

Origin of the School Emblem

- We want students to cherish their identity as a Japanese citizen. The words "KAISEI" and "SEKAI" are contained within the emblem.
- While cherishing their identity as Japanese citizens, we want students to also spread their wings to the world".

Design/Hiroji Sasaki, Japanese painter and 6th graduate of Hokkaido Sapporo Kaisei High School

School Emblem



Origin of the school name "Kaisei"

- The name "Kai-butsu Seimu" is derived from a passage in the I Ching, one of the "Four Books and Five Classics," a Confucian scripture.
- It means "to spare no effort to pave the way (kaibutsu) and to work hard (seimu) until one's duty is fulfilled (seimu).
- The goal of the program is to nurture people who will open and develop their talents and build a new society.

School Principles

Mountains, sky and earth, know eternity!

The school's outlook on its motto is that "No interpretation or annotation is needed. Each student is free to interpret it as he or she sees fit." The school motto was established by Mr. Ichiro Sakai, the first principal of Sapporo Kaisei High School in Hokkaido, with the wish that "I will create myself and find the truth, and that I will nurture the next generation.

School song

School song

Lyrics by Shuntaro Tanigawa
Composed by Mutsuro Shishido

I	II.	III
Mountains, sky, and earth	City, country and world	Sea, wind and us,
While answering the endless questions	While studying the teachings of history	While embracing the worries of youth
How should we live today?	How should we live tomorrow?	How shall we live?
Ideals are high at heart	Hoping to one day flap my wings	Sometimes alone in the face of a blizzard
Kaisei Sapporo,	Kaisei Sapporo,	Kaisei Sapporo,
where we learn together	where we grow up together	which we love together today

The Birth of the School Song

The school song of Hokkaido Sapporo Kaisei High School was established on December 5, 1964, with lyrics by Shuntaro Tanigawa and music by Mutsuro Shishido, and since its establishment, it has been sung loudly and long as the pride of Kaisei High School students. At the 50th anniversary celebration of Kaisei High School held in 2012, lyricist Shuntaro

Tanigawa proposed to revise "Kaisei High School" to "Kaisei Sapporo" on the occasion of the reorganization to a secondary school, and on the occasion of the establishment of Sapporo Kaisei Municipal Secondary School in April 2014, we decided to use this as our school song to continue the tradition of Kaisei High School. It was decided to use it as the school's anthem.



Access

- 1-1, Kita 22-jo Higashi 21-chome, Higashi-ku, Sapporo 065-8558, Japan
- Get off at Motomachi Station on the Subway Toho Line and walk about 15 minutes.
 - Take Chuo Bus Motomachi Line (East 70) from Kita24jo Station on the Namboku Subway Line. Get off at Kita 24-jo Higashi 21-chome stop and walk 3 minutes.
 - Take the Chuo Bus Okadama Line (Higashi 61)/Kitasatsunae Line (East 79) from Kanjyodori Higashi Station on the Subway Toho Line, get off at the Kaisei Secondary School stop, and walk 1 minute.



Sapporo Kaisei Secondary School

1-1, Kita 22-jo Higashi 21-chome, Higashi-ku, Sapporo 065-8558, Japan
TEL 011-788-6987 (main) FAX 011-781-5629

Website address: <https://www.kaisei-s.sapporo-c.ed.jp>



For Academic the 2026 academic year.



Sapporo Kaisei Secondary School

Educational Philosophy

School Educational Goal/Motto

Me, You, Everybody, each and all such a splendid sight.



Student Expectations

To value the ability to discover issues on one's own and to continue learning throughout one's life.

To value open-mindedness and to affirm the self and recognize diverse values.

To value the courage to challenge the unknown and to blaze our own trail.



Staff/Parent Expectations

To provide a continuity of learning throughout the six years of school life and create an environment that promotes inquiry-based learning.

To utilize collaborative learning across a wide range of different age groups to create an environment where students can encounter and interact with a variety of cultures and backgrounds.

To use the six years of school life to create a safe and challenging environment while gradually expanding the scope of the school's educational program.

Message from the Principal

Welcome to the world of Sapporo Kaisei Secondary School!

Sapporo Kaisei Secondary School

School Principal **Satoshi Nishimura**

What are you thinking about as you read this pamphlet? This pamphlet contains the details of our unique education. We hope that as you peruse its contents that you are able to get a sense of our school and the daily life of our students.

Our school opened in April 2015 as the first public secondary school in Sapporo, and celebrated its 10th anniversary last school year. This year (2025) will be a memorable year that will mark a new start for the next 10 years. The number of students who have completed their studies at the school so far is approximately 1,200, with our graduates going to live and work in a multitude of locations around Japan and internationally.

