



SHINAGAWA INTERNATIONAL SCHOOL

Admissions Handbook



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2023-2024

Table of content

1. Admissions Philosophy
 - 1-1. Mission and Educational Philosophy
 - 1-2. IB Mission Statement
 - 1-3. IB Learner Profile
2. Admissions and Eligibility
 - 2-1. Age Eligibility
 - 2-2. Admissions Criteria
 - 2-3. Parents Requirement
 - 2-4. Sibling Application
3. Applying to SIS
 - 3-1. Application / Enrollment time
 - 3-2. Admissions Checklist
 - 3-3. Assessment / Interview
 - 3-4. For Overseas Applicants
4. Admissions result
 - 4-1. Acceptance
 - 4-2. Conditional Acceptance
 - 4-3. Waiting Pool
 - 4-4. Rejection
5. Student Learning Support
 - 5-1. Special Educational Needs
 - 5-2. English as an Additional Language Support
6. Enrollment
 - 6-1. Bank Account Details
7. School Fees
 - 6-1. School Fees for 2023-2024
 - 6-2. Fees Policy
8. Ethical Practices
9. Links to Relevant Policies
10. Review Cycle

1. Admissions Philosophy

In alignment with the IB mission statement, Shinagawa International school shapes its admission policy based on the essential features listed below:

International mindedness

SIS seeks a shared understanding of educational philosophy from parents. International mindedness is the bonding feature of our school community, and our prospective families need to demonstrate this perspective as well.

Inclusive Education/Diversity

At SIS, we are committed to providing equal opportunities to all students and maintaining a non-discriminatory admissions policy. We do not discriminate against applicants on the basis of race, color, national or ethnic origin, religion, gender, sexual orientation, disability, or any other protected characteristic. We welcome students from diverse backgrounds and cultures, fostering an inclusive and respectful learning environment for all. Our admissions process is designed to assess each applicant's qualifications, potential, and fit with our educational programs, without bias or prejudice. We are dedicated to promoting diversity, embracing inclusivity, and upholding the principles of equality and fairness in our admissions procedures.

Holistic Approach

SIS takes the academic background of a child into consideration and their disposition and self-management, social and communication skills before making the final enrollment decision.

Transparency

SIS expects families to share all the required and related information about their child's social, physical, emotional, and academic development.

Support

SIS expects families to be fully aware of the school rules and regulations and be supportive of, and involved in, their child's education journey.

1-1. Mission and educational philosophy

SIS Vision

Our vision is to foster passionate, independent, highly motivated learners who actively contribute to world peace.

SIS Mission

Our mission is to provide a multicultural learning community with a passion for academic, social, and personal success.

SIS Educational Philosophy

SIS aims at educating each of its students to be:

- inspired and independent life-long learners.
- Academically, artistically, socially, and physically balanced.
- Inquirers and problem-solvers.
- Multilingual communicators.
- Responsible and principled internationally-minded citizens.
- Appreciative of our local community.

1-2. IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

1-3. IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They apply thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in various modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individuals, groups, and communities. They take responsibility for their actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories and are open to other individuals and communities' perspectives, values, and traditions. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

2. Admissions and Eligibility

2-1. Age eligibility

A child with the appropriate age for the grade level before September 1st of that academic year is eligible for standard admission.

2023–2024 Academic Year			
Division	Grades	Age by August 31, 2023	DOB
ELC	Preschool	3 years old	9/1/2019–8/31/2020
	PreK	4 years old	9/1/2018–8/31/2019
	Kindergarten	5 years old	9/1/2017–8/31/2018
PYP (Primary School)	Grade 1	6 years old	9/1/2016–8/31/2017
	Grade 2	7 years old	9/1/2015–8/31/2016
	Grade 3	8 years old	9/1/2014–8/31/2015
	Grade 4	9 years old	9/1/2013–8/31/2014
	Grade 5	10 years old	9/1/2012–8/31/2013
MYP (Secondary School)	Grade 6	11 years old	9/1/2011–8/31/2012
	Grade 7	12 years old	9/1/2010–8/31/2011
	Grade 8	13 years old	9/1/2009–8/31/2010
	Grade 9	14 years old	9/1/2008–8/31/2009
	Grade 10	15 years old	9/1/2007–8/31/2008
DP* (Secondary School)	Grade 11	16 years old	9/1/2008– 8/31/2007
	Grade 12	17 years old	9/1/2007– 8/31/2006

* Enrollments for Grade 11 and 12 classes will start in 2024–25 and 2025–26 academic years respectively.

