish!



From top left clockwise Jin Lee (8), Kate Chaewon Kim (8), Hannah Suhyoon Park (7), Seojin Kevin Kim (7)

MS LIFE

Middle schoolers sometimes strike fear into the hearts of their parents and siblings as they reach puberty. Many locals will tell you that they believe North Korea will not invade South Korea because they are afraid of the eighth graders. Parents, teachers, and staff who see them daily talk about how even the sweetest kindergarten and elementary students become a bit “rough around the edges” during the middle school years before growing out of it in high school. Some teachers have described them as both the most difficult few years to teach AND the most magical time of growth and change to witness. Middle school is where some students still hold the childlike wonder while others are mature beyond their years but, of course, too cool to talk about it now. Highlights met with a diverse group of middle schoolers to talk about what they like to do and how they find balance in their lives. (In alphabetical order from grades 6 to 8)

Bernard Chang is a sixth grader who was born in Korea and attended international school from preschool. His family moved to the United States when he was five years old until he transferred to SIS in the third grade. Bernard says he adjusted quite easily to the U.S. because he was fluent in both Korean and English, but he forgot most of his Korean while there and returning was a more arduous transition. His older sister got him hooked on chess and he played a lot with his cousin at first. By the time he was in elementary school, his best friend was also a great chess player and they played after school almost every day and especially enjoyed winning against their teachers. His best friend Edward and his family returned to Korea and came to SIS, so when his family decided to return as well, Bernard chose SIS pretty easily. They are still best friends, and Bernard still plays chess three or more hours every other day, but now is also really into fencing, another strategy heavy gentlemen’s sport. He might be SIS’ Kingsmen.

Nabin Won is a sixth grader who just transferred to SIS last year. She was born in California and moved back and forth between Korea and the United States. By the time Nabin’s family moved to Baltimore, she forgot her English and found the experience quite difficult. What helped her learn English again was her family’s favorite activity, watching Star Wars. She relished the diversity of people and cultures in Baltimore and learned that she loved all kinds of sports, in particular, tennis. Upon returning to Seoul, Nabin started at a Korean public school where the academic program was intense but lacked diversity with the extracurricular activities she craved. After a lot of family conferences, she came to SIS, where she greatly enjoys being a violin player in Ms. Julia Kim’s String Orchestra. When asked what other students looking into transferring to SIS should consider, Nabin says that you have to know what kind of curriculum and program the school is offering and make sure that is what you want. In her case, SIS is the right fit. May the Force be with you, Nabin.

Hannah Park is a seventh grader who was born in the United States but grew up in Singapore. She transferred to SIS this school year. Her home in Singapore was adjacent to a rainforest and all the lizards and weird animals and plant life that greeted her as soon as she left her house are still a fun memory. Hannah’s favorite activity is theater and she wants to be an actor and a playwright, performing pieces like her beloved “A Midsummer Night’s Dream.” She found that at SIS, her peers were very open to and supportive of her and approached her as soon as she arrived. When asked for advice to other MS transfers, she says to try every activity possible to find the ones you really like. Hannah says that will help you make trusting friends who can support you through anything. She also notes that middle school is the place to hone your time management skills. We’ll be looking forward to attending her plays in high school.

Kevin Kim is a seventh grader hailing from New York and California who came to SIS in the second grade. When asked what he likes to do, Kevin says he has multiple interests but wants to mention how much he enjoys talking to Ms. Alyssa Haugen, MS counselor (who did a quiet happy dance in the background at this point), and photography. He is interested in landscape and still-life photography and maintains an online portfolio of his work. His older brother is a high schooler at another international school and tells him to make lots of friends and play hard. His brother told him that having close friends to share ideas and experiences will sustain you through any difficulties in high school. Kevin is taking it all in stride and making the time to learn to have a positive attitude about everything. Kevin is mature beyond his years.

Jin Lee is an eighth grader who was born in Los Angeles and came to Korea and SIS in the second grade. He doesn't particularly like to study and his favorite activity is sports, especially soccer. His older brother recently got him really into basketball and his friends made sure we knew that Jin excels at three pointers. The youngest of three boys, Jin says he ignores his older brothers' advice as much as possible. Nonetheless, he keeps pontificating on all the good advice they give him, especially now that they are both past puberty and not so scary anymore. His brothers, a senior in high school and a sophomore in college, told him that middle school is the time to really enjoy everything without worrying about grades or college admissions and most importantly, a place where he can start to develop good studying habits that he can build on during high school.