Both at the time of the school's founding and perhaps even more so now, we live in a world where social issues arise every day, vast amounts of information are

exchanged, and the global political landscape is constantly changing. That is why today, school education needs to provide students with "the ability to be lifelong learners". In order to achieve this, we are employing "problem-based learning". Sapporo City Schools have positioned "problem-based learning" at the heart of the city's education policy within the wider goal of develop students who are "learning to ask questions and solve problems with their own initiative". To promote success in these areas, the Sapporo Board of Education decided to introduce the International Baccalaureate (IB); an international program of education, in our school. We then received accreditation for the Middle Years Program (MYP) in March 2017 (2017) and the Diploma Program (DP) in September 2018 (2018). In addition, in grades 5 and 6, we established our own Inquiry Program (IP), which takes advantage of the credit-based system and provides a rich array of subjects for exploration based on the IB methodology.

As the first public school in Japan to receive MYP accreditation, we have attracted attention from abroad, and in fact, we are proud that the IB Organization has recognized the various educational practices that we have continued since the school's opening as being in line with the IB's principles. Above all, we are very happy that our alumni have gone on to become proof of the effectiveness of this style of learning.

Purpose of Establishing School Educational Goals >>

The school opened with the image of "independent, well-balanced, intellectual, moral and healthy Sapporo citizens, who will support Sapporo and Japan in the future and play an active role in international society, while maintaining the identity of having studied in Sapporo for six years of their school life.

Based on this image of the students we want to nurture, we have aim to have all of our educational activities at the school help students understand and accept the ideas and interpretations that are different from their own by facing their surprise and confusion when they encounter something different from what they are used to (You, Me, Everybody) and making adjustments and compromises (all such a splendid sight.).

In addition, we aim to nurture the abilities and spirit that students are expected to acquire through all educational activities at the school: "the ability to discover and solve problems, the ability to think, judge, and express," "a rich humanity, a broad international perspective, a spirit of attachment to Sapporo, and a desire to contribute to the community," and "the ability to create their own future". The roles that teachers, staff, and other adults should play in order to nurture these qualities are shown in the "Student Expectations" and the Staff/Parent Expectations"

In addition to being an IB school, all students in the up school, grades 4-6, are part of the Cosmo Science Course, which specializes in science, mathematics, and English. The school has been designated as a Super Science High School (SSH) by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and is currently in its third term of implementation.

In this term, we have organized a systematic six-year science-focused curriculum, incorporating students in the lower year groups, and have set up many opportunities for research projects and off-campus training to acquire scientific elements. There are many attractive elements of our unique SSH program.

Another feature of our educational philosophy is SELF, which aims to nurture independence through "making things their own" and authentic. In order to realize this, we have divided the six years of the school year into two-year stages of study, which we refer to as the 3 shifts of SELF: the Foundation Stage, the Fulfillment Stage, and the Independence Stage. In the Foundation Stage, students will acquire basic learning skills, learn about themselves, and express their thoughts (stand on one's own feet). In the Fulfillment Stage, students will be able to expand the scope of their own personalization and grow by coming into contact with things different from themselves. In the

Independence Stage, students will be able to work for the betterment of society and themselves.

The school building is also unique. The school is designed around each school subject, with zones for each academic area. Students from all grades move to their own classrooms for each lesson, so it is normal to find students from different grades taking classes in rooms next to each other. In this environment, lower class students are able to see how the exploratory studies they are currently engaged in will develop in the future, and they are able to imagine themselves in the future as they work toward their own goals.

We hope that you have enjoyed the features and attractions of our school so far. We hope that the six years you will spend at our school will leave you wondering, "What? Why?" and with a desire to explore the world on your own. What is important in this exploration is to think, judge, and act on your own. It is also important to work collaboratively with friends and other people. If you are excited about this kind of school life, we invite you to explore with us! While it is natural for you to discuss and consult with your family members about enrolling in our school, it is "you", and no one else, who will decide whether or not to accept the offer of admission! We are waiting for "you" to open the door to a world of exploration.

Contents

Educational Philosophy/Message from the Principal ...01

Think globally, act locally.
"Me and you" the "protagonists of learning" ... 03-04

Six year learning continuum

SELF & Curriculum 05-06

What is inquiry-based learning?..... 07-08

SSH/Career Exploration Study.....09

International Baccalaureate (IB)10

School Map / After School Activities

A day in Kaisei Sapporo? 11-12

School Events / Daily Life Q&A13

Admissions14

School emblem (origin and design)/Origin of the school name "Kaisei"/

School Precepts / School Song / AccessBack cover



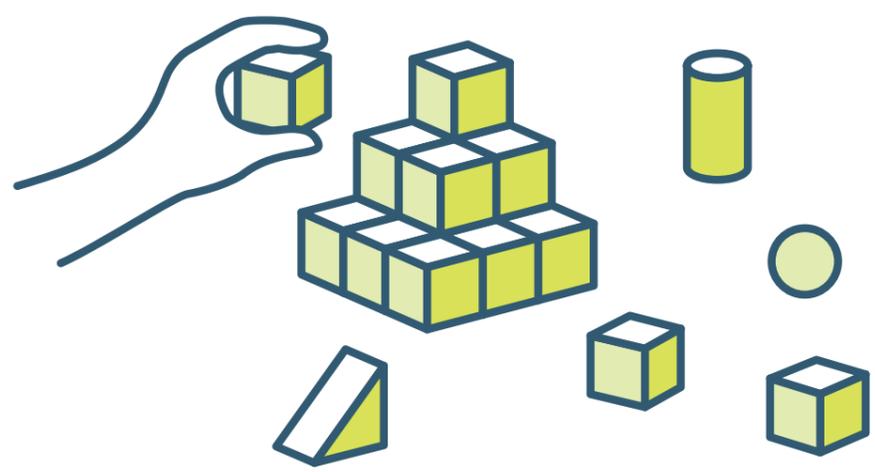
Think globally, act locally.