2-2. Admissions criteria

- Age
- Availability of places and the current makeup of the class

- English language proficiency
- Social maturity
- Academic level
- Suitability for SIS's educational philosophy and IB philosophy
- Previous school records / international educational experience

Early Learning Center (Preschool, Pre-K, Kindergarten)

- Ability to separate from parents
- Social maturity: Student possess or developing core social competencies such as self-regulation, empathy and basic etiquette
- Self-help skills: Student can dress/undress and pack/unpack independently, and is responsible for one's belongings
- Language ability: Student can understand simple instructions and communicate his/her needs in English
- Fine and gross motor skills: Students can manipulate objects with control and has age appropriate penmanship
- Emerging academic ability: Student has emerging understanding of literacy and numeracy
- Inquirer trait: Student enjoys learning through play to inquire into the nature of one's self and the world
- Students must be able to toilet themselves independently in a school environment

Primary Years Programme (PYP Grades 1-5)

- For new admissions, a student must present at grade-level English and Math skills, sufficient enough to follow the mainstream classes. However, if this is not the case, paid language support will be provided if the capacity permits.
- Social skills, language ability, academic ability, and the current makeup of the class.
- Children with Special Education Needs (SEN) will be considered for admission depending on the school's capacity, resources, and the school's capability of providing appropriate support, as indicated in the Inclusion Policy.
- Language support will be offered to students coming from different backgrounds and throughout the PYP 1 to 5, as indicated in our Language Policy.
- Evaluation of Recommendations

Middle Years Programme (MYP 1-5)

Students entering Grades 6 – 10 must generally have sufficient competency in English in order to benefit from our IB MYP academic program. Students take admissions tests of English Language Use, Mathematics, and Reading.

Depending on the English proficiency of the student, we may ask parents to provide supplementary English tutoring or shadow teachers at their own expense as a condition for admissions.

Eligibility for Admissions for MYP 1 – 5

- For new admissions, a student must present at grade-level English and Math skills, sufficient enough to follow the mainstream classes. However, if this is not the case, paid language support will be provided if the capacity permits.
- Social skills, language ability, academic ability, and the current makeup of the class.
- Children with Special Education Needs (SEN) will be considered for admission depending on the school's capacity, resources, and the school's capability of providing appropriate support, as indicated in the Inclusion Policy.
- Language support will be offered to students coming from PYP and throughout the MYP Years 1 to 5, as indicated in our [Language Policy](#).

Diploma Programme (DP 1-2)

Students entering Grades 11-12 must generally have sufficient competency in English in order to benefit from our IB DP academic program. Students take admissions tests of English Language Use, Mathematics, and Reading.

Depending on the English proficiency of the student, we may ask parents to provide supplementary English tutoring or shadow teachers at their own expense as a condition for admissions.

Children with Special Education Needs (SEN) will be considered for admission depending on the school's capacity, resources, and the school's capability of providing appropriate support, as indicated in the Inclusion Policy.

Eligibility for Admissions for DP 1-2

Internal students

All students who complete the MYP 5 promotion criteria can enroll in the IB Diploma programme. Students who fail to complete the requirements are asked to complete the academic enrichment program during their MYP 5 year to be eligible for the Diploma Programme.

- A MYP overall achievement score of 4 or higher on at least two of the following subject groups:
 - MYP Mathematics, MYP English Language and Literature, MYP Individuals and Societies, and MYP Sciences
- A minimum MYP grade of 4 on the Personal Project (externally assessed by the IB).

- Completion of all Service as Action Activity and Service as Action Project expectations.
- A total of 36 in all MYP subject groups at the end of the academic year.

When the above criteria are not met, after specific counseling with the DP Coordinator, a student may enter individual subjects or the full Diploma course on a provisional basis (subject to ongoing review and sustained academic performance and demonstrable action and development across their Learner Profile)

External MYP Students:

- Since English is our language of instruction, we require students to be fluent in English (both in reading, writing and speaking) to enroll in a full Diploma Programme at SIS.
- A minimum final achievement score of 4 in each of the following subject groups: language & literature, language acquisition, individuals & societies, science and math (an average score will apply if a student is enrolled in multiple subjects within a subject group)
- Completion of personal project and service as action requirements
- A teacher recommendation addresses behavior, attendance, motivation and self-discipline

No official decision on an application will be given until all relevant documents have been received by SIS. Any student who does not meet the basic requirements listed may be accepted based on the discretion of the Head of School and Diploma Coordinator.