Kate Kim is an eighth grader and a skier at the national level. She was born in Los Angeles and came to SIS in the fourth grade. She loves all kinds of sports but especially volleyball (as her coach Ms. Alyssa Haugen began to clap loudly in the background). Kate says sometimes practicing volleyball or skiing is physically exhausting and something that she has to work really hard at. But, when she feels that cool wind on her face, it all melts away and she knows practice makes perfect. Kate says she likes to procrastinate sometimes but came up with a routine to work around it by finding her rhythm where she takes a break after school and starts working later at night when she can be focused and productive. She agrees with Kevin that it's OK to be alone but adds that when you do make friends, do not follow them or the latest trends blindly and make sure that they appreciate the real you. Mad respect for Kate's deep reflection on friendship and sense of self.

Our thanks to Mr. John Benavidez, middle school principal, and especially Ms. Alyssa Haugen, MS counselor, who helped us coordinate the interviews and welcomed us into her office to meet such a vibrant group of students. Highlights will follow up with the students and interview them again in their senior year. Until then, Bernard, Nabin, Kevin, Hannah, Jin, & Kate, thank you for keeping South Korea safe from North Korea!



From left Nabin Won (6), Bernard Yoonhyuk Chang (6)



INVENTING OXYPLY

In 2011, four mothers gave birth at a university hospital in Korea only to die from a mysterious lung disease. By the time the health authorities completed an investigation, the case had become one of the most notorious household chemical environmental accidents in the world. The government concluded that a disinfectant, that sold over 10 million bottles since 1994, emitted toxic vapors and killed over 20,000 while damaging the health of close to 1 million victims worldwide. Dubbed “Toxic Humidifier Disinfectants Case,” numerous multinational companies and government agencies were found to have failed to sufficiently research the effects of inhaled vaporized chemicals on the human respiratory system.

Since the case was first reported, there has not been much positive news on the subject, with the class action suit by the victims still ongoing. That certainly changed this year when Triston Taejoo Lee (11), along with his church volunteer group friends Michelle Yoo (10) of Asia Pacific International School and William Kim (11) of Seoul Foreign School, won the Grand Prize at the 2022 CONRAD CHALLENGE (<https://www.conradchallenge.org/2022finalists>), a STEM, engineering, business joint competition whose goal is to provide equal access to all. They were recognized for their invention of OXYPLY, a cost-efficient medical oxygen regulator substitute to conventional regulators used in oxygen therapy, tailored to the needs of infants in developing countries. Triston and his friends were inspired to invent OXYPLY because one of the three is an infant victim of the toxic disinfectant and still faces costly medical treatments to this day.





The oxygen therapy that many respiratory patients like Triston's friend need requires an electronic regulator that usually costs US\$2 to \$300 to control the speed and concentration of the oxygen flow. Many patients in underdeveloped countries often do not have access to such expensive equipment or electricity, and resort to using unsafe substitutes. This has resulted in a high number of medical accidents and even deaths. This is where Triston and his friends' OXYPLY serves two functions: regulating the oxygen flow rate and concentration without electricity by using a simple physics concept called the Bernoulli's Principle where the high pressure of the oxygen tank and a valve regulates oxygen flow. The team worked on the project for six months and contacted some 50 labs around Korea to no avail, until they found a home with the Fab Lab, who helped them 3D print and test OXYPLY.

When asked how he balanced his school life with an extra project of this scale, Triston said the most important thing was simply his passion. It helped him focus his efforts to fully utilize all the free time he had both at school and at home. He used study hall or recess to work on the project and the passion he felt kept it sustainable, motivating him to finish his least favorite activity, math homework, as quickly as possible. He kept the promise he made himself that he will organize and prioritize his school work and extracurricular project.

The group's dynamic was also seamlessly efficient because there was a clear division of labor from the start. Michelle was the designer, William was the 3D engineer, and Triston was in charge of the aspects of international relations, public policy and health care management. Finding friends outside of his usual social circle was key, in his opinion. Another major factor was the firm support from his

Triston is grateful for the diverse cultural experience he gained from his elementary and middle schools in Philadelphia and SIS. It helps him appreciate and build on the connections he is making through experiences like the CONRAD Challenge.