“Me and You” the protagonists of learning

With a global perspective, let's do what we can close to home.

Kaisei

Acquire the ability to learn independently



6 Six years of continued learning
→ P05

We hope that the days students spend at Sapporo Kaisei Secondary School are six fulfilling years. In the foundation stage (1st and 2nd years), students learn the basics of learning and experience the joy of learning. During the fulfillment period (3rd and 4th years), students will experience the expansion of learning and gain experience in inquiry. In the developmental stage (5th and 6th years), students deepen their learning and become aware of their growth. Why don't you encounter a new you across six years?



?" Think about questions!
Inquiry Based Learning
→ P07

What do you do with what you know, learn, or wonder about in class? In inquiry based learning, you are the "protagonist of learning". You will take time to explore what you are interested in, and discuss it with your friends. Why don't you try this kind of learning?



Global Mindedness
Career Exploration
→ P09

At Kaisei learning to be able to design one's own future on one's own initiative is called "Career Exploration". Major study programs include "Sapporo Study," external fieldwork and "SSH". What kind of adult will you grow into through these activities?



An Internationally Recognized Education
IB
International Baccalaureate
→ P10

The society in which you live is constantly changing. The IB is a learning program that will help you develop an international mindset and perspective. What will you explore and what skills will you acquire through these studies as you move into the future?



Coordinate Yourself.

You decide what challenges you will take on and how you will tackle them. That is what it means to "coordinate oneself".

Choose Yourself

Normally, students attend classes in attire of their own choosing. For ceremonies and other occasions, a navy blue blazer, emblem, white shirt, and tie are worn.

Choose Your After-school

After-school is a time for you to try something that interests you. Whether it is club activities, after-school units, or student council activities, you can decide what you would like to do.

I am sure you will meet many senior students after school. Through the interaction of such a wide range of different age groups, students get a feel for the shape of their future.

6 Years of Continued Learning

At Kaisei, the six years are divided into three phases: the "foundation stage" (grades 1 and 2), the "fulfillment stage" (grades 3 and 4), and the "development stage" (grades 5 and 6). In each of these stages, students will grow and develop based on the "SELF" educational philosophy, while placing importance on the image they have of themselves and who they want to become.

Stimulating Experience and Learning for the Future

SELF

What is SELF?
This is Kaisei's original educational philosophy that aims to nurture children's independence through the experience of making learning "their own".

3SHIFT

Preparing for SELF

Foundation Stage 1st and 2nd year

- Stand on one's own feet
- Be able to consider surroundings.
 - Be able to "step out" independently

Starting SELF

Fulfillment Stage 3rd and 4th year

- Develop independence
- Have your own axis
 - Acknowledge the others' axes

Fruition of SELF

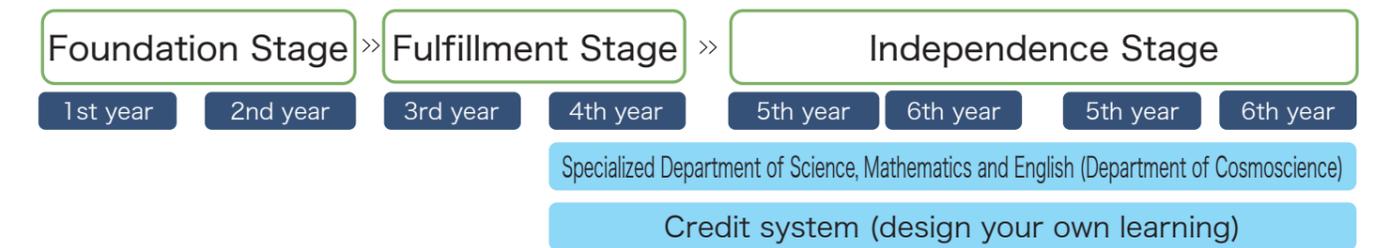
Independence Stage 5th and 6th year

- Working for Society
- Working for benefit of oneself
 - Work for benefit of others

From the foundation to the development phase, each year group is made up of four classes divided into smaller groups of six teams for classes and educational activities.