External non-MYP students

- Standardized test scores – MAP Testing Results
 - Mathematica
 - English Language Use
 - English- Reading
- A teacher recommendation that addresses student behavior, attendance, motivation and self-discipline
- School transcripts (current transcripts and related records from the last two years of the student's education.)
-

External DP students

- Students who transfer from other IBDP schools are welcome to enroll in SIS until the end of first semester. SIS will work closely with parents and the student's previous DP coordinator to ensure as smooth a transition as possible.
- Where appropriate subject or level is not available at SIS, parents may need to pay the cost of tutoring or of an online course. Interview (Internal and External Students)
- All applicants will be interviewed to determine their level of commitment and ability to take personal responsibility for their learning at SIS, as well as their level of oral English fluency. The main purpose of the interview is to consider the applicant's potential to succeed not only in their

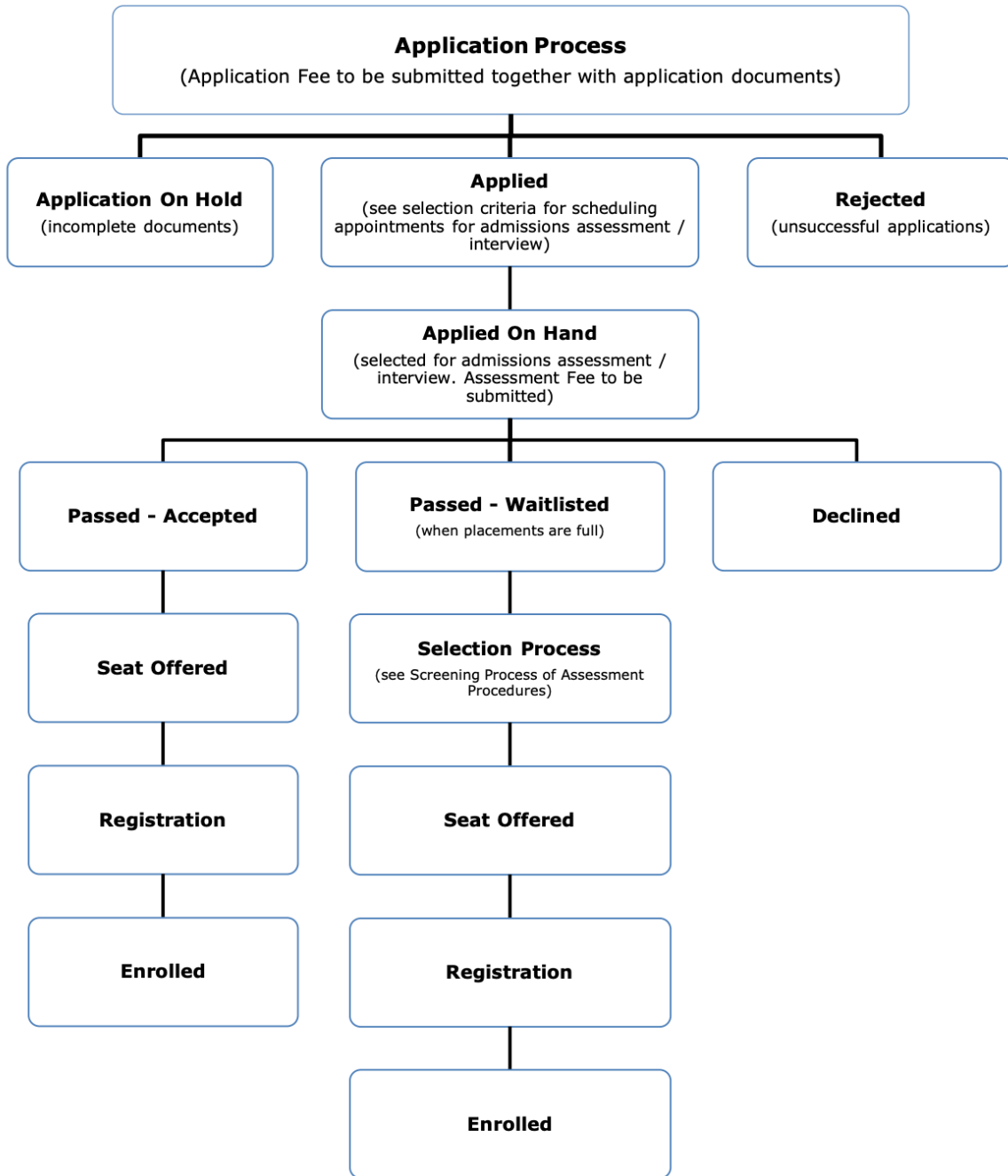
individual subjects but also in the core components of CAS, Theory of Knowledge and their Extended Essay.