For instance, the team was approached by fellow finalists from Panama, whose mothers were doctors. These doctors wanted to have OXYPLY immediately for their patients.

parents, particularly his mother who is his emotional support. When OXYPLY became one of the five finalists, among some 2,000 entries, Triston and his team were invited to make the presentation at NASA Space Center Houston...ONE WEEK before AP exams. Traveling to Houston was not an easy decision but his parents helped him see that this was a once in a lifetime experience and a worthy challenge. Also, he couldn't miss the chance to skip school.

Now, the Pete Conrad Scholarship Award is funding their non-profit business model's filings for Korean and international patents.

Triston is grateful for the diverse cultural experience he gained from his elementary and middle schools in Philadelphia and SIS. It helps him appreciate and build on the connections he is making through experiences like the CONRAD Challenge. For instance, the team was approached by fellow finalists from Panama, whose mothers were doctors. These doctors wanted to use the OXYPLY product at local hospitals and communities immediately.

Triston hopes that his peers at SIS will also find personal passion projects that lead them to find life goals and dreams. And skip school.



WIND OF HOPE

During the April Spring Concert, the SIS community felt hope wash over them with a new musical piece composed by resident maestro, Lindsey Sungji Lim (10), performed by the SIS String Orchestra.

Just as the cold winter turns into spring blossoms breaking through the ice and snow, Lindsey's music was composed to celebrate the first live concert since the COVID-19 pandemic began almost two years ago. The piece began with pizzicato, a playing technique when bowed stringed instruments are plucked with fingers. Titled "Wind of Hope," Lindsey's composition for the string orchestra flows through a beautiful melody, leading into a grand climax finishing with a touching refrain gathering the sense of hope that Lindsey wanted to convey to the audience.

Lindsey, whose favorite subject is science but music and coding came together for her this year. As she wrote the score in February 2022, when the pandemic was starting to explode all around Korea and the situation was quite unpredictable. Naturally, she poured in all the nervous and anxious energy that she and her friends have been feeling over the past two years as the school was forced to convert to distance learning quite suddenly and they weren't sure at all if they could face online learning and tests.

Knowing full well that if the pandemic worsened, the concert would be online again, Lindsey was not discouraged, and she pushed ahead to write the piece. Lindsey's music challenges us to be strong and hopeful. This is no news to Ms. Julia Jiyeon Kim, Strings & Full Orchestra Director, who told us that "Lindsey is an enthusiastic, bright, and tremendously musical cellist. I've known Lindsey since second grade when she was in my Suzuki Cello class, and she has blossomed into an amazing musician over the years. I'm very proud of Lindsey."

Another great challenge that tested Lindsey's abilities to the fullest was connecting her passion for music with coding and science. This led her to collaborate with her brother, Sungyeon (Paul) Lim to develop DATUM, Diagnosis And Treatment Utilizing Music, a web program that uses artificial intelligence to help diagnose patients quicker and more accurately than other assessments and treat the patient for their mental disorder. DATUM became a finalist in the 2022 CONRAD CHALLENGE (<https://www.conradchallenge.org/2022finalists>), a prestigious international competition fostering young entrepreneurs by applying science, technology and innovation to solve problems with global impact. Lindsey participated in the challenge because she wanted to do something that makes people happy when she shares her talent.

The remarkable strength of Lindsey Sungji Lim is that not only is she a star soccer player, cello soloist, composer, and an entrepreneur coder, she is someone who finds joy in sharing her talents with and for others. SIS looks forward to hearing her healing coding and music for a long time.



2022 HS Spring Concert





KOREAN ANIMAL SERVICE ASSOCIATION(KASA)

Yewon Kim, Class of 2022, is a distinguished SIS Lifer, having been a student here since the third grade. Born and raised in Madison, Wisconsin, Yewon was surrounded by rural life. When her family moved to Korea, it was her first time in a big city like Seoul. While she found everything very different and had to adapt to an entirely different lifestyle at SIS, her love of animals, shaped by her early years living so close to nature and working as a volunteer at an animal shelter, stayed with her.

During her time at SIS, Yewon has been part of many meaningful projects alongside her school work, from making videos for the Korean Culture Club to mentoring for the Future Business Leaders of America. But most activities in high school made her feel constrained by too many rules and regulations which she thought stifled and discouraged students from trying new things. She felt, simply, uninvested.

All that changed when she found her groove at the Korean Animal Service Association(KASA) when she applied to be the Treasurer her junior year.