Curriculum corresponding to the International Baccalaureate (IB) education program 2025



	MYP				Japanese DP*4		I P (our unique exploration program)	
1	Japanese (Language and Literature)	Japanese (Language and Literature)	Japanese (Language and Literature)	Modern Japanese Language (Language and Literature)	Physical education	Physical education	Physical education	
2				Language and Culture (Language and Literature)	Health	Health	Health	
3				Geography Comprehensive (Individual and Society)				
4	Society (individual and society)	Society (individual and society)	Society (individual and society)	Public Co (individual and society)	GP2 English B HL	Comprehensive English II/III	Comprehensive English II/III	
5				Science and Mathematics I (Mathematics)	Free choice in the second semester of the 6th year Japanese / Geography / Civics / Mathematics / Science / English Exploration (1) Up to 3 subjects can be selected			
6	Mathematics (Mathematics)	Mathematics (Mathematics)	Mathematics (Mathematics)	Science, Mathematics and Physics (Science)		GP5 Mathematics HL	Science and Mathematics II	Science and Mathematics II
7	Science (Science)	Science (Science)	Science (Science)	Science, Mathematics and Chemistry (Science)				
8	Music (Art) 45 hours	Music (Art)	Music (Art)	Science, Mathematics and Biology (Science)				
9	Fine Arts (Art) 45 hours	Fine Arts (Art)	Fine Arts (Art)	Science Mathematics Geology (Science)				
10	Health and Physical Education (Health and Physical Education)	Health and Physical Education (Health and Physical Education)	Health and Physical Education (Health and Physical Education)	Music/Art/Calligraphy I (Art)				
11	Technology and home economics (design) 40 hours	Technology and Home (Design)	Technology and Home (Design)	Physical Education (Health and Physical Education)	GP3 History SL	History	History	(8th year elective required free elective science) Science, Mathematics and Physics Development A (2) B (4) Science, Mathematics, and Chemistry Development A (2) B (4) Science, Mathematics, and Biology Development A (2) B (4) Science, Mathematics, and Geology Development A (2) B (4) At least one elective course must be selected.
12	English (Language Acquisition)	English (Language Acquisition)	English (Language Acquisition)	Health (Health and Physical Education)	GP1 Literature A SL*5 / GP4 Science SL	5th and 6th year free choice Ethics (2)	5th and 6th year free choice Ethics (2)	(Free choice in the second semester of the 6th year) Japanese / Geography / Civics / Mathematics / Science / English Exploration (1) Up to 3 subjects can be selected
13	Information skills *2 (design)	Science and math exploration skills *2	Communication design skills *2	Family Basics (Design)	GP4 Science SL choose 1 subject from physics/chemistry/biology	Political economy (2)	Political economy (2)	(5th and 6th year free choice) Literature A (4) Literature B (2) Integrated Communication B (2) Music II (2) Fine Arts II (2) Information II (2) World History Exploration (3) Exploration of Japanese History (3) Geography Exploration (3)
14	Morals	Morals	Cosmo Project III and IV *3	Information I (Design)	GP4 Science HL choose 1 subject from physics/chemistry/biology			
15	Cosmo Project I *3 50 hours	Cosmo Project II *3	Morals	GP6 Arts SL/GP4 Science SL GP6 select one subject from music/art *6				
16	Homeroom	Homeroom	Homeroom	GP4 Science SL choose 1 subject from physics/chemistry/biology	GP4 Science HL choose 1 subject from physics/chemistry/biology	Quest for Knowledge (2) / TOK (Theory of Knowledge) (4) *8	Quest for Knowledge (2) / TOK (Theory of Knowledge) (4) *8	Cosmo Essay
17				Science Mathematics Physics/Chemistry/Biology/Geology (2nd semester)				Homeroom
18				TOK (Theory of Knowledge)				
19				EE (Thesis)				
20				Homeroom				
21				DP CAS *7				
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								

*1 The numbers in parentheses in MYP are the names of IB subjects.
 *2 This is a unique subject at this school. 1st year information skills covers the information area of the technology field of "Technology and Home Economics" and one credit of "Society and Information".
 *3 Cosmo Project = "Integrated Study Time" (4th year is "Integrated Inquiry Time"). The enrichment period is a joint 3rd and 4th year course. Note that 2 credits of Cosmo Project IV in the 4th year will be implemented as a subject of the school-set subject "SSH".
 *4 Students who choose Japanese DP will take subjects GP1 to GP6, EE, TOK, and CAS until the first semester of the 6th year, which are required for the qualifying examination. In addition, they will take English B and at least one more subject in English. The subjects that can be taken in English are Mathematics, Physics, Music, and Art. Mathematics and Physics can also be taken in Japanese.
 *5 If you take GP1 Literature A with HL, you will select one SL for GP4 Science. In addition, if you take HL in Science, Literature A will be SL. You cannot take both "Literature A SL" and "Literature A HL".
 *6 If you choose "Music SL" or "Art SL" in GP6, you must choose 2 subjects not studied in GP4 from Science, Mathematics, Physics, Chemistry, or Biology in the second semester of the 6th year. In addition, if GP6 is not selected, two GP4 subjects will be selected.
 *7 DP CAS and IP CAS are not scheduled on a weekly basis; DP CAS is conducted continuously for 18 months from the 5th year to the 6th year, and IP CAS is conducted continuously for 12 months in the 5th year.
 *8 IP TOK (Theory of Knowledge) is offered in one session for 3 credits in the 5th year and 1 credit in the first semester of the 6th year. IP students who choose TOK (Theory of Knowledge) may take the DP qualification examination to obtain a Certificate of Attendance.
 Abbreviations: GP = Group, HL = Higher Level, SL = Standard Level

Create your own study style!

