

# **Admissions Policy**



**Tohoku International School**

## Overview:

Tohoku International School (TIS) is *a community of learners preparing for life in an evolving global society*. The school aims to provide a rigorous, international K-12 curriculum for students of all nations. English is the medium language of instruction.

Applications are reviewed by the Leadership Team. This group will also make grade placement decisions. Academic records from previous schools must be submitted and will be reviewed and considered for admission and placement. All final decisions regarding enrollment are at the discretion of the Principal.

Tohoku International School is a day school, with no boarding facilities. Students must have an appropriate status of residence to live in Japan and are expected to live with their parents or guardians.

As the only fully accredited international school in Miyagi Prefecture, the school recognises the need to ensure priority enrollment for non-Japanese nationals.

### Key Terms (Admissions Context)

- **Additional Support Needs:** A student may require support such as English as an Additional Language (EAL), learning support, social-emotional support, counseling support, or other reasonable adjustments.
- **Accommodation:** Support that enables access to learning without changing grade-level learning expectations.
- **Modification:** Changes to learning expectations or outcomes (used only when appropriate and formally documented).

## Admissions Priority:

As an international school, TIS primarily serves internationally mobile families and students seeking an English-medium international education. As such, when a grade level is at capacity, TIS considers applications in a way that is consistent with our mission, program requirements, and our ability to provide an appropriate educational program for the student. Priority may be given based on factors such as:

1. The children of expatriates of English-speaking countries
2. The children of expatriates of other countries
3. Japanese returnees (defined as a child who has spent at least 2 years in a non-Japanese educational environment)
4. Japanese students with high marks in their previous schools and aspirations to go to university overseas or to English language programs in universities in Japan

However, in addition to this, there are further factors to keep in mind when examining the priority of acceptance.

- I. **Confirmed space availability** in the relevant grade level.
- II. **Program fit and readiness** for an English-medium international curriculum (including EAL readiness and support needs).
- III. **Continuity and stability considerations** for internationally mobile families (e.g., documented relocation timing, school start dates).
- IV. **Sibling enrollment** (when applicable).
- V. **Order of completed application** (date the application file is complete, including required documentation).

TIS does not discriminate in admissions decisions on the basis of race, nationality, ethnicity, religion, gender, gender identity, sexual orientation, disability, or family structure. Admissions decisions are made in the best interests of the student and the school community.

## **We expect parents of TIS students to:**

1. Understand and believe in the mission and vision of TIS and the 5 TIS Stars
2. Be involved in school life (*PTA, school events, parent conferences, etc*)
3. Understand that the language of TIS is English (*See TIS Language Policy*)
4. Support their children in developing their language skills

## **We expect TIS students to:**

1. Understand, believe in, and strive to live the mission of TIS and the 5 TIS Stars
2. Students adhere to the different policies, such as language, academic integrity, and responsible use of technology
3. Utilising their responsibilities as students

## **Admissions Process:**

### **1. Campus Visit / School Tour**

Make a visit to TIS if it is possible. If not possible, an online school tour will be organised. Candidates will learn a lot about TIS when they speak with our Team and see the school in action.

### **2. Application for Admission**

Applicants fill out the application for admission and email, mail, or bring it to the school with all the student records, assessments, documents, and photos as described on the application (Online copy). Applicants are admitted throughout the year.

### **3. Admission Assessments and Interviews**

Admission assessments and interviews will be conducted either in person or remotely to ensure that the student's abilities and potential EAL support or Student Support needs are

understood. These assessments/interviews are typically about 90 minutes in length and the assessments include a reading, writing, speaking and mathematics component. The student will also meet with their Head of Section and the Student Support Lead.

#### **4. Decision on Admission (after steps 1, 2 and 3 are complete)**

The school Admission Team will conduct an *Application Review*. The team will discuss all documentation and determine if a placement offer can be made. This determination is based upon the suitability of the candidate for the TIS educational programme and the availability of space within that programme. Applicants will receive a letter regarding their application status. With acceptance, an invoice for enrollment and tuition will be attached with instructions.

Applicants will be notified of the admissions decision within **20 school days** after the application file is complete. If additional information is required (e.g., other relevant assessment reports, prior school reference), the timeline begins when all required documentation is received.

All newly enrolled students begin with a **3-month transition period** to support placement accuracy and appropriate support. If significant concerns arise during this period (academic, behavioral, attendance, well-being, or support feasibility), TIS will:

1. **Document concerns** and share them with parents/guardians.
2. Hold a **review meeting** with parents/guardians, relevant teachers, and Student Support (as appropriate).
3. Create a **time-bound support plan** with clear strategies, responsibilities, and review date(s).
4. Review progress and determine next steps.

In rare cases, if TIS determines that the school **cannot meet the student's needs** within available resources and reasonable adjustments, or if there is a **significant mismatch between disclosed information and actual needs**, the Principal may initiate a formal review of enrollment. Families will be given:

- **Written notice** of concerns,
- An opportunity to respond, and
- A meeting to review options before any final decision is made.

## **Our Admission Criteria:**

1. Applicants must be capable of doing work at an expected standard for their grade level.
2. They must be placed in the applicable grade before admission.
3. All applicants must provide report cards and/or a transcript from their previous schools.
4. All students must provide contact details from at least one teacher and at least one non-teaching counselor, homeroom teacher, administrator or similar that knows the

student well from their current school. TIS will contact these individuals to acquire a confidential reference.

5. Equal criteria and consideration apply to all applicants. TIS does not discriminate on the basis of race, nationality, ethnicity, religion, gender, gender identity, sexual orientation, disability, or family structure. Admissions decisions are based on the student's educational needs, program fit, and the school's capacity to provide appropriate support.
6. **Students with additional support needs** will be assessed for admission based on the availability of resources necessary to meet their needs. Any developmental, social or academic challenges must be disclosed and explained in detail to TIS during the admission process, even if your child does not have an officially diagnosed disability. Professional assessment reports, including details of any additional support the applicant is receiving, must be submitted at the time of application. Each applicant with differing or additional learning requirements is carefully considered, and admissions decisions are made by the Leadership Team in collaboration with Student Support, prioritising the best interests of the student. While TIS strives to be as inclusive as possible, the limited availability of physical access resources and specialised support staff proficient in English may restrict the school's ability to fully accommodate every student's needs in all areas. During the admission process, each applicant is reviewed individually to determine our capacity to support their learning needs within our curriculum. TIS encourages prospective families to reach out to the Principal to discuss their specific circumstances. When a student may require additional support, TIS may request (as applicable):
  - Recent assessment reports or learning support documentation (if available)
  - Previous school support plans or accommodations/modifications used
  - Records of interventions that were effective (or not effective)
  - A transition plan from the current school (when relevant)

TIS will use this information to determine appropriate placement and supports, and to plan a transition that protects student wellbeing and learning.

7. Students with a record of behavioral problems may be accepted on a provisional basis (*subject to a behavioural contract*). This will only be offered if the student is deemed capable of succeeding at TIS without detriment to the school programs and/or the performance of fellow students. All prior behavioural problems must be disclosed in writing to the Principal during the admission process. This information will be kept confidential and used in order to support the student if further issues develop. If information suggests a safeguarding concern or risk of harm, TIS will follow the school's safeguarding/child protection procedures. Behavioural support plans will prioritise safety, skill-building, and restorative practices, with clear expectations and review dates.

## Our Grade Placement Criteria:

1. The decision of TIS takes priority. Students are placed primarily according to age. Extraordinary considerations can be taken into account in a placement decision, including:
  - a. Incomplete school experiences
  - b. Level of English ability
  - c. Significant differences in child's maturity vis-a-vis their age-appropriate grade
  - d. Completion of higher grades in another school
2. **Grade 1** is a critical year in a child's academic development. Students enrolling from a Non-English medium Kindergarten will be placed in their age appropriate grade if they display required English proficiency level. If students are placed in Kindergarten or repeat Grade 1 to complete one full year of Grade 1 before progressing to later grades due to their English level, the timing of the transition to the age-appropriate class is at the discretion of the school.
3. **Entrance Testing** must be completed prior to entering class, so as to ensure the school can plan adequate support for the students.
4. Students are placed with regard to their assessed English ability and their ability to progress and complete high-quality academic work at their grade level.
5. All students must graduate before their 20th birthday.
6. Students entering from Japanese schools (or other school systems with calendars that do not begin in the fall) during the second semester will generally be placed in the same grade level for the remainder of that school year. Special consideration may be given if students are older than other students in their class as a result of having to repeat a partial or entire school year because of the previous transition between Japanese and International Schools.