At KASA, Yewon found a home for her love of animals as well as an outlet for new ideas and dreams of making a meaningful impact. Suddenly, her diverse experiences over the years as a member of different clubs came together to help her establish goals and build a business plan for KASA to help local shelters. She was responsible for making plans and decisions, from the idea and proposal stage all the way to fruition. Yewon found camaraderie and support from her peers whose enthusiasm for KASA projects like the "Calendar Fundraiser for Save Korean Dogs Sanctuary" raised over 3,800,000 won to help cover medical bills, adoption abroad bills, and other resources for rescue animals.

When asked what made KASA different for her, she said it was without question her club advisor, Ms. Angelica Lin. Ms. Lin's passion

for animal welfare and proactive approach to students where she encouraged and welcomed input motivated Yewon and other officers to rise up to the challenge. Despite the popular notion that our students don't open up to the faculty, Yewon said that Ms. Lin's hands-on approach and open attitude helped break down any walls allowing for real connections, which made the difference.

This is not to say that KASA activities and fundraisers were all fun and games. The calendar project was a hands-on project run entirely by KASA students under Yewon's leadership. From photographing shelter dogs to communicating with subcontractors for design and print, and networking with students and staff to help promote the calendars for sales around campus, the struggle was real.

Yewon says that balancing the sometimes overwhelming pressures of high school, as well as the struggles of senior year academics and the college application process, with a major KASA project was possible by focusing on maintaining the priorities and boundaries she set for herself. She relied on everyday tools like her laptop and cell phone to structure her time efficiently and worked hard to stay focused on the task at hand. When she was at school, she did her best to be totally focused on school work and when she was working on her extracurricular activities, she stayed focused on that. She used gap moments to do extra projects like KASA. Keeping true to these boundaries helped her successfully navigate her senior year and finish KASA as club president. But, the most valuable lesson from her work with KASA is the importance of opening up and talking with other people.

One thing she wants to impart to incoming high schoolers is this: DO NOT let things bottle up.

That's great advice for all of us. Congratulations to Yewon and the Class of 2022 and good luck with your future endeavors!



DANCING THROUGH THE PAIN

Whenever there is a major event on campus, the high school dance group, the Dance Squad or DSQ, is often seen doing the opening performance. It is a group of dedicated athletes, dancers whose rigorous training and choreography dazzles the community with every performance. The president of DSQ this year is Erin J Choi (11), an ambitious and confident student whose organizational skills have helped her successfully lead the group, according to Ms. Joanna Pan and Ms. Jane Mitchell, co-advisors of DSQ.

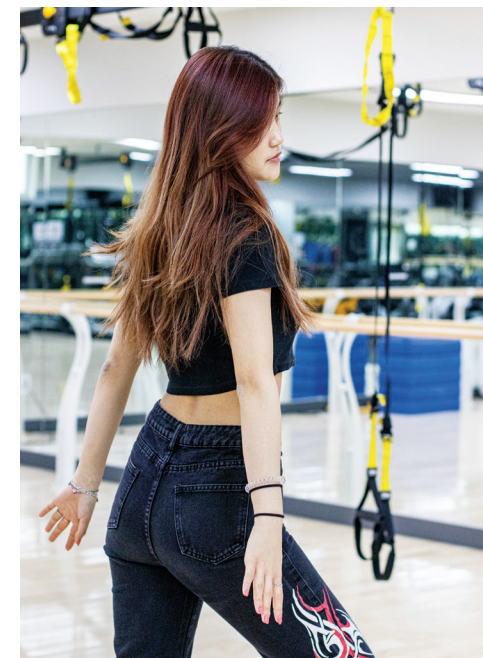
Erin transferred to SIS in the eighth grade from Hong Kong where she lived for most of her life. When she was five years old, she pestered her parents to join a ballet class that only lasted a few months after she ended up crying in every session because she hated it. All that changed when she came across hip-hop dance at the age of 10, reigniting her interest. Since then, dancing has been her constant companion through many changes over the years.

One of the biggest changes she went through was transferring to SIS from an IB school, a relatively stress-free academic environment where Erin could pursue any sports or extracurricular activity she fancied. SIS' academically driven and competitive world was so difficult that she felt traumatized and even considered dropping out. Playing the violin or piano, which used to be a great source of comfort, felt too competitive at SIS and no longer enjoyable. What helped Erin finally feel comfortable and find her balance was talking with her parents who encouraged her to try dance again, leading her to discover DSQ.

Before arriving at SIS, she heard from many sources that the Korean hierarchical system of manners and behavior governing the relationship between upperclassman, “선배 sunbae” or “one’s senior,” and the lowerclassmen, “후배 hoobae” or “one’s junior,” are endlessly complicated and it terrified her. All that changed when she joined DSQ and found a sunbae who became her role model as well as inspiration. As DSQ became an outlet for Erin to relieve her stress and the peer pressure she was feeling at SIS, her sunbae instilled a sense of confidence, telling her to enjoy as many events as possible. She taught Erin how to be an effective leader by constructively identifying and mining her teammate’s strengths and weaknesses for the troupe. DSQ taught Erin the joy of successfully expressing yourself with your body. The love of dance she found at the age of five blossomed, making all the hard work and training worth it.

Today, Erin is also the choreographer and captain of the varsity cheerleading team and continues to dance her way through SIS as the president of DSQ. Her immediate goal is to finish her senior year and college application process as early as possible so that her last semester can be just dancing.

We wish Erin the best of luck and look forward to more phenomenal performances.



TIGER TIMES PAPER

Editors in Chief Skylar Peck (11) & Aimee Choi (11)
Design Editors Yuzine Yi (11), Alice Lee (11) & Bona Suh (11)

One of the main goals of Tiger Times Volume 53 was to increase our focus on the SIS community. In order to achieve this, we reduced the portion of the paper dedicated to global news and increased our coverage of school-related events, in addition to creating a Student Spotlight section that had feature articles about members of the SIS community. We also decided to include a Multimedia section, which aimed to provide readers with a respite from traditional journalistic content via graphs, interviews, lists, and creative writing, to increase reader engagement.

Moving forward, we hope to create more cohesive issues that are each unified by a distinctive theme, whether it be a holiday, interpersonal value, or social trend. By actively promoting these issues to the student body and initiating in-person projects that engage the community, we hope that more members of the SIS community will pick up our issues with curiosity and enthusiasm next year.



From left to right Alice Hyoeun Lee (11), Design Editor/ Skylar (Seryoung) Peck (11), Editor in Chief/ Katelyn Suemin Oh (10), Social Media Director/ Rachel Seoyoung Yoon (11), Managing Editor/ Kiyeon (Bona) Suh (11), Design Editor/ Yuzine Yi (11), Design Editor/ Kyungyoon (Rosa) Suh (11), Managing Editor/ Aimee Kwon Choi (11), Editor in Chief

TIGER TIMES ONLINE

Editors in Chief Jordan Kim (11) & Woojune Kim (11)
Design Editor Minjae Chun (11)
Managing Editor Daniel Shin (10)

In our first year as an independent class, Tiger Times Online focused primarily on shortening our publishing cycle to quickly cover school events. We were able to report on several events immediately after they happened, keeping our content relevant at all times. We also experimented with various multimedia formats, creating content via Instagram, podcasts, and YouTube videos.

Next year, we hope to reach a larger audience by writing more articles that pertain to the student body and expanding distribution of our newsletter. We also plan on further refining the TTONL website by adding photos and implementing new layouts. In all, we hope to become the hub of information—a place where students, parents, and teachers can easily access engaging, detailed coverage of the high school.



From top left clockwise Woojune Kim (11), Editor in Chief/ Yeon-joon Jordan Kim (11), Editor in Chief/ Daniel Joongwon Shin (10), Managing Editor/ Minjae Chun (11), Design Editor

UM-CHIN-TTAL, CHRISTINE YI, CLASS OF 2022

Salutatorian, Harvard & 엄친딸 (Um-chin-tal), an abbreviation of the Korean phrase “Mom’s Friend’s Daughter,” the super-achieving unicorn that your mom always compares you to. These are descriptions that most of us at SIS might know about Christine Yi, who came to SIS as a senior kindergartener and graduated this year as a 13th year SIS Lifer. A closer look at Christine gives us a much fuller picture of a down-to-earth and thoughtful Tiger.

Hailing from Pasadena, California, Christine says she is the toughest person on herself with high expectations that drive her. In comparison, her parents are more relaxed and chose SIS because they wanted Christine to be free of the stressful private tutoring academy (hakwon) educational landscape of Korea, all focused on the ever-looming annual college entrance examination called 수능 or su-neung.