What is inquiry-based learning?

Inquiry-based learning in our school is centered on "independent, interactive, and deep learning" based on collaboration. In this style learning, students discover principles and laws through group discussions, and arrive at new ideas by relating and refining their knowledge. In addition to acquiring knowledge and skills in class, emphasis is also placed on putting them to use through presentations and discussions. The IB learning cycle, in which "inquiry-action-reflection" is an interactive process, is conducted over a series of lessons, and it is important for students to learn how to learn over the six years in order to become independent learners.

What is an independent learner?

- Someone with the ability to discover issues on your own and continue to learn throughout your life!
- Someone who is self-affirming and open to diverse values!
- Someone with the courage to challenge the unknown, and to explore one's own path!
- Someone who understands qualities, abilities, and methods of approaching learning!



How can we do it?
Why is this happening?

Inquiry

Let's actually do it!
Let's hear what everyone has to say!
Let's make something out of it!

Action

Problem-based inquiry-based learning

Reflection

What can we do to make it better?
You've raised a new question!

Proactive, interactive and deep learning based on collaborative learning

Feeling connected to society

Become an independent learner

ib Middle Years Programme

Foundation Stage
Fulfillment Stage

MYP Middle Years Programme

3SHIFT

In grades 1-4, the foundation and fulfillment stages, students study the International Baccalaureate MYP, which is aligned with the school's vision of inquiry-based learning and includes elements that will help students become independent learners throughout their lives.



Eight subject groups
Language & Literature
Language Acquisition
Individuals & Societies
Science
Mathematics
Arts
Design
Physical & Health Education

Personal Project

It is the culmination of four years of inquiry-based learning throughout the MYP and allows students to set a theme based on their own interests. Through this research, students will learn the fundamentals of the research process and the elements and skills necessary to make it a success. Projects are shared with other students and parents through presentations.



Service as Action

In the IB, the emphasis is on actually applying what has been learned in the community and society. Applying the knowledge will lead you to reaffirm the importance of what you have learned, which in turn will drive you to the next stage of your studies. Deepening interactions with many people through service is also a great experience.



Independence Stage: Choose between DP (Diploma Programme) and IP (Inquiry Programme)

ib Diploma Programme

Diploma Programme

DP is an International Baccalaureate programme for 5th and 6th year students. By completing the prescribed curriculum and passing the final exam, students can obtain an internationally recognized university entrance qualification (International Baccalaureate). Students can use their final exam results to gain admission to domestic and international universities.

Inquiry Programme

IP is the school's unique Inquiry Programme for 5th and 6th year students, in which students independently choose from a variety of subjects (subjects stipulated in the Courses of Study and subjects set by the school) based on their own career design, and study in an exploratory manner. (See page 6 for subjects to be selected.)

Globalism

Globalization is an everyday topic nowadays

Aim to be a person who can contribute to society with an international sense and perspective.

SSH
Super Science High School

Based on the philosophy of "Fostering individuals who can think scientifically and logically, and who will go on to become global leaders," our school has been designated as a Super Science High School for five years (the third term) since 2022. As an SSH school, we are engaged in various activities such as theme research and off-campus training.

SSH
Super Science High school

What is Super Science High School?

In addition to implementing advanced science and mathematics education at upper secondary schools, we will promote joint research with universities on the ideal connection between upper secondary schools and universities, as well as initiatives to nurture internationalism. In addition, we will develop teaching methods and materials that will enhance creativity and originality. (From the HP of the National Institute of Science and Technology Agency)

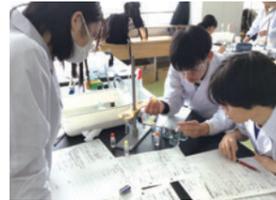
Through the development of education centered on six years of integrated inquiry activities, we nurture learners to become future scientific leaders

Activities in Year 1&2
"Trial and Error" Project



Inquiry into Personal Interest

Activities in Year 3&4
Pre-Cosmo Science



Inter-grade Science Project

Activities in Year 5&6
CosmoScience / CosmoEssay



Advance research activities and Academic Paper Writing

Out-of-school Activities
Geoscience Field Observation



Bibai City Miyajima Marsh Wild Bird Observation

Develop interdisciplinary education with an emphasis on environmental studies and international understanding studies to nurture learners with a global perspective.

