



news

news from the trunk

Thursday, November 9, 2017



ALL STAR BASKETBALL GAME

Superintendent's Message

Parent Seminar – Update

On Thursday November 23, our parent seminar will be highlighted by a presentation by from Mr. Doug Dworak, our Middle School / High School Counselor and Ms. Nicole Stacey, our Student Support Services Coordinator and Elementary Counselor. Their presentation will be focused on the various counseling services they provide for KAS students. The presentation will be in the Library following the Elementary Assembly and will start at 8:15.

On Thursday December 14, Ms. Susan Boutros and Mr. Steve Alexander will make a presentation and hold a discussion about the KAS Mission Statement, Vision of the school, and the importance of developing our students as Global Citizens. These guiding statements for our school have recently been reviewed and updated so that we use them to improve our school. The presentation will be in the Library following the Elementary Assembly and will start at 8:15.

KAS Board of Governors Meeting and Board Training

The next KAS Board meeting will take place on Friday, November 17 at 9:00 am in the Conference room. On Saturday, November 18 from 9:00 am to 4:00 pm the Board will welcome Dr. Gail Schoppert to lead the Board and School Administration through a day of training that will focus on roles, duties and responsibilities. Dr. Schoppert is an expert on International School Board training and has worked in many international schools both as a School Director and Board Trainer.

Emergency Student and Staff Practice

Recently the KAS student body and staff successfully completed a fire drill. Everyone evacuated quickly and orderly to the collection site. On Wednesday, November 8, staff and students also successfully completed a Lockdown drill. A lockdown drill is important for us to practice in the case of unwanted intruders entering our campus. It is important for us to practice these drills to make sure everyone is safe during emergencies.

Steve Alexander
KAS Superintendent

Striking the Balance

By: **Miriam Easterling**
Kindergarten Teacher

When do we develop our sense of morality? How much guidance do we need along the way to develop a moral code? In the Radiolab podcast, "Kiddie Morality," I was surprised by how people remember specific incidences from their childhood which permanently shaped their moral compass, most of these incidences occurring with little to no adult guidance, lectures or urging.

The podcast suggested that children benefit from a little more guidance, and that the key is to keep from being overly lenient or controlling, but rather to aim for a balanced level of parental involvement. The following statement from the podcast resonated with me: "The happiest, most successful children have parents who do not do for them what they are capable of doing, or almost capable of doing; and their parents do not do things for them that satisfy their own needs rather than the needs of the child." Most people would agree that one needs to respect and trust the autonomy of children. Disguising meddling as helpful concern hurts a child from developing at the right stages. Children, and in turn, students, need to be allowed to make mistakes and to learn from their mistakes without adults rushing in to save them from failing.

In the article, "Kohlberg, Ethics, and Driving to Walmart," we learn that according to Kohlberg's scale of moral development, most of us exist in the conventional level of morality, where we think about ourselves, our loved ones and society. The conventional level of morality is sandwiched in between the pre-conventional level of morality, where only a single point of view is considered, and the post-conventional level of morality, where "people act on universal ethical principles that they will follow even if it means disobeying civil laws." This brings us to the question, how do we bring children from the pre-conventional level of morality up to the conventional or even the post-conventional level of morality? The article and podcast suggest that this is a delicate business, and that with too much or not enough influence, children will flounder.

How does one strike a balance? Just as children may need to fumble before they find the answers, so do grown-ups. Mistakes will be made. But just like our children, we learn from our mistakes as we become aware of the needs of our young. We learn not to assume they need us anymore or less than they truly do. We daily endeavor to be the boost and balance our children need in order to succeed and reach their own moral conclusions about the world.

Counseling Updates!

For secondary school counselors, it is November (not April) that can sometimes feel like the cruelest month. Early Action and Early Decision applications are being sent to selective universities in the US, seniors are beginning to stress about their final SAT sitting in December, the PSAT has come and gone for 10th and 11th graders, but without any results yet to show them their progress. It seems that we are often working harder than ever but still somehow not gaining ground.

I am very happy to report to our KAS community that this November has been much less painful for our students than many of their counterparts around the world! Our 12th graders are well on their way to finishing their Early Action/Early Decision applications before deadline and the senior class as a whole is well positioned to submit their applications by our own internal deadline of December 1st, well in advance of most January 1st deadlines, in order to allow them ample time to prepare for their exams, enjoy the winter holiday, and avoid the agony of a last minute submission only to find that the internet cut out!

Beyond the normal university counseling items, the high school counseling program has co-opted our Hear the Herd program this fall to better integrate academic and career counseling in to grades 9-11. They have been meeting by grade level every week with their advisors and the counselor to begin working on some time management strategies, career surveys, character and values reflections, as well as other assignments that will help them navigate who they are and what direction best suits them as they progress as young people.

For now, if you see a 12th grader that is perhaps looking a little more exasperated than normal, remind them that November isn't forever and they will soon reap the fruits of their labor!

Yours,

Doug Dworak
School Counselor

ALL STAR BASKETBALL GAME

Last night our HS basketball teams participated in an All-Star game where KAS players joined forces with Unity. We competed against a combined KICS and NV team. Both the girls and boys games were extremely exciting. Both games ended up being decided by one basket. During the games, players coached themselves. The purpose was to build comradery amongst players and give them a chance to play in a fun, yet competitive atmosphere. All participating schools displayed excellent sportsmanship, which was the ultimate goal.

Basketball final tournaments:

13 November: MS basketball tournament at Unity

20 November: HS basketball tournament at KICS



Breyon Burrell
Athletic Director

A THOUSAND YEARS FROM NOW!

" IF YOU'RE READING this, it must be a thousand years from now. Because nobody around here reads anymore, why bother, when you can just probe it?" Grade 6 has just completed Rodman Philbrick's, THE LAST BOOK IN THE UNIVERSE and found it to be a captivating, thought provoking dystopian novel that asks pertinent questions about the future of mankind.

Set between the gray, sullen, dystopian world of the Urb and the genetically perfect world of Eden; it tells the story of a young kid Spaz who suffers from epilepsy, and his quest to save the life of his adopted sister Bean who is dying of Leukemia, a disease that has been eradicated in the utopian world of Eden, but still exists in the post-apocalyptic world of the Urb. Spaz, Ryter, and Little Face are normals, people who are not genetically improved; enlist the help of Lanaya, a girl proof or genetically improved being with flawless beauty. Together they endeavor to find a cure for Bean; battling their way through a horrific world of gangs on jet bikes, splat guns, machete wielding crazies, and a gang called Billy Bizmo and the Bangers.

Society in the Urb is hooked on brain destroying Mind Probes. According to Spaz, "Mind Probes put images and excitement inside the brain and just let it rip." Spaz can't probe because of his epilepsy.

In this dystopian hell nobody reads anymore. People have heard of books, but not many people have seen them let alone read them. This is a society in which the people have not only stopped reading, but have also stopped thinking because Mind Probes turn their brains to mush. Spaz boy eventually befriends Ryter who is one of the few people left who can articulate his thoughts, express himself in writing, read and analyze text.

A correlation can be made between Mind Probing and our contemporary obsession with smart phones and computers. Predicated upon the fact that people are spending increasingly long hours staring at computer screens. Sadly, to the detriment of: relationships, writing skills that are in decline due to texting, and reading time that is drastically reduced in favor of screen time. Similarities abound between our technology driven world and the Urb. In the future, will we stop reading? Will text message writing become the norm? Will we eventually just Google everything we want to know including essential questions? Will mankind get lost somewhere out there in Cyberspace and never find his/her way home? Undoubtedly, technology is a wonderful thing and opens up information possibilities and a brave new world never before envisaged by mankind. However, Philbrick's novel begs the question; how far does technology take us forward before it takes us back?

Michael Metcalf
Language Arts Teacher

Saying of the Week

To **Add Insult** to Injury suggests a second remark or action makes an already bad situation worse by adding another problem. It is suggested the origin of the saying dates back to 25 BCE and a book of fables by the Roman writer Phaedrus. In his story 'The Bald Man And The Fly', Phaedrus describes a fly stinging a bald man on the top of his head. Angry at being bitten the man attempts to kill the fly with a hard slap, but the insect sees this coming and jumps off leaving the man to slap only his head. The fly then insults the man for trying to kill it over a simple insect bite. The bald man had not only received an injury, in the shape of a bite on the top of his head, but also suffered the indignity of making it worse and being insulted by the fly.

Minette van der Bijl
High School English Department