At SIS, this held true up until middle school but Christine soon found that high school is where even dodgeball games are competitive. But, her parents’ educational philosophy held true and she generally avoided the stress of non-school hagwon unless it was for a specific area that she needed help with. She graduates with a firm belief in the life skill that helped her navigate high school successfully, which is to find happiness in small achievements.

This skill is what propelled Christine to try her best. She very much relied on talking things out with her mom and found ways to destress and be passionate about what she was doing, leading her to hobbies that became very important, like dancing with the high school dance group DSQ and singing with the school’s show choir, the Ambassadors. These activities allowed her to experience sheer physical exhaustion and helped her to break through her naturally introverted character to show a different version of herself. The surprising and cool aspects of singing and dancing were pure joy.



However, the one activity that has defined Christine was her service and volunteer work through “Eighteen,” an organization devoted to helping foster children and foster care leavers transition into adulthood. Through Eighteen, she worked on a lot of activities such as organizing virtual workshops, filing petitions to the government, and hosting fundraisers. You can learn more about Eighteen’s activities at <https://www.instagram.com/clubeighteen/>. The cherry on top was when after two successful years of fundraising and volunteering, Eighteen received the Minister of Health and Welfare Award from the Prudential Foundation, placing in the top eight out of the total 503 competing teams in the 23rd National Volunteer competition.

If her Eighteen activities helped her survive high school, what helped Christine define her career goals for the future is discovering her love of neuroscience. She was fortunate enough to take part in a research project where she got a first-hand look into the world of neuroscience and fell in love with the discipline. It led her to develop an online cognitive gaming platform for dementia patients based on the research she was able to perform under the guidance of the neuroscience professor. The game is designed and programmed to stimulate patients’ cognitive and thought processes and has been field tested at several senior homes. This shaped Christine’s future goals to study neuroscience.

When asked for advice for SIS Tigers following in her footsteps, Christine says,

“If you survive the jungle that is SIS, you are ready for anything.” The success she found at SIS was firmly rooted in a supporting network of friendship she nurtured along with intentionality in making the time and effort to grow her non-academic interests.



When asked for advice for SIS Tigers following in her footsteps, Christine says, “If you survive the jungle that is SIS, you are ready for anything.” The success she found at SIS was firmly rooted in a supporting network of friendship she nurtured along with intentionality in making the time and effort to grow her non-academic interests. This sustained her and helped avoid burnout and prevent any resentments festering about highschool life. She is especially appreciative of her parents and grandparents’ emotional support and friends and teachers who helped her grow as a student and as a person.

We look forward to great things from Christine; the world is your oyster!

Year in Activities

Despite continued challenges with COVID-19 leading to cancellations, protocols, scheduling, and rescheduling, the SIS community persevered to provide robust offerings of activities from kindergarten to twelfth grade. We look forward to increasing the number of activities for the 22-23 school year as we hope to return to normalcy. Thank you to all participants, musicians, athletes, parents, faculty, and staff for making this year possible. Roar!!!

-Jonathan Ames Athletics and Activities Director

MONTH	LEVEL	ACTIVITY
August	HS	KAIAC Volleyball, XC, Tennis Season
September	ES	Soccer Boosters
	HS	AQT Quiz Tournament @ SIS (Virtual)
	MS	Soccer and Cross Country Season
October	ES	Grade 4/5 Soccer
	HS	World Math Championships (Virtual)
	HS	KAIAC Forensics Tournament at SIS (Virtual)
	HS	HS Dance Team (DSQ) Performance
	HS	Cross Country Invitational @ TAS (virtual)
	HS	HSSC Freshmen Late Night
	ES/MS/HS	Rubik's Cube Competion
	HS	AQT Quiz Tournament @ SFS (Virtual)
	MS	MS Boys and Girls Soccer Jamboree
	HS	Cross Country Staff vs Student Relay
	MS/HS	GIN Halloween Carnival
	HS	COMC Math Championship (Virtual)
November	HS	KAIAC Basketball, Cheer and Swim Season
	HS	HS Drama Production
	ES	Grade 4/5 Flag Football
	MS	Table Tennis Season
	HS	KAIAC VEX Robotics Season
	HS	SEOMUN Conference (Virtual)
	HS	KAIAC Forensics Tournament at SIS (virtual)
	HS	RAK Garden of Gratitude
	HS	SADD Mental Health Awareness Week
	HS	History Bowl Competition (Virtual)
	HS	Ambassadors Caroling at the Hilton
December	ES	ES Spirit Club Door Decorating Contest
	HS	MP3 Club Winter Concert
January	HS	KAIAC Forensics Tournament at SIS (Virtual)
	ES	Swimming Boosters
February	HS	DMZ Exhibition
	HS	KAIAC Swim Championships (virtual)
	MS	MS Drama Production