Field Trips
Yakushima Project



Jomon Cedar Trekking

Tsukuba Project



Tsukuba Experimental Botanical Garden Training

Overseas Study
Taiwan Project



Training visits to Taiwanese companies and universities

Thailand-Japan High School Student Fair



Presentation exchange meeting with our sister school in Thailand

By collaborating with other schools, we will foster scientifically motivated learners and activities that will revitalize the community.

Research presentations
SSH and Cospro Achievement Report Meeting



Whole school presentation

Chikaho Labo



Presentation at Odori Underground walking space

Collaboration with other schools
Cosmo Kids Seminar



Presentation exchange to neighboring elementary schools

Environmental Science Field Training



Joint activities with city high schools

IB



Sapporo Kaisei Municipal Secondary School and the International Baccalaureate (IB)

The International Baccalaureate (IB) is an internationally standardized educational program organized by the International Baccalaureate Organization to foster young people who can contribute to a peaceful and better world through multicultural understanding and respect. The Middle Years Program (MYP) is a secondary education program that emphasizes ATLs (Approaches to Learning) and 16 concepts. Through cooperative learning, students

develop not just cooperative learning skills, and knowledge in each subject area, but also a creative and developmental approach to learning. From the 5th and 6th grades, students may choose either the Diploma Program (DP) in Japanese or the Inquiry Program (IP) which is the school's own program. The DP course follows the IB's own program of study, while the IP course is an inquiry-based course that incorporates content from national curriculum.

As of March 2017, the school became the first MYP accredited public school in Japan. In addition, as of September 2018, the school was accredited as a DP school.

Thinker

Communicator

Inquirer.

Open-Minded

Knowledgeable

Principled

Caring

Risk Taker

Balanced

Reflector



Students and staff at Kaisei are expected to live and work with the IB's Learner Profile in mind.

Career exploration study
(career education)

i-Project

We cultivate the interactive skills necessary to live as one's self in a rapidly changing, diverse, and complex society, as well as the basic and general abilities (critical) for social and professional independence, judgment, collaboration, and a view of work and labor that are fostered through career education.

Basic and general abilities for social and professional independence fostered in career education

- Relationships social skills
- social skills The ability to manage one's own studies
- Problem Solving The ability to respond to issues and overcome problems
- Career planning skills

Foundation Stage

- SA (Serviceas Action)
- Self-presentation (Parent-teacher meeting)
- Studies about "Life"
- Wellbeing Time
- Company Visit/Tour
- Overnight Trip to Niseko
- Future Job Session (Deepen understanding of work and occupations in society)

Fulfillment Stage

- SA (Service Activities)
- Self-presentation (Parent-teacher meeting)
- Studies about "Life"
- Wellbeing Time
- Work experience
- Overseas field trip
- Future Job Session (Explore social issues and challenges with a view to contributing to society through work, and present an ideal vision of the future.)

Independence Stage

- CAS (creative, physical, and service activities)
- Self-presentation (Parent-teacher meeting)
- Studies about "Life"
- Wellbeing Time
- Career community (joint career exploration across different grades)
- Future Job Session (Explore the thoughts and actions that are also necessary for you to live as yourself, and contribute to a better society and self.)

The joy of learning and meeting people...

SCHOOL MAP

Look! the school building is full of them!

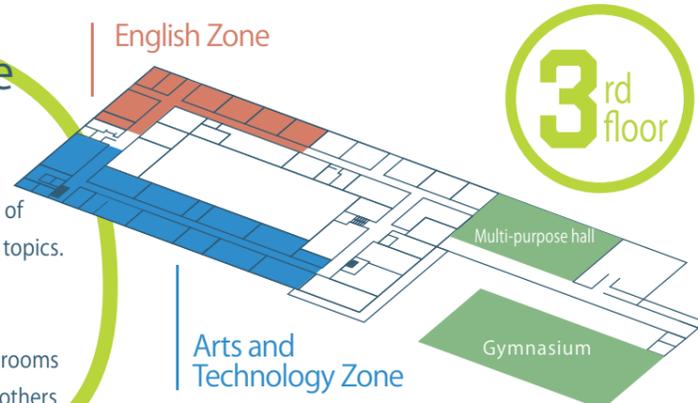
An environment where anyone can feel free to ask for advice

Communication hall

There is an open space called the Communication Hall in front of the staff room where you can talk with teachers about various topics. There is also time for educational consultation after school.

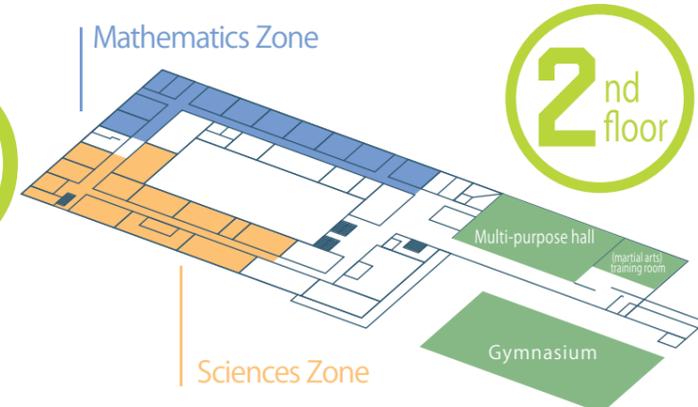
Counseling room

If you have a problem, you can talk to a counselor. Counseling rooms allow you to talk without worrying about the eyes and ears of others around you.



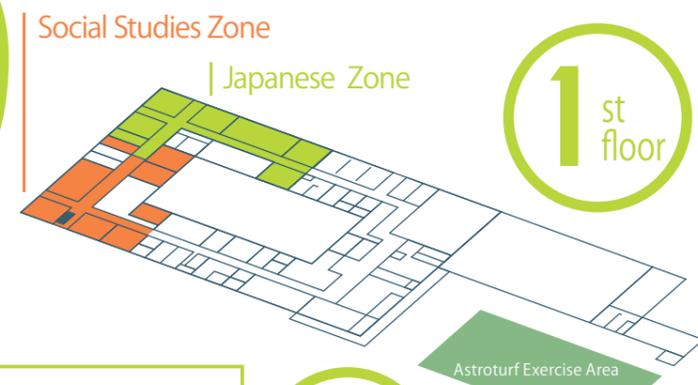
Everyones' friends.

There is a lounge on each floor. It will be where you can learn with friends, talk about after-school activities, and make other fun memories.



Subject zone

Classrooms for each subject are arranged as subject zones and are marked in Japanese and English. Students move from one classroom to another depending on the class. There are posters and pieces of work created in class that show the fun of inquiry-based learning. Stroll through the school building, designed around a courtyard, and find your favorite spot.



Learning Expansion

Media Center, Computer Room, CALL Classroom

The media center has many books and sometimes classes. In addition, the computer room and CALL classrooms are used for classes on information and English.

Internet access via wireless LAN

You can use a tablet device in any classroom. If there is something you want to look up or don't understand, you can always get a hint or answer.

Gymnasium Physical Education Zone

A day at Kaisei...

Four "sessions" of classes per day.

Flow of a day (example)

Contents	Time
Arrive at school	7:30~8:25
Attendance confirmation	8:25~8:30
Movement and morning reading	8:30~8:40
Session 1	8:40~10:20
Session 2	10:30~12:10
Cosmo time (including school lunch and lunch time)	12:10~13:10
Session 3	13:10~14:50
Session 4	15:00~16:40
Dismissal from school	Grades1-3 18:00 Grades4-6 18:30

*Two 50-minute sessions will be considered as one session.

Each student has an entrance locker and a lounge locker!

Cosmo time is a time where you can coordinate with friends about class activities, committees, and clubs.

Grades 1 through 3 get school lunches, and from the 4th grade on they need to bring their own lunch.

After-school activities after cleaning!

*The availability of classes varies depending on the day of the week and grade level.

After School Unit

May change each year.

- Idea Development Unit
- Scientific Experiment Unit
- Astronomy Unit
- Quiz Unit
- Mathematics Unit
- Mountaineering Unit
- Shogi Unit

After school with seniors. You can do these activities!

External Clubs/Units/Teams (from 3rd year)

- Student Council Executive Committee
- Broadcasting Bureau
- Newspaper Bureau
- Library Bureau
- Volunteer Bureau (Volunteer Group)
- (International Exchange Group)

Club activities

The following clubs and teams participate in various competitions

- Orchestra Club
- Art club
- Calligraphy Club
- Softball Club (Hardball Club in the second semester)
- Men's Basketball Club
- Women's Basketball Club
- Men's badminton club
- Women's Badminton Club
- Track and field club
- Soccer Club
- Men's hard tennis club
- Women's hard tennis club
- Drama club
- Tea Ceremony Club

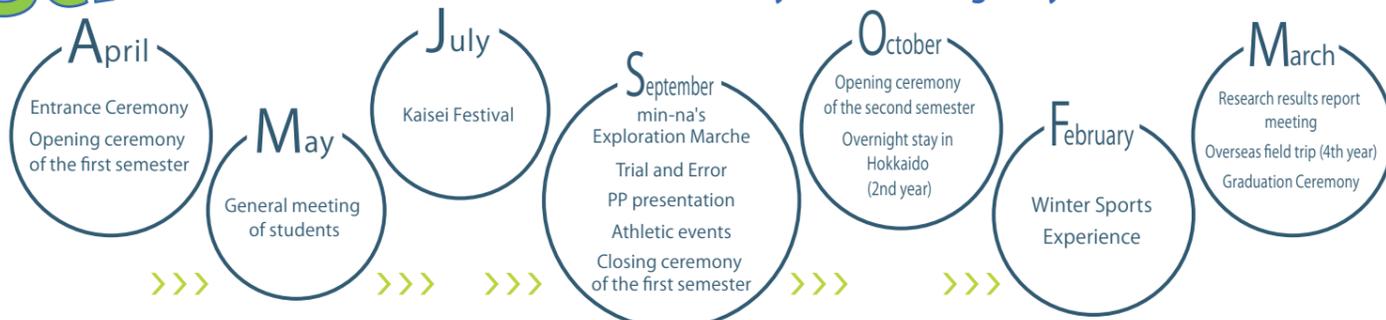
*For club activities that are not held at the school Participation in competitions that require the approval of the school and the guidance of an advisor is not We do not allow participation in tournaments that require school approval and advisory guidance. *The school will not open any new clubs. *Club activities may be suspended or discontinued during the school year. Club activities may be closed or discontinued during the school year.

Subject Center

The subject zone has a subject center You can ask questions or seek advice about your studies.

School Events

From the entrance ceremony to the completion ceremony, there are many events during the year.



*Events may be canceled, postponed or changed due to new coronavirus infection or other reasons.

» Traveling events (planned)

2nd Year Overnight training in Hokkaido 2 days 1 night

Aim With a focus on Hokkaido, where we live, students will learn onsite about distinctive town development and initiatives with ties to foreign countries. This overnight training is the culmination of two years of foundation stage studies.

Period of Implementation October

4th Year Overseas field trip 6 days 5 nights

Aim Through class exchanges with local students, students will acquire the skills necessary to be active on a global scale. This is an opportunity for students to interact in English in real-life situations.

Period of Implementation March



Life at Sapporo Kaisei

Daily Life Q&A

Q Is it possible to commute to school by bicycle?

A After learning good traffic safety during the foundation stage, students are allowed to ride bicycles to school from the third grade.

Q What is the difference between a team and a class?

A Regular classes are conducted in teams of 26/7 students, providing close attention and support to each student. In addition, lunch and other activities are conducted in classes of 40 students, allowing students to interact with more friends.

Q What is the cost to parents after enrollment?

A The cost of various expenses, etc. for six years is about the same as that of public junior high schools and public high schools in Sapporo.

Q Do you have 4 sessions of classes every day?

A Not every day. It varies by grade and day of the week, and some days the students are dismissed from school after lunch. In addition, students in grades 1-3 have educational counseling time after school each day.

Q Can I participate in competitions such as junior high or high school athletic federations in events that are not part of my school's club activities?

A You are not allowed to compete. Club activities not established by the school are not allowed to participate in tournaments that require school approval and guidance from a school supervisor.

Q Are there any new club activities that are not currently offered at the school that will be opened in the future?

A The school will not be opening any new divisions.

Q Can students partake in club activities at other schools?

A While such initiatives exist, Kaisei is exempt from these initiatives and as a result our students cannot participate in the clubs of other schools.

Scheduled School Information Sessions

2025
September 6 (Sat)
Distribution of application guidelines,
Tour of the school

Venue Main School Building **Target** Current 6th grade elementary school students and one parent/guardian

Details will be announced on the school home page.



Admission Selection

Aptitude required of applicants

- Self-driven motivation for learning
- Sufficient ability to think, make judgments, and express oneself in order to solve problems.

Number of students to be admitted

160 persons

Application Eligibility.

Must meet both of the following requirements

- Those who are expected to graduate from elementary school or an equivalent school in March 2026 (or those who have been approved in advance by the principal of the secondary school).
- Those who have an address in the school district with a parent or guardian (a person with parental authority or a guardian of a minor) at the time of application, and who are certain to continue commuting to school from the school district after enrollment.

School District

Sapporo city area

Application period

Monday, November 10, 2025 -Friday, November 14, 2025

*Only mailed applications will be accepted, postmarked by November 14.

Application Process

- ▶ Receipt of application guidelines (distributed from Saturday, September 6, 2025)
- ▶ Confirmation of eligibility to apply (if you are unsure of your eligibility, please inquire as soon as possible).
- ▶ Request the elementary school in which you are enrolled to prepare the "Student Report" necessary for application (it takes time to prepare this document, so please do so as soon as possible).
- ▶ Fill out the application documents (application form, statement of reasons for application, return envelope address, etc.)
- ▶ Mail the application documents (make sure the documents are complete and adhere to the application acceptance period).

Selection Process

▶ Preliminary Examination (Aptitude test) January 13, 2026 (Tue.)

- Aptitude Test I (45 minutes): Examines thinking, judgment, persistence, etc.
- Aptitude Test II (45 minutes): Tests the ability to express oneself, find and solve problems, etc.

*Selection is based on the results of the Aptitude Test, the "Statement of Reasons for Application," and the "Student Report" with up to twice the number of successful applicants (320) passing the initial screening.

▶ Second stage inspection (group activity) January 24, 2026 (Sat.)

- Group Activities
Through group activities in a classroom format, we will examine group communication skills and responsiveness to inquiry-based learning.

▶ Announcement of prospective students January 30, 2026 (Fri.)

Posted on the school website

The information on this page represents current plans.

For details on the admission selection process, please refer to the "Application Guidebook" distributed from Saturday, September 7.