## English as an Additional Language (EAL):

1. All students will complete an admissions interview to determine their English and math proficiency levels. EAL support is available to students from Grade 1 to Grade 10 (and is not required in Kindergarten). EAL monitoring and consultation is available for DP students. EAL support is available for non-DP grade 11 and grade 12 students.  
**Note: To be eligible for the Diploma Programme, a student cannot be below the *Monitor Level* of EAL Proficiency.**
2. Prospective English as an Additional Language (EAL) students, especially at middle school and high school levels, must provide evidence of successful academic progress in their first language.
3. Middle and high school students who possess limited English proficiency will be considered individually in order to determine the probability of success in a college-preparatory English-immersion environment with limited English language support services.

## **Confidentiality and Student Information**

TIS collects information to make placement decisions and plan appropriate support (e.g., academic records, references, relevant assessment reports). Access to student information is limited to staff who require it to perform their professional duties (e.g., Leadership, relevant teachers, Student Support). Records are stored securely and handled in accordance with the school's data protection and record-keeping procedures.

## **International Baccalaureate Diploma Programme**

### **Admission:**

TIS is authorised to offer the IB Diploma Programme (DP) to Grades 11-12. The DP is a rigorous academic program requiring the ability to communicate clearly in English and have a high level of written academic English. All Grade 11-12 students will be taking DP courses and can either complete the full Diploma Programme or selected certificates. While the completion of the full Diploma is generally encouraged, an individual plan for each student will be developed in consultation with the student, parents and DP Coordinator.

While students are highly encouraged to complete the full Diploma Programme, after consultation with the DP Coordinator, students will have the option to complete course certificates. Students progressing from Grade 10 at TIS into Grade 11 will be required to demonstrate a B (3.0) average for all classes to be able to complete the full Diploma Programme. Students with an average below B will be required to meet with the DP Coordinator to decide the best plan for their Grade 11-12 years.

For students applying to TIS for Grades 11 or 12, students are required to submit English proficiency scores if their native language is not English.

The minimum proficiency requirements are as follows:

TOEFL iBT:	70 or better
Eiken:	Pre 1 or better
CEFR:	B2 or better
IELTS:	6.0
TOEIC:	800~

Additionally, all students applying for Grade 11 enrollment will be required to demonstrate a level equivalent to TIS English as expected at the end of completing Grade 10 and Mathematics standards during the entrance interview. Students who do not meet these requirements will not be eligible for a full IB Diploma, only selected certificates from the courses. If admitted to the school, they will still be eligible for a TIS (WASC accredited) diploma if all graduation requirements are met.

By the end of Grade 10, students must at least be on the 'Monitor' level of the TIS EAL proficiency scale, or they will not be eligible for entrance to the Diploma Programme. In this

case, families should consult with the EAL Coordinator. Students wishing to enroll directly into the Diploma Programme will be subject to assessment of their English abilities on a case-by-case basis.

## **Wait List:**

Admission for enrollment is considered only when the completed application form has been received. Upon approval by the Principal, the student will either be allocated a place for the year or placed on a Wait List. Students are allocated places in order of application. However, TIS reserves the right to allocate places at its discretion in special circumstances. Wait List candidates are placed as vacancies become available.

## **When Unenrolling and Transferring to Another School:**

When a student intends to withdraw from the school or to transfer to another school, the parents should notify the school through the completion of the Withdrawal Form and complete all necessary arrangements prior to withdrawal.

*All financial obligations must be fulfilled before records can be forwarded to the new school.*

**This document was reviewed by:**

Student Support Lead and School Leadership: February 2026