MONTH	LEVEL	ACTIVITY
February	HS	KAIAC VEX Robotics Championship
	HS	KAIAC JV Basketball Championships
	HS	NAHS Memory Project Fundraiser
	HS	KAIAC Girls Basketball Championship at SIS
	HS	KAIAC Boys Basketball Championship at SFS
	HS	KAIAC Girls Cheer Championship (virtual)
	HS	History Bowl Competition (Virtual)
	MS/HS	National History Day hosted by SIS (Virtual)
	HS	GECMUN Model UN Conference (virtual)
	HS	KAIAC Soccer and Badminton Season
	MS, HS	National History Day (Virtual)
March	HS	KAIAC 50th Anniversary at TCIS
	HS	KAIAC Music Competions (virtual)
	HS	KAIAC AQT Quiz (Virtual)
	MS	MS Volleyball Season
	HS	KAIAC Forensics Final at SIS (Virtual)
	HS	PI Day Exhibition
	HS	Korea Science Olympiad (Virtual)
	HS	World Math Championships (Virtual)
April	ES	Basketball Boosters
	ES	ES 4/5 Basketball Season
	HS	Spring Pep Rally
	HS	History Bowl Competition (Virtual)
	HS	HSSC Snowball Game Night
	MS	MS Volleyball Jamboree
	HS	Coding Club CS50X Puzzle Day
	MS	SKYMUN Conference (Virtual)
	HS	Jeju Invitational Soccer Tournament
	HS	GSISMUN Conference (Virtual)
	HS	KAIAC Girls Soccer Tournament
	HS	KAIAC Boys Soccer Tournament
	ES,MS, HS	Spring Concerts
	HS	KAIAC Badminton Tournament
	MS	MS Girls Basketball
	MS, HS	SKYMUN Conference (Virtual)
	HS	AQT KAIAC Quiz Championship (Virtual)
	HS	Track and Field Invitational at SFS
	MS	AMIS Korea MS Honor Festival at SIS
	HS	HFH Fashion Show
	HS	AP Art Exhibition
	HS	NHS Senior Send Off
	MS	Girls Basketball Season
May	ES	Grade 4/5 Swimming
	ES,MS, HS	Spring Concerts
	MS	MS Boys Basketball
	MS	MS Boys and Girls Basketball Jamborees
	HS	TSC Sports Banquet
	HS	History Bowl Competition (Virtual)
	MS/HS	Chess Tournament
June	HS	HS Prom at Raum
	HS	NHD Final (Virtual)

CLASS OF 2022 COLLEGE ENROLLMENT



Future home	Graduates	Future home	Graduates
Bentley University	1	Stanford University	4
Boston College	1	Stevens Institute of Technology	1
Brandeis University	1	Temple University, Japan	1
Brown University	1	Tufts University	2
California Institute of the Arts	1	University of California - Berkeley	4
Carnegie Mellon University	8	University of California - Irvine	1
Claremont McKenna College	1	University of California - Los Angeles	1
Cornell University	7	University of California - San Diego	1
Dickinson College	1	University of California - Santa Barbara	2
Duke University	2	University of Illinois, Urbana-Champaign	3
Earlham College	1	University of Michigan	3
Emory University	2	University of North Carolina, Chapel Hill	1
Georgetown University	1	University of Southern California	4
Harvard University	1	University of Sydney	1
Johns Hopkins University	1	University of Texas, Austin	1
Leiden University	1	University of Toronto	2
New York University	14	University of Vermont	1
Northeastern University	4	University of Washington	1
Northwestern University	2	Vanderbilt University	1
Occidental College	2	Vassar College	1
Parsons School of Design	1	Waseda University	1
Pennsylvania State University	1	Washington University, St. Louis	2
Princeton University	1	Wesleyan University	1
Rhode Island School of Design	1	Wheaton College	1
School of the Art Institute of Chicago	1		

ACHIEVING BALANCE

Highlights

JUNE 2022

VOL. 91

QUALITY SURVEY

<https://forms.gle/89VG9DEizdddPRah8>