

XLIS XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL



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SECTION 1:

XLIS



INTRODUCTION

As the first IB World School in Northwest China, Xi'an Liangjiatan International School has been a beacon of international education, cultivating global citizens with a deep understanding of Chinese culture and a commitment to social responsibility, thereby playing a crucial role in supporting the "Belt and Road" initiative and enhancing regional internationalization, a mission that is intricately linked to the school's founding philosophy of serving urban development and the needs of high-end talents, as evident in its establishment in 2013 as a non-profit international school in response to the demand from key foreign-funded enterprises such as Samsung and Micron for world-class international education facilities.

Besides being the first IB World School in Northwest China authorized by the International Baccalaureate Organization (IBO), XLIS is also an official test center for SAT and AP certified by the College Board of the United States of America. It has now built a 15-year continuous IB curriculum system covering the preschool to high school years. The school is committed to cultivating international talents with a global perspective, cross-cultural understanding, an inquisitive spirit, and a sense of social responsibility. Its curriculum, teaching staff, and educational achievements have all reached internationally advanced levels and are widely recognized and praised by international families. By bench-marking against world-class international schools, from 2013 to 2018, the school successively completed three international standard certifications for the 3 to 18-year-old IB curriculum, becoming the first school in Northwest China to achieve full-course IB curriculum authorization for 15 years, the first school to complete authorization as an SAT and AP test center in the United States, and is also a member school of the Western Association of Schools and Colleges (WASC), the Association of China and Mongolia International Schools (ACAMIS), the East Asia Council of International Schools (EARCOS), and most recently, the Council of International Schools (CIS).

The school's strategic location near the Fenghe River, a vital urban riverfront space, underscores its potential to not only foster academic excellence but also to contribute to the ecological and social values of the surrounding environment, a synergy that is increasingly recognized in urban planning and ecosystem services evaluation. As an international school, Xi'an Liangjiatan International School is well-positioned to promote environmental awareness and social responsibility among its students, many of whom may be drawn from the families of high-end talents working in foreign-funded enterprises in the region.

Moreover, the school's emphasis on visual teaching tools and innovative pedagogies, as seen in its approach to supporting students with enhanced learning needs, can be seen as an asset in fostering a culture of inclusivity and creativity, one that is likely to have a positive impact on the broader community. By integrating environmental education and social responsibility into its curriculum, the school plays a vital role in shaping the next generation of global citizens who are equipped to address the complex challenges facing urban ecosystems and communities.

The integration of international education and social responsibility into the IB curriculum framework of Xi'an Liangjiatan International School leverages the school's unique position as a hub for international collaboration and cultural exchange. By incorporating project-based learning approaches that focus on real-world situations and environmental issues, the school provides students with unique experiences in addressing complex modern challenges. This approach not only fosters critical thinking and problem-solving skills but also encourages students to develop a deeper understanding of the interconnectedness of human and natural systems.

Furthermore, the school's emphasis on inclusivity and creativity incorporates diverse perspectives and experiences into the curriculum, such as the use of culturally responsive teaching practices, which help promote cross-cultural understanding and empathy among students and teachers from diverse backgrounds. By adopting such approaches, Xi'an Liangjiatan International School distinguishes itself as a leader in international education, while also contributing to the development of a more sustainable and equitable future for the region.

To further actualize its mission, Xi'an Liangjiatan International School draws upon the principles of IB education, which emphasize the development of the whole child, encompassing not only academic achievement but also social, emotional, and physical well-being. By fostering a supportive and inclusive school culture that prioritizes student well-being, the school creates a positive and productive learning environment that allows students to thrive. Moreover, the school's commitment to social responsibility is reinforced through service-learning initiatives such as Week Without Walls which provide students with opportunities to engage in meaningful community service projects, thereby cultivating empathy, compassion, and a sense of community. By integrating these approaches into its IB educational framework, Xi'an Liangjiatan International School empowers its students to become active participants in creating a more just and sustainable world, while also reinforcing its position as a pioneering institution in international education in Northwest China.

To further reinforce its commitment to holistic education and social responsibility, Xi'an Liangjiatan International School continues to explore innovative partnerships with local organizations and stakeholders to create experiential learning opportunities that foster a deeper understanding of the complex relationships between urban development, environmental sustainability, and social equity. By doing so, the school provides students with a nuanced understanding of the challenges and opportunities associated with urbanization in Northwest China, while also cultivating a sense of agency and responsibility among students to contribute to the development of more sustainable and equitable communities.

Moreover, the school's emphasis on inclusivity and diversity is further enhanced by incorporating local knowledge and perspectives into the curriculum, such as through the integration of traditional Chinese language, cultural practices, and values into daily education initiatives. By adopting such approaches, Xi'an Liangjiatan

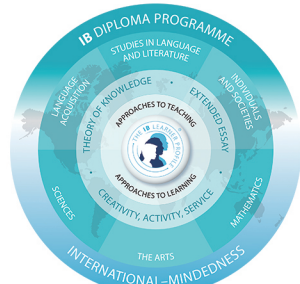
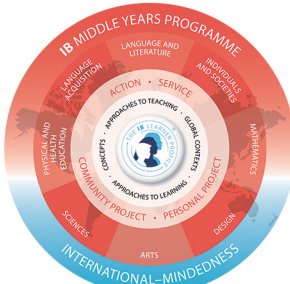
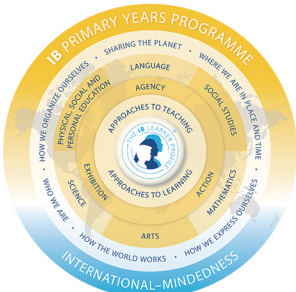
International School not only enriches the educational experience of its students but also contributes to the preservation and promotion of cultural heritage in the region, thereby reinforcing its mission which is to **“provide a non-profit education focusing on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community”**.

In addition to fostering environmental awareness and social responsibility, Xi'an Liangjiatan International School also leverages its unique position to promote intercultural understanding and exchange. By incorporating global issues and perspectives into its curriculum, the school provides students with a nuanced understanding of the complex relationships between culture, identity, and global citizenship. For instance, the school utilizes project-based learning approaches to explore real-world issues such as climate change, economic inequality, and social justice, allowing students to develop a deeper understanding of the interconnectedness of global challenges.

Furthermore, the school's emphasis on cultural responsiveness is amplified by incorporating diverse resources into its curriculum, such as literature and media from diverse cultural contexts, which can help to promote cross-cultural understanding and empathy among students from diverse backgrounds. By adopting such approaches, Xi'an Liangjiatan International School distinguishes itself as a leader in international education, while also cultivating a community of global citizens who are equipped to navigate the complexities of an increasingly interconnected world.

In conclusion, Xi'an Liangjiatan International School has emerged as a pioneering institution in Northwest China, cultivating global citizens with a deep understanding of Chinese culture and a commitment to social responsibility, thereby playing a crucial role in supporting the "Belt and Road" initiative and enhancing regional internationalization. As the school continues to grow and develop, it is poised to make an even more profound impact on the region, fostering a new generation of leaders who are equipped to navigate the complexities of an increasingly interconnected world. By integrating environmental education, social responsibility, and intercultural understanding into its curriculum, the school can further reinforce its commitment to holistic education and contribute to the development of a more sustainable and equitable future for the region. As Xi'an Liangjiatan International School looks to the future, it is well-positioned to remain a beacon of international education, shaping the next generation of global citizens and promoting cross-cultural understanding and exchange. With its strong foundation and commitment to excellence, the school is likely to continue to thrive, making a lasting impact on the region and beyond while aiming to achieve its vision: **“to lead education through innovation and a student-centered, community-driven approach”**.





《2025胡润百学-中国外籍人员子女学校30强》 ——特别感谢支持中国国际学校发展的各界人士							
2023排名	上一期排名	学校	School	城市	建校时间	学生人数	占地面积
1	1	北京美国国际学校	International School of Beijing	北京	1980	1000	1000
2	2	上海美国国际学校	Dulwich College Beijing	北京	2005	2000	1500
3	3	北京美国国际学校	British Academy of Beijing	北京	1994	1000	1100
4	4	上海美国国际学校	Shanghai American School	上海	1912	2000	250
5	5	上海美国国际学校	Shanghai High School International Division	上海	1993	3000	3000
6	6	上海美国国际学校	Wangjing College International Shanghai	上海	2014	1600	60
7	7	上海美国国际学校	Dulwich College Shanghai Pudong	上海	2001	1600	60
8	8	上海美国国际学校	Yew Chung International School of Shanghai	上海	1993	2200	70
9	9	上海美国国际学校	Concordia International School Shanghai	上海	2002	1500	70
10	10	上海美国国际学校	Yew Chung International School of Beijing	北京	2001	1600	60
20	21	上海美国国际学校	American International School of Guangzhou	广州	2001	1675	50
12	10	广西美国国际学校	USA Science City International School	广州	2020	800	20
12	12	天津美国国际学校	Tonghai International School	天津	2009	520	40
14	13	深圳美国国际学校	BASIS International School Shenzhen	深圳	2015	800	50
14	14	上海美国国际学校	Dulwich College Shanghai Puxi	上海	2016	2016	500
16	15	上海美国国际学校	Shanghai International School	上海	2011	1000	40
14	14	上海美国国际学校	Harrow Beijing	北京	2005	1500	45
18	16	天津美国国际学校	Wangjing College International Shanghai	上海	2014	2016	500
19	17	上海美国国际学校	Shanghai Singapore International School	上海	2015	1200	30
20	18	西安美国国际学校	Xian Langgatan International School	西安	2003	660	30
19	25	深圳美国国际学校	Stellenbosch International School	深圳	1996	1040	60
22	20	上海美国国际学校	Dulwich College Shanghai	上海	2007	800	140
22	20	上海美国国际学校	Fudan International School	上海	2002	380	100
22	18	上海美国国际学校	The British School of Shanghai	上海	2003	1100	70
22	22	上海美国国际学校	Harrow International School of Shanghai	上海	2016	2016	500
23	21	上海美国国际学校	Shanghai Foreign Language School	上海	1996	1200	130
23	21	上海美国国际学校	Shanghai American School	上海	1999	1200	130
24	24	上海美国国际学校	Dulwich College Shanghai	上海	2006	400	40
27	NA	北京美国国际学校	The British School of Beijing Shunyi	北京	2009	2000	30
27	24	深圳美国国际学校	Harrow International School Shenzhen	深圳	2007	700	30
TOP 30	29	南京美国国际学校	Shanghai International School	南京	2012	600	40
TOP 30	TOP 30	上海美国国际学校	Wellington College International Shanghai	上海	2018	1400	10
TOP 30	TOP 30	上海美国国际学校	Yew Chung International School of Shanghai	上海	2006	1400	40
TOP 30	TOP 30	上海美国国际学校	Yew Chung International School of Beijing	北京	2001	1600	40
TOP 30	TOP 30	上海美国国际学校	Chongqing	重庆	2006	2000	40
TOP 30	TOP 30	上海美国国际学校	The British International School Shanghai	上海	2002	1970	60
TOP 30	TOP 30	上海美国国际学校	Canadian International School of Beijing	北京	2009	1000	60
TOP 30	TOP 30	上海美国国际学校	Quality School International of Shenzhen	深圳	2001	1000	60
来源：G200全球国际学校中国分部							



6 May 2025

Lily Liu
Xi'an Liangjiatan International School
Xi'an International Community,
Xi'an
710100
China

Dear Lily,

Congratulations!

On behalf of CIS, I am pleased to inform you that Xi'an Liangjiatan International School has been granted membership to the Council of International Schools (CIS). Congratulations to you and your school community on this achievement. We are excited to have you as part of our community of 1500 schools and universities around the world.



Being a CIS member school recognises your commitment to the shared vision held by CIS school members around the world – a desire to provide students with the knowledge, skills and abilities to pursue their lives as global citizens and a commitment to high quality education and sustainable school improvement.

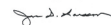
Be an active part of the CIS community.

As a part of the CIS community, you now have access to the full range of CIS programmes and services including:

- **Guidance** on leading practices, policies, challenges and opportunities which are impacting your school.
- **Sharing of knowledge** through collecting, analysing, and reporting on data and experiences.
 - **Connection** with peers and university international admissions professionals across 123 countries, leading experts via the CIS Affiliated Consultant Network, and the CIS Global team of more than 50 educators and industry professionals.
- **Evaluation** of practices and policies using global standards in international education to support continuous improvement.

All of us at CIS look forward to providing support to your school during the years ahead and hope that you will be active in our community. Together, we are shaping the future of international education.

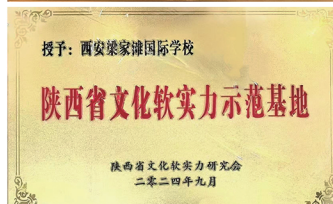
With kind regards,



Jane Larsson
Executive Director, Council of International Schools (CIS)

1 / 1

Schipholweg 113 | 2316 XC Leiden | The Netherlands | T +31 (0) 71 524 33 00 | www.cis.nl



WELCOME LETTER FROM SECONDARY PRINCIPAL

Dear Students,

Welcome to the Middle School! We at XLIS are thrilled to have you as part of our learning community. This curriculum handbook is designed to give you a comprehensive understanding of how the subjects work and guide you in the MYP. We have carefully built the curriculum to ensure that you get the best learning experience. At XLIS, we understand your uniqueness and your areas of strength and growth.



Middle school is a time for you to explore and discover your passion, and as teachers, we would nurture your curiosity. In Middle school, you will study two languages, Individuals and societies, mathematics, art, design, and music. Apart from this, you would also engage in the ECAs that would allow balance in your development at XLIS. We believe that a balanced curriculum would allow you to be a balanced individual. Our teachers pay a lot of attention to establish that you are at the heart of what we do.

We invite you to familiarize yourselves with this curriculum handbook and explore the possibilities that Middle school at XLIS has to offer.

Welcome to XLIS! Welcome to learning!

SHAMEEK

Shameek Ghosh
Secondary Principal (shameek.ghosh@xalis.com)



IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SCHOOL MISSION & VISION

● Mission

XLIS provides a non-profit education focusing on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community.

● Vision

To lead education through innovation and a student-centered, community-driven approach.



SECTION 2:

SECONDARY SCHOOL

XLIS SECONDARY LEARNING PRINCIPLES

To maximize learning in secondary school, we follow a set of learning principles. To realize our school mission statement and help develop confident, open-minded global citizens, we set up the following conditions for learning.

Powerful learning happens when students feel safe and supported.

This learning principle is met through the ongoing commitment of teachers, leaders, and student to demonstrate positivity, respect and caring for one another in and outside the classroom and through respectful interactions on social media.

Powerful learning happens when students understand the why's of learning.

This learning principle is met through learning goals and objectives consistently being made clear to students.

Powerful learning happens along a learning continuum.

This learning principle is met through supporting learners to access the vertically aligned curriculum at each level (to meet the programme learning expectations). At XLIS, we understand that learning may happen for students at different rates and they may achieve success in different ways. A vertically aligned curriculum will help every student get there in their own time.

Powerful learning happens when knowledge is constructed and co-constructed by students.

This learning principle is met through learners being provided opportunities to build understanding about the world, across subjects, independently and in community. At the heart of this constructive approach is student inquiry.

Powerful learning happens when students receive meaningful feedback.

This learning principle is met through students receiving timely, quality feedback that focuses on improvement and not merely grades.

Powerful learning happens when students are appropriately challenged.

This learning principle is met through differentiation strategies where students are given the appropriate amount of challenge for them to grow and expand their learning.

THE MYP4 AT XLIS

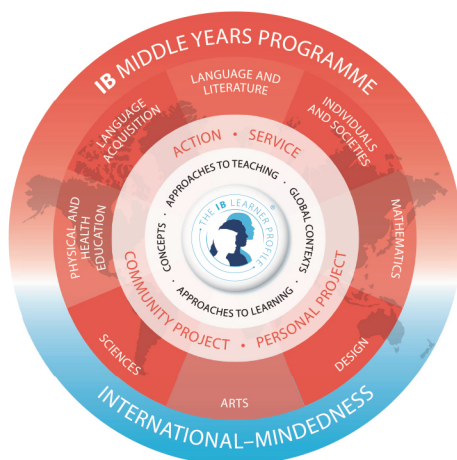
Welcome to your 4th year in the MYP. The demands on you as a student will increase and to meet the rigor of this year; you need to develop excellent time-management and good work ethics. Last year in M3, you made choices for the subjects you wanted to take in M4&M5. We understand that you might be still uncertain of your choices but you will be given till the beginning of October to make your final decision. If during that time, you realise you had the wrong choice, please communicate with your MYP Coordinator and your teachers to seek advice. Your success in the next two years will depend on your growth mindset, your resilience, and your determination to meet your potential. All the best in your years in High School.

What is MYP?

The MYP is a coherent and comprehensive framework that is designed for students aged 11 to 16 to become creative, critical and reflective thinkers. These years are a critical period in the development of self-identity and self-esteem. The MYP emphasizes intellectual challenge and addresses personal, social and emotional well-being, encouraging students to make connections between disciplines and the real world and to become more globally engaged, so as to prepare students to achieve success in school and the life beyond.

Xi'an Liangjiatan International School was authorized in the year 2014. The Middle Years Programme (MYP) at XLIS aims to exemplify the 21st-century teaching and learning model for the society of Xian and lead education through student-centered innovative learning. Individuals are prepared to negotiate with challenges and unmet expectations and become a problem-solver in real life.

XLIS implements a concept-driven curriculum explored through ATL. Students are engaged in inquiry-based teaching and learning to understand real-life issues through various subject groups, making education relevant and meaningful. Students are provided the scope to develop their critical and creative thinking skills through various teaching strategies and expand their spectrum of intelligence.



From www.ibo.org

LEARNING AT XLIS IN M4:

Regular classes: As in the past, you will have classes in a variety of subjects throughout the day. Your classes are scheduled as in the past years, you will not have to follow classes which you have not chosen, you will have a schedule for the subjects you chose at the end of MYP3. However, there is no free time, you will be busy all day following all your 6 classes.

Personal Project: This year, in the second semester, you will start the culminating project of the MYP, the Personal Project, and complete it in the first semester of M5. Throughout your years at XLIS, you have been engaged in project-based learning, so this task should enable you to delve deeper in your experiences and achieve excellence in the completion of this project.

Unlike the other projects, this Personal Project is marked by IB and will contribute to your MYP certificate which you will receive at the end of the MYP5 after completion of the e-Assessment. More details about the Personal Project are given further in this handbook.

Another area that will determine your success as an IB learner and a global citizen is “Service Learning and Service as Action”.

Service Learning and Service as Action:

Being part of a community is an important aspect of the IB programmes. Throughout your learning journey, you will be asked to serve your community in some way. All your teachers will lead you to reflect on service during the completion of your units, but you will also be given an opportunity to engage in active service during the Week Without Walls trips. Apart from that we encourage you all to do some community service during your own time as well to show your commitment to the good of other people.

XLIS aims to encourage resilient and responsible individuals who contribute to the sustainable development of the world and live the attributes of the IB Learner Profile in action.

LEARNER PROFILE

MYP: From principles into practice 2014 (Updated August 2022)



IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

HOMEROOM IN M4

As last year, your homeroom teacher might be the one you had last year or a new one. But as you already know your homeroom teachers are caring, kind adults who will help you to face the challenges throughout your time in M4.

Your homeroom is as follows:

Every day from 8:15am-8:25am: your homeroom teacher will take attendance and will check uniforms. You will also be given any announcements from the Secondary Principal.

Every Wednesday and Friday from 2:30pm to 3:25pm, you will have a homeroom meeting with your homeroom teachers. You will either have assembly, prepare for school events or have homeroom advisory using the homeroom curriculum.

Here is the list of the homeroom teachers for the academic year 2025-2026:

M4A: Ms. Amy Ma, Mr. Andrew

M4B: Ms. Bella, Mr. Kyle

M4C: Mr. Nathan K, Mr. Nathan W

At the beginning of the year, your homeroom teacher will share the subject teacher list with you along with their e-mails. Unlike Primary, in the Secondary, You will meet your homeroom teacher every day in the morning for 15 minutes at the beginning of the day. Your one-hour homerooms have been scheduled at the end of the day on Fridays.

Secondary Rules and Regulations:

Attendance: You are expected to be in school every day of the semester except when you are sick. In that case, your parent should send a note to the homeroom teacher and copy the Secondary Principal. We will ask your parents not to arrange any trips during the semester and this will impact your studies. We will give your parents the link to the Attendance Policy.

School Uniform: We have strict rules for uniform in Secondary. You should come in the proper pants, shirt, and sweater. The Dress Code Policy will be sent to your parents.

Restorative Practices: We believe in all our students showing the attributes of the learner profile by being caring, open-minded and respectful to others- peers, teachers and other members of the school community including the cleaning staff and the cafeteria staff. Breaching the rules and regulations will result in a behavior note being sent to your parents. In case of breaching rules more than twice, we will call your parents and we will decide on the appropriate measures to take.

Device Use: All students are expected to bring their laptop to school to complete work in class. However, these should only be used during class time and when required by the teacher. You can bring your phones to school, but you should hand in these phones to your homeroom teacher in the morning during homeroom. Students should not be seen playing games on their laptops or using their phones during snack and lunch time. Any breach of this rule will result in your phone or laptop being confiscated and handed in to the Secondary Principal.

MYP4 CURRICULUM:

Subjects taught in MYP4 at XLIS

**Language &
Literature**

**Language
Acquisition**

**Individuals &
Societies**

Mathematics

**Physics, Chemistry,
Biology**

Visual Arts

Music

Design

**Physical &
Health Education**

You will learn concurrently through different subject groups for all-around and holistic development. Apart from subject disciplines, you will be engaged in project-based learning. All subjects will be taught from a conceptual point of view and you will use the global contexts as a lens to connect your learning to real-life situations.

Your learning is based on key concepts, related concepts and global contexts and ATL skills.

Below are the key and related concepts:

MYP Key Concepts	
Language and Literature	Communication Creativity Connections Perspective
Language Acquisition	Communication Creativity Connections Culture
Mathematics	Form Relationships Logic
Sciences	Change Systems Relationships
Individuals and Societies	Change Global Interactions Systems Time, Place & Space
Arts	Aesthetics Change Communication Identity
Design	Communication Communities Development Systems
Physical and Health Education	Change Communication Relationships Development

Related Concepts

MYP Related Concepts			
Language and literature			
Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme
Language acquisition			
Phases 1–2			
Pronunciation	Audience	Context	Conventions
Form	Function	Meaning	Message
Patterns	Purpose	Structure	Word choice
Phases 3–4			
Audience	Context	Conventions	Empathy
Function	Idiom	Meaning	Message
Point of view	Purpose	Structure	Word choice
Phases 5–6			
Argument	Audience	Bias	Context
Empathy	Idiom	Inference	Point of view
Purpose	Stylistic choice	Theme	Voice
Individuals and societies			
Causality (cause and consequence)	Choice	Culture	Equity
Globalization	Identity	Innovation and revolution	Perspective
Power	Processes	Resources	Sustainability

Physics, Chemistry, Biology			
Sciences			
Biology			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Chemistry			
Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transfer
Physics			
Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Mathematics			
Change	Equivalence	Generalization	Validity
Approximation	Models	Patterns	Quantity
Representation	Simplification	Space	Systems
Arts			
Visual arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure
Physical and health education			
Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspective	Refinement	Space	Systems
Design			
Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

Global Contexts

In your learning, you will connect to the world through the global contexts. We believe that you learn best when your learning experiences link with personal lives, local and global communities, and the authentic world. This contextual learning addresses an essential question “Why are we learning this?”

Below, you will find the Global context. In your learning journey, your teacher will explain how you can connect what you do in class to the global community.



GLOBAL CONTEXTS

M
Y
P

LEARNING IN THE MYP

Created by Elizabeth Solomon (soloelsie@gmail.com)

Approaches to Learning (ATL skills)

In MYP, you will find that learning is done in a group, and you will be taught different skills throughout the year to complete your tasks. Here is a list of the ATL skills that you will develop:

ATL skill categories	MYP ATL skill clusters
communication	I.Communication
Social	II. Collaboration
Self-management	III.Organization
	IV. Affective
	V.Reflection
Research	VI.Information literacy
	VII. Media literacy
Thinking	VI. Critical thinking
	IX.Creative thinking
	X.Transfer

You can find more details related ATL skills via scanning below QR code.



ORGANISATION OF LEARNING IN MYP4

In MYP4, you will study different units during the semesters. Most subjects organize the units in this way- 4 units throughout the academic year: 2 units per semester. The detailed curriculum for the academic year can be found following this link:

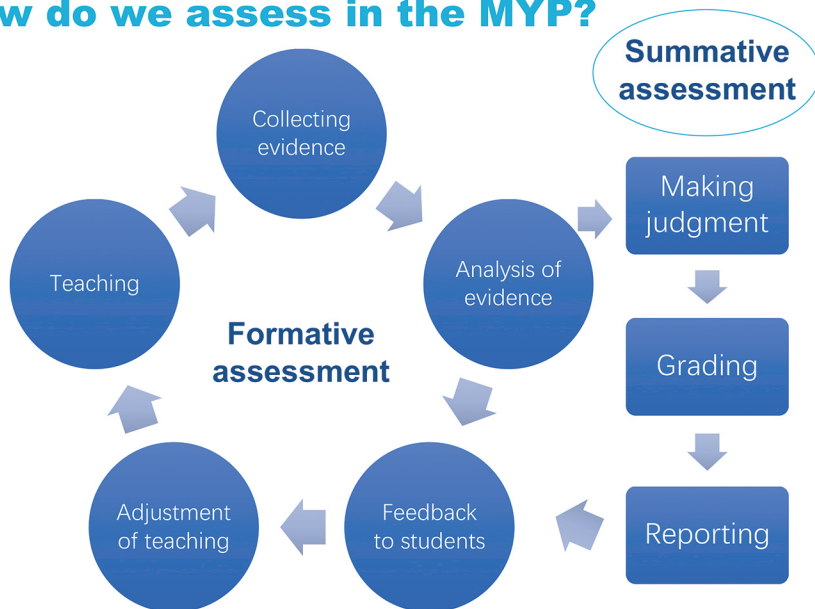
Link: <https://xalis.com/myp-curriculum-mapping/>

Your detailed units can be accessed the platform ManageBac. Your homeroom teacher will give you your details on how to access this learning platform.



ASSESSMENT IN MYP4

How do we assess in the MYP?



You are quite conversant with the formative and summative assessments from last years, this process will continue as well and your teachers will give you feedback to help you to improve in your final tasks.

You will be assessed in all your subjects using the specific assessment objectives for your subject. The assessment in your subjects is mainly research-based in Sciences and Individuals and Societies. In Math, you will have short tests and an exploration to complete. In Languages, you will be assessed on your ability to converse in the language and analyzing and producing texts. You will have formative assessments where your teacher will give you feedback on your work and this will be followed by an end of unit assessment called Summative assessment. Your subject teacher will give you a task sheet with details on how you will be assessed in the unit at the beginning of the course study.

Your scores will be recorded on ManageBac and you and your parents can see the scores you get and seek for feedback from your teachers. You are advised to seek feedback from your teacher during the semester and not wait for the summative scores to do so.

MYP SUBJECT CRITERIA

Subjects Criteria	
Language and Literature	A: Analysing B: Organizing C: Producing text D: Using language
Language Acquisition	A: Listening B: Reading C: Speaking D: Writing
Mathematics	A: Knowing and understanding B: Investigating patterns C: Communicating D: Applying mathematics in real-life contexts
Sciences (Physics, Chemistry, Biology)	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science
Individuals and Societies	A: Knowing and understanding B: Investigating C: Communicating D: Thinking critically
Arts	A: Investigating B: Developing C: Creating/Performing D: Evaluating
Design	A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating
Physical and Health Education	A: Knowing and understanding B: Planning for performance C: Applying and performing D: Reflecting and improving performance

PERSONAL PROJECT

All students in MYP4 will start their Personal Project in the 2nd semester of the M4 and end in the 1st semester of MYP5. The rationale behind this decision is to give you the time to understand the PP and to perform to the best of your ability. Below are some details about the PP. Personal Project is the culminating task for MYP5 students. Throughout the year-long process of inquiry, action and reflection, students demonstrate and strengthen their ATL skills they have acquired throughout their MYP learning journey.

Motivation	explore an area that motivates and interests you
Agency	set your own goal and choose how to achieve it create your own articulation of what success will look like
Lifelong learning	demonstrate and develop ATL skills reflect on the impact on yourselves and/or your community

(from Personal project guide 2021)

Objectives

Objective A: Planning

- state a **learning goal** for the project and explain how a **personal interest** led to that goal
- state an intended **product** and develop appropriate **success criteria** for the product
- present a clear, detailed **plan** for achieving the product and its associated success criteria.

Objective B: Applying skills

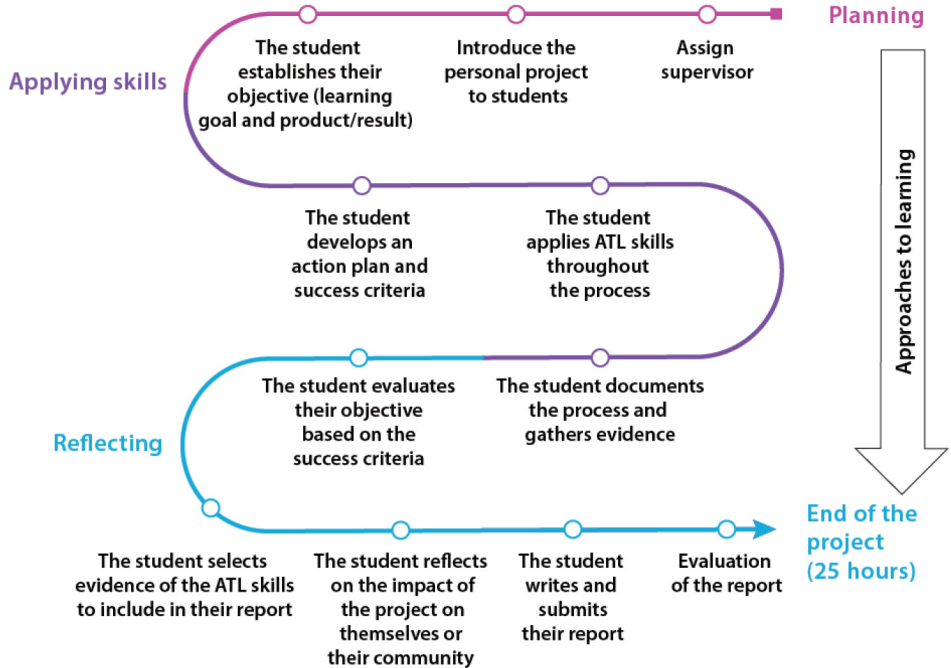
- explain how the **ATL skill(s)** was/were applied to help achieve their learning goal
- explain how the **ATL skill(s)** was/were applied to help achieve their product.

Objective C: Reflecting

- explain the **impact** of the project on themselves or their learning
- **evaluate the product** based on the **success criteria**.

Time frames

To complete the personal project, students must follow the following steps.



SERVICE AS ACTION

In MYP4 service as action becomes even more important as you reach the final years of the MYP. By now you have understood the purpose of service in the community and the need to record all the action you have taken in the community. Likewise, you have developed a good understanding of service learning in the curriculum. Below are more details about service as action and service learning.

Requirements for Service as Action

Each year of the MYP, students are required to participate in the school's Service as Action Program. During the early years, the students must complete a large amount of school-led service. During the later years of the MYP students will take ownership over their Service as Action requirements through an increase in the student-led requirements. As part of the Service as Action Program, students must also meet all 7 learning outcomes by the end of the MYP. They must demonstrate that they have achieved each learning outcome at least once and show an ongoing commitment to service. Students are required to participate in a minimum of four Service as Action events each school year. It is the responsibility of the school, parent, teacher, and coordinator to make sure the foundations for completion are in place. However, the student is ultimately responsible for organizing, planning, communicating with stakeholders, and executing the requirements below.

Service as Action Learning Outcomes

- i. **Awareness**—Aware of own strengths and areas for growth
- ii. **Global value**—Develop international-mindedness through global engagement, multilingualism, and intercultural understanding
- iii. **Persevere**—Persevere in action
- iv. **Collaboration**—work collaboratively with others
- v. **Ethics**—consider the ethical implications of their actions
- vi. **Initiative**—Discuss, evaluate, and plan student-initiated activities

Types of Service as Action

School-led vs. Student-led Service as Action may be a point of confusion as students and teachers plan events. However, a simple guideline should be kept in mind. School-led Service as Action occurs during class time, assigned homework, and mandatory service trips. Student-led Service as Action occurs outside of school hours, during breaks at school, is initiated by the student and is not linked to a mandatory part of the taught curriculum.

Minimum Requirements for Each Year of the MYP at XLIS

MYP 4	2	2
MYP 5	1	3

We expect students in MYP to gradually increase their student-led initiatives as they progress in the program. In MYP 1, students will be given the opportunity to work with older students to lead their own initiatives if they wish, however, the focus of the year will be to introduce them to the Service as Action program and all of its requirements.

Excellence in Service as Action

For students who go above and beyond the minimum requirements of the Service as Action Program, the “Excellence in Service as Action” award may be given at the conclusion of each academic year. To earn the award the student must show an ongoing commitment to the service program, achieve the learning outcomes, and document their experience through reflections and evidence. Students who complete these requirements will be given an official XLIS certificate and award.

REPORTING YOUR GRADES

In the MYP, you will have three reports that will be sent out to your parents throughout the year. In October, you will have a Progress reports where you and your parents will be told how you are progressing in the different subjects. In January, the First Semester Reports- these reports will have a grade from 1-7 which is the IB grade. The final reports will be in June and these reports will contain your whole academic year grades which give a good reflection of the work you have completed over the year.

During the year teachers will contact your parents to report any concerns they might have. These will be on ManageBac or teachers might write to you and your parents directly.

Below are the grade descriptors for your MYP. You can read them with your parents to understand what each score means.



Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



WELCOME TO ATHLETICS AND ACTIVITIES AT XLIS

At XLIS, the Athletics and Activities Department is here to provide your child with an enriching experience outside regular class hours. For students in high school, this includes a robust Extra-Curricular Activity (ECA) program, opportunities to participate as a member of school teams in the U19 age division, and participation in enriching schoolwide events. From sports and arts to academic clubs and competitions, the Athletics and Activities Department is looking to enhance your child’s experience at school by providing a diversity of learning and leadership experiences.

School Teams for M4 Students*:

In M4 students make the jump to the U19 age division, with the chance to participate in eleven sports that represent the school in interscholastic competition both locally and nationally as part of the ACAMIS Green Division. All practices for school teams at this age take place after school and require a significant time commitment from students, including upwards of three sessions and a total of four hours of practice per week when playing for a core sport team.

U19 Core Sports Seasons			
Sport	Season	Training Times	Competitions
Volleyball	One (Aug.-Oct.)	Mon./Fri.	XIAC Volleyball League
			ACAMIS Green Division
Basketball	Two (Nov.-Jan.)	Mon./Fri.	XIAC Basketball League
			The Chang'an Cup
Soccer	Three (Feb.-April)	Mon./Fri.	ACAMIS Green Division
			XIAC Soccer League
			ACAMIS Green Division

U19 Individual and Invitational Sport Seasons			
Sport	Season	Training Times	Competitions
Badminton	One(Aug.-Oct.)	TBD	XIAC Badminton
Cross Country	One (Sept.-Nov.)	Tues./Thurs.	XIAC Cross Country ACAMIS Cross Country
Table Tennis	Two (Nov.-Jan.)	Mon./Fri.	XIAC Table Tennis
Track & Field	Three (Feb.-April)	Tues./Thurs.	XIAC Track & Field ACAMIS Track & Field
Ultimate Frisbee	Three/Four (March-May)	Tues./Thurs.	XIAC Ultimate Frisbee ACAMIS Ultimate
Baseball	Four (May)	Mon./Fri.	XIAC Baseball
Swimming	Year Round (Aug.-June)	Tues./Thurs. AM	XIAC & ACAMIS Swim

**Please read the Blue Dragons Athletics Handbook for full details on student selection, participation, and training times for school teams.*

Explore Our ECA Offerings for MYP4:

Sports Academy:

Swimming
Tennis
Fit and Fun
Ultimate Frisbee
Tennis

Arts Academy:

Secondary Instruments Saxophone(s)
Fundamentals of Photography
Popping it up on Piano
Jazz Drum Set

Technology Academy:

E-Sports

Learning Academy:

Chinese Debate
Secondary MUN
Exploring the Self Through Poetry
Economics Tutoring and Competition Drop-in Club
Secondary Math Club



Introduction to the School Library

Our school library is a vibrant hub of knowledge and exploration, designed to cater to our students' unique needs and interests. It's not just a place filled with books; it's a space where young minds can roam free, discover new worlds, and enhance their learning journey.

Service

For our M1- M4 students, we've tailored our services to cater to your needs. Alongside our vast array of books covering every subject under the sun, we offer access to state-of-the-art iMac computers. These sleek machines are your gateway to a world of digital resources, where you can easily explore online databases, conduct research, and collaborate on projects.

But that's not all; we understand the importance of being able to put your thoughts on paper (or rather, on-screen), which is why we provide a convenient printing service. Whether you need to bring your assignments to life or simply want to keep a hard copy of that intriguing article you stumbled upon, our printer is at your service.

Boarding Program

The XLIS residential program was created to model a safe and comfortable 'home away from home' for students aged 12 to 18. We offer two options for our resident students: a weekly boarding option for students who reside in Xi'an, as well as full boarding option for students needing to spend their weekends at the campus.

Each student apartment can accommodate from 2 to 4 students and is equipped with modern and functional furniture. High quality bedding, study tables, ensuite bathrooms, and large closets are carefully designed to ensure our students are comfortable and safe. On the first floor of the dormitory, a study hall, a student lounge, a cafeteria, and a laundry room are available for our boarding students to conduct their daily activities, while enhancing their resident experience at XLIS.

The dormitory management team is composed of both foreign and local resident teachers responsible for the safety and well-being of the boarding students. In addition, our students benefit from knowledge-sharing workshops, social and emotional counseling, and on-site health care. Moreover, an enticing weekly menu created under the supervision of professional nutritionists from Treeshine company, is revised weekly and often includes student-suggested dishes. Finally, our residents benefit from 24 security and cleaning services provided by Treeshine company.

The residential program at XLIS regularly organizes community-building and wellness-based activities, such as cooking classes, swimming classes, movie nights, and cultural celebrations. These events are meant to enrich the students' residential experience and provide opportunities for them to socialize in a safe environment. Academic support and single subject tutors are available upon request and tailor to the individual needs of each boarding student. Furthermore, field trips which include visits to museums, art exhibitions, and scenic views of the city are also available during the weekend for full boarding students. Finally, the dormitory director and the coordinator are in constant communication with the students' academic principals and teachers, thus encouraging all residential students to work diligently toward meeting their academic goals. They are also prompted to participate in social service opportunities and nurture their personal interests. The XLIS Residential Program strives to create a vibrant community of multicultural learners and student leaders.



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Lu Liu

Dormitory Coordinator

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References

MYP: From principles into practice. International Baccalaureate Organization, 2014. Programme Resource Centre, <https://resources.ibo.org/myp/resource/11162-32896/>

Middle Years Programme Assessment procedures 2023. International Baccalaureate Organization, 2021. Programme Resource Centre, https://resources.ibo.org/myp/works/myp_11162-422877?

SECTION 3:

RELEVANT POLICIES

RESTORATIVE PRACTICES POLICY

School Mission

XLIS provides a non-profit education-focused on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community.

Vision

To lead education through innovation and a student-centered, community-driven approach.

IB Learner Profile Attributes

Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risktakers, balanced and reflective.

Philosophy

Part of our mission at XLIS is to be a community driven school. This sense of community extends to our beliefs on how behavior is modeled. We believe that we learn our behaviors from our environment and that this environment can be used to lead us in both positive and negative ways. Other key parts of our mission are for us to become open-minded, life-long learners and global citizens. To achieve these goals we employ the philosophy of restorative practices. Every stakeholder at XLIS aims at living the IB Learner Profile Attributes so that students become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Restorative practices is a theory that encourages the building of positive relationships within a school community through adequate care and support. The focus is to right a wrong that has been done and to repair a relationship and come to a resolution. Examples of this may be as simple as a genuine apology or committing to give a compliment each day for a period of time.

Restorative practices allow individuals who may have committed harm to take full responsibility for his/her behavior by addressing the individual affected by the behavior. In order for this action to be taken the individual needs to have time to reflect on his/her

behavior, acknowledge that they have damaged a relationship and make a plan on how the relationship can be restored. Whenever possible the consequence should have a direct relationship to the inappropriate behavior. For example, the consequence of littering could be cleaning the cafeteria. The consequence of smoking could be research and spreading awareness of the impact of smoking on health.

The subject/homeroom teacher shall be the initial person to deal with the issue and inform all necessary parties. In primary school a reflection sheet is completed, and one copy is filed in the principal's office. It is the responsibility of the homeroom teacher to communicate with the parents after receiving the information. Students of concern are discussed with the counselor, principal, and teachers. It is the responsibility of duty teachers to inform the homeroom teachers/lead teacher. In middle/high school all teachers are responsible for logging inappropriate behavior in the Student Support Log. Students of concern will be discussed during weekly meetings.

Role of Principals and Counselors

The counselors and principals work closely as a team. They play a significant role in ensuring a safe and inclusive environment at XLIS. They are available to deal with all types of serious behavioral issues. Teachers should submit a referral form to the counselor and enhanced learning teacher if the student needs support. They will observe the student and determine what level of support is required. The principal and counselor should both be copied on communications regarding discipline.

LOWER GROUP (ECEA-P3)

Instances of inappropriate behavior:

- Deliberate disruption in teaching and learning condition
- Off task
- Profanity
- Littering
- Vandalism
- Teasing or bullying
- Inappropriate moving around in school campus/ skipping classes
- Using electronic devices without permission
- Tardiness/ Being late to school
- Disrespect/ non-compliance
- Sexual and racial harassment
- Physical abuse or fighting
- Verbal abuse
- Cheating
- Theft
- Unsafe play
- Dress code violation including hair colour

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.

CONSEQUENCES LEVEL 1-

Logical and planned interventions. Least to most intrusive. may include:

- Verbal reminders from the teacher
- One-to-one reflection with teacher
- Time-out in case of infrequent yet repetitive behaviors
- Reflection sheet

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors.

CONSEQUENCES LEVEL 2-

Planned team support, which may involve teachers, parents, counselors, and administrators. May include:

- Parent communication book
- Online communication portals
- Thinking chair for reflection for a longer span of time
- Parent call

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.

CONSEQUENCES LEVEL 3-

Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:

- Conference with parents
- Social and behavioral goal setting in the three-way conference
- Involvement of the counselor and principal
- Social and behavioral goal setting in the four-way conference

MIDDLE GROUP (P4-M3)

Instances of inappropriate behavior:

- Inappropriate moving around school campus/ skipping classes
- Tardiness/late to school
- Dress code violation including hair colour
- Littering
- Off task
- Unsafe play
- Non-compliance
- Vandalism
- Deliberate disruption in teaching and learning
- Profanity
- