



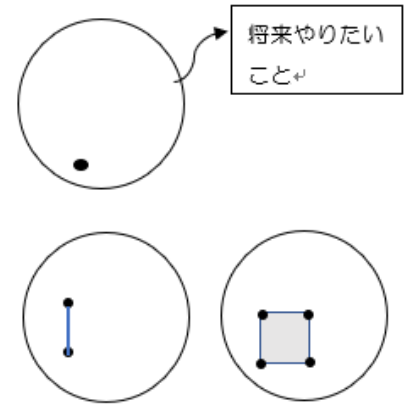
## What is it mean to connect the dots ?

Imagine there is a circle. This circle represents your goals for the future. Each time you make progress towards this goal, you place a colored dot in this circle. As you work towards your goal, the circle will slowly fill with colors that represent your efforts and achievements. Suppose that when you finish this circle, your dream for the future will come true. How much do you think you can color the circle?

Each effort is signified by one singular dot. For example, if someone wants to be a doctor in the future, it is impossible to become so with a singular science class. That class, however, becomes a dot on their circle. If this person takes a math class, they will place another dot on their circle. Now, the knowledge from that math class can also be applied to what they learned in the science class. What was previously two separate dots on the circle have now connected and formed a line. This connecting of dots, though, is not always immediately noticed.

"Connecting the dots" is a phrase coined by Steve Jobs, the founder of Apple Inc. I am sure you have experienced these dots connecting in your lives too. For example, your experiences with support volunteers during summer break in Osaka, Toyama, and Nagoya may have influenced you to support others through your work. Or maybe, a book that you reluctantly read for a report ended up influencing your personality and maturing you in finding your dreams and goals.

There are many dots in our lives. These dots may seem unrelated at first, but these dots always have some meaning in our lives. You never know when these dot will connect later and influence the trajectory of your life. With that, let us spend the upcoming semester with such hope.



School Principal Koshun Hirozawa

### September



- 1 (M) Starting ceremony
- 4 (Th) proficiency test (1st 2nd grade)  
achievement test (3rd grade)
- 5 (F) proficiency test (1st 2nd grade)  
achievement test (3rd grade)
- 6 (Sa) Oku-Noto Freshmen tournament  
(tennis • table tennis • basketball • kendo)
- 17 (W) sports day
- 18 (Thu) spare day
- 27 (Sat) All Noto freshman tournament  
(basketball)
- 28 (Sun) All Noto freshman tournament  
(basketball)
- 29 (M) Disaster education class
- ※ Growth measurement scheduled (all grades)

### October



- 2 (Thu) All school assembly, student council meeting,  
Cultural festival assembly
- 3 (F) Eiken
- 4 (Sa) All Noto freshmen table tennis tournament
- 8 (W) Midterm test
- 9 (Thu) Midterm test
- 11 (Sa) Town PTA meeting, Town shonen no shucho speech  
All Noto freshmen tournament (tennis/ track and field)
- 12 (Su) All Noto freshmen tournament (tennis/ t&f)
- 24 (F) Kanji kentei
- 11/1 (Sa) school festival

## Prefectural tournament/Hokushinetsu tournament



### ~3rd grade Seto and Koizumi competed in the Hokushinetsu tournament !!~

At the Ishikawa Prefecture JHS Sumo Tournament held in July, 3rd year student **Seto** won 1st place in the individual lightweight division and helped his team achieve 3rd place in the team competition. With these excellent results, he earned the right to compete in the Hokushinetsu Tournament. In the Ishikawa Prefecture T&F tournament, 3rd year student **Koizumi** placed 3rd place in the boys' long jump and also qualified for the Hokushinetsu Tournament. In August, at the Hokushinetsu Tournament held in Fukui Prefecture, Seto achieved another great result by finishing third in the individual lightweight sumo division.

Ishikawa junior highschool sumo tournament Individual light weight 1st place/ Group 3rd place

Ishikawa tsushin track tournament All grade boys long jump 3rd place

Hokushinetsu JHS sumo tournament Individual light weight 3rd place

### Governor's visit!! ~Talk Session with the Governor and Students ~

On Wednesday, July 16, Governor Hase visited our school for a special "Exchange of Ideas between the Governor and Students" with the 3rd year students.

The purpose of this meeting was to encourage students to think about recovery as their own challenge, to consider the future of the community, and to share their opinions so they can be reflected in their future. Representing the students, **Seki** and **Koizumi** presented their proposals to the governor. Seki suggested strengthening community bonds through intergenerational exchanges. His ideas included turning local folktales into picture-story shows and plays performed with the cooperation of both residents and students, as well as expressing the future of the region through art and haiku to be displayed in public facilities, so that more people would learn about Noto's current situation. Koizumi proposed creating "a town that is friendly to all generations." He spoke about encouraging intergenerational exchange and revitalizing the community by improving sports facilities, as well as building a town where young people want to work by supporting businesses that make use of local resources. The governor responded to each proposal with his own thoughts, and during the Q&A session, students were also able to receive many pieces of advice and hear valuable stories. For the students, it was a very meaningful and memorable experience.

\*\*\*\*\* Thank you for answering our survey \*\*\*\*\*

At the time of distributing the first-term report cards, we sincerely thank you for your cooperation in completing the school survey. We would like to share the school's responses to the opinions and requests that you provided in the free-response section. (The survey results and the report from the School Evaluation Committee will be shared in a separate document.) We will make use of the feedback we have received to improve our school and to maintain an environment where children can learn with peace of mind. We appreciate your continued support and cooperation.

#### [Voices of Parents]

- Even though we went through the earthquake, these days life feels so peaceful that we almost forget about it. I think it would be nice if students had chances to pass on what they experienced to younger students.

#### (School's Response)

We believe it is highly meaningful not to let the experiences of the earthquake fade away, but to have our students learn from them and pass them on to the next generation. Through the *Anamizu Junior High SING Project*, we will continue to explore opportunities for students to actively engage in activities and presentations that share these experiences with their younger peers. Together with the local community, we will strive to provide educational activities that help students truly appreciate the importance of life and the value of supporting one another, and to carry these lessons forward to the next generation.

- Parents who allow their children to have smartphones are asked to manage them appropriately, such as by setting usage restrictions at night. I would also like teachers to assign a certain amount of homework and tasks so that students can review and prepare lessons at home. I felt that the amount of homework given in the first semester of the first year was too little. Even if it was kept small in April and May, it would have been better if the amount had gradually increased. Children will not study additionally just because their parents tell them to...

#### (School's Response)

Regarding the management of smartphone use, we ask for appropriate guidance at home while the school will also continue providing instruction. In addition, with regard to homework and assignments, we will take your feedback into consideration and review the amount and content according to the grade level and timing, so that students can engage in home study proactively.

- When I went to pick up my child at school, I saw that even when cars stopped at the crosswalk in front of the school, the students just started walking without greeting or showing thanks. It made me feel a little sad, thinking, "Ah, even the Anachu students have changed."

#### (School's Response)

Thank you for your comment. We believe it is important for students to show greetings and gratitude at crosswalks. We will continue to emphasize daily guidance on traffic manners and courtesy.

- I was surprised to see that sometimes the teachers at school did not greet the parents (even inside the school premises).

#### (School's Response)

Thank you for your comment. We believe that greetings on campus are a basic courtesy. From now on, all of our faculty and staff will place even greater importance on greetings and strive to ensure that parents feel welcome when they visit the school.