Learning Contract

- All candidate students must sign a learning contract indicating their awareness of the rigorous nature of the programme and constituting their commitment to meeting its academic deadlines.
- All candidate students must sign an academic honesty contract indicating their commitment to SIS' Academic Honesty Policy.

SIS Inclusion Policy and Language Policy outline our philosophy on making the Diploma Programme as accessible as possible given the student's language proficiency, and academic suitability and school's financial and professional resources available.

In all admissions cases, the head of school makes the final decision.



Depending on the English proficiency of the student, we may ask parents to provide supplementary English tutoring or shadow teachers at their own expense as a condition for admissions.

2-3. Parents' requirement

As all the communication is conducted in English, SIS requires at least one parent/guardian to be able to communicate effectively in English

2-4. Sibling application

- Sibling of current SIS student need to make a full application process
- Sibling applicant is required to meet the admissions criteria first to be prioritized to enroll

3. Applying to SIS

3-1. Application / Enrollment time

- SIS generally accepts the termly acceptance if there is a vacancy
- SIS accepts student in the middle of the term if there is a vacancy
- SIS accepts applications one year before the preferred enrollment time (i.e., If a student wishes to enroll in January 2024, SIS starts accepting applications from January 2023)

3-2. Admissions checklist

1. Completed application form via Open Apply
2. Student's headshot
3. Official copies of the past two years' academic records from the student's previous school in English:

If parents are translating, please obtain the school stamp/signature after translation to certify

- a. Grade 1 students must provide Kindergarten reports (or the equivalent)
 - b. ELC students must submit a progress report if their school provides it
4. A photocopy of the student's passport or birth certificate
 5. The application fee of 20,000 JPY (non-refundable) is paid by bank transfer or PayPal.

*Please note that the remittance fee must be paid by the applicant

6. Letter of Recommendation from the student's current / previous homeroom teacher. It must be sent directly back to SIS from the student's teacher by either Open Apply, email, or mail.

3-3. Assessment / Interview

- Submitted application form and supporting documents will be first screened
- Students may be invited to the trial lesson, MAP test assessment, and interview depending on the screening result
- Eligible students must go through a trial class or an individual interview in order to be accepted into SIS
- Students will be assessed for their English level to determine whether they require EAL support or not
- All parents must sit the enrollment interview, which is to ensure the school's philosophy and programs match the parent's educational beliefs and expectations
- According to SIS privacy and confidentiality policies, recording any part of the assessment including the MAP testing and the interview is strictly forbidden. Failure to comply with SIS privacy and confidentiality policies regarding the recording and sharing of any part of the assessment, including MAP testing and the interview, may lead to the disqualification of the prospective family's application. The school places a high value on the privacy and integrity of the assessment process, and any breach of these policies could impact the consideration of the family's application for admission. It is crucial for prospective families to respect and adhere to these guidelines to ensure a fair and ethical assessment process for all applicants.

MAP test

- Students in Grade 1 and above must participate in an online assessment of English Language and Mathematics using the MAP Growth Screening Program
- Proceeding to the teachers interview will be decided based on the MAP score

*Detailed information regarding the assessment results will not be disclosed. In the event that additional information is sought, families are encouraged to schedule a meeting with the admissions team. This approach ensures a comprehensive and confidential discussion, allowing the admissions team to address any inquiries or concerns in a professional and personalized manner.

3-4. For overseas applicants

- All student assessments and parent interviews will be held by Zoom
- For ELC applicants, additional supporting documents are required to submit

4. Admissions Results

4-1. Acceptance

- Within one week of accepting the offer, one-time payments, and the enrolling term tuition must be paid
- Enrollment will be confirmed only after the receipt of initial payments has been received
- Students must be in full-time residence with at least one parent or a legal guardian to be accepted

4-2. Conditional acceptance

- Students are accepted with certain conditions.
- Conditions must have been met in order to be accepted and to enroll.

4-3. Waiting List

- If a student is considered eligible for SIS but there is no vacancy available, he/she will be put in the waiting list
- Waiting list is not ranked or prioritized
- If spaces become available, the Admissions Committee will reconsider the candidates based on the balance of the class in terms of gender, nationality, sibling status, social maturity, etc.
- SIS cannot estimate when the student will be accepted from the waiting list
- All students need to meet our admissions criteria first to be registered in the waiting list

4-4. Rejection

- An applicant will be rejected if he/she does not meet one or more admissions criteria based on either document or assessment screening
- SIS does not disclose the reason for the rejection
- No second assessment/interview chances are given to the rejected applicant

5. Student Learning Support

5-1 Special Educational Needs

SIS aims to create an inclusive environment where teachers work together to recognize, comprehend, and support the strengths and areas of improvement for every student, including those with special educational needs. Mild learning support is available at SIS, provided by the classroom teacher and our Special Education Coordinator. However, for students with moderate to severe learning support requirements, SIS may not have the resources to offer adequate assistance. Parents who enroll their child in Special Education Needs services should be aware that additional fees may apply based on the individual needs of the student.

For students who have previously received support such as therapy or counseling sessions or have been diagnosed with special needs, it is mandatory to submit relevant diagnostic reports and evaluation documentation along with the application. These documents will be treated confidentially and reviewed to determine if SIS can adequately support the student.

If a child has a history of requiring special support to succeed in school, parents must include those records in the initial application. Before accepting the student, our school's special education coordinator will need to review any diagnoses or psychological evaluations. Although children in need of support will still be considered for admission to SIS, the involvement of the Special Education Coordinator will be necessary for the decision-making process. If the student's exceptionality requires more individualized support than the school can realistically provide, the parents will be responsible for the financial obligations associated with hiring an additional instructional assistant.

SIS may decline the admission of students with severe and profound cognitive and developmental disabilities, students with more extensive physical challenges than can be safely managed, students with severe emotional, behavioral, or psychiatric disorders, or students whose disruptive behavior consistently interferes with other students' learning. The Head of School/Principal reserves the right to refuse admission if they believe that SIS would not be a conducive environment for the student's success.

If SIS's support proves insufficient for students with cognitive and developmental disabilities, the school reserves the right to disenroll the family and suggest finding an alternative facility.

5-2 English as an Additional Language Support

English serves as the medium of instruction at SIS. In order to ensure that all students can benefit from our programs, the school accommodates students whose first language is not English. SIS warmly welcomes students with varying levels of English proficiency in both the Primary Years Programme and the lower years of the Middle Years Programme.

While applicants to the Primary Years Programme who have limited proficiency in English may still be accepted, the situation is different for applicants to the Middle Years Programme. For grades 6 and 7 (years 1 and 2 of the MYP) at SIS, students have more time to improve their English language skills and grasp the language effectively, so a lower level of proficiency in English is acceptable.

However, for grades 8 and above (years 3 to 5 of the MYP), placement testing plays a crucial role in determining whether SIS is a suitable learning environment for applicants. Before offering a seat at SIS,

we need to ensure that applicants can comprehend and cope with the technical vocabulary and academic English language covered in the curriculum.

Admission of students with low proficiency in the language of instruction at SIS is very rare and typically contingent upon the continuation of external tutoring for the student. Furthermore, it may be advisable for English as an Additional Language (EAL) to spend an additional remedial year or more enhancing their English language skills before progressing through our programs.

Students with limited English proficiency who are admitted to SIS will receive specialized English Language Learning Support Services from qualified teachers. Depending on their proficiency levels, students may be enrolled in our English Language Acquisition courses and/or receive in-class language support. If students are receiving any ELL Support Services, they are required to maintain their mother tongue through the options outlined in our Language Policy.

If students apply during the academic year and their English proficiency level requires enrollment in our English Language Acquisition course, their admission may be declined. More detailed information about how SIS determines support services can be found in our Language Policy. By enrolling a child in support services for English as an Additional Language, parents acknowledge that additional fees apply based on the student's individual needs.

6. Enrollment

- Students will be enrolled during the middle of each term (i.e. October in Term 1); however, there will not be any discount or pro rata to the tuition.
- Students will be assessed for the English language test on the first day of school to determine the EAL level

For Preschool and PreK grades, students must be fully toilet trained to start school at SIS

- If students were admitted more than 6 months prior to start date, reevaluation of academic skills may be required

6-1. Bank Account Details

*Please include the student's name to help us identify the source of payment.

Domestic Payment

Bank name	Mitsubishi UFJ Bank (0005) 三菱UFJ銀行
Branch name	Yokohama Ekimae Branch (251) 横浜駅前支店
Account #	Ordinary 普通 0086152
Account name	Tokutei Hi Eiri Katsudou Houjin Kokusai Kouryu Gakkyu 特定非営利活動法人国際交流学級

Oversea Payment	
Bank	MUFG Bank, Ltd
SWIFT Code:	BOTKJPJT (In case of 11 digits: BOTKJPJTXXX)
Bank Key	0005251 (Bank Code # and Branch #)
Branch	Yokohama-Ekimae Branch
Bank Address	1-11-20 Kitasaiwai, Nishi-Ku, Yokohama, Kanagawa 220-0004 Japan
Beneficiary's Account #	251-0086152
Beneficiary's Name	Shinagawa International School
Beneficiary's Address	4-8-8 Higashishinagawa Shinkan Bldg. 3 rd fl. Shinagawa-ku, Tokyo 140-0002 Japan

7. School Fees

7-1. School Fees for 2023-2024

Fees are fixed for the school year August 2023 to June 2024. They are reviewed annually by the school board and any changes to the school fees for the next school year is announced by the end of May. All fees should be remitted in Japanese Yen.

Tuition & Fees for the 2023 – 2024 School Year

Application Fee (one-time fee)	20,000 JPY		
Enrollment Fee (one-time fee)	750,000 JPY		
Maintenance Fee (annual)	200,000JPY		
Tuition (annual)	Fall Term	Winter Term	Spring Term
ELC	800,000 JPY	600,000 JPY	600,000 JPY
PYP (G1-5)	800,000 JPY	650,000 JPY	650,000 JPY
(MYP G6-10)	850,000 JPY	675,000 JPY	675,000 JPY
EAL Fee (if required)	200,000 JPY	150,000 JPY	150,000 JPY
2 nd Child Discount	A 20% discount is available for the 2 nd child's tuition fees only		
3 rd Child Discount	A 30% discount is available for the 3 rd child's tuition fees only		

Application Fee (one-time fee)

A fee of 20,000 JPY is due upon submission of each student's application.

Enrollment Fee (one-time fee)

The enrollment fee is 750,000 JPY per student and is payable within one week from the confirmation of the student's admission to SIS.

Maintenance Fee (annual)

The maintenance fee is 200,000 JPY per student-one time payment regardless of term

Tuition (annual)

The tuition is per year payable in three installments.

Other Fees

Uniform

The school uniform is compulsory for all grades. The uniforms can be ordered throughout the year. The overall cost depends on the number of items ordered.

Payment of Tuition

Tuition can be paid in three installments.

Term 1 Payment Due Date: July 20

Term 2 Payment Due Date: November 20

Term 3 Payment Due Date: February 20

Alternative payment dates will be suggested for enrolments made at irregular times.

7-2. Fees Policy

Please refer to our [School Fee Policy](#)

8. Ethical Practices

At SIS, we believe in ethical practices and transparency. We therefore ask for the same from our families both in the SIS community and in the application process. If we find that a family withholds vital information, we reserve the right to reverse the admissions process and disenroll the student from the school.

9. Links to Relevant Policies

- [Language Policy](#)
- [Inclusion Policy](#)
- [Academic Integrity](#)
- [Assessment Policy](#)

10. Review Cycle

This policy is to be reviewed at the end of each academic year.

Review Cycle Initiator: Pedagogical Leadership Team and Admissions Office

Individuals Involved: Head of School, Admissions Manager, Heads of Primary and Secondary Schools, ELC Coordinator

Date Rectified: June 2023

To be reviewed: June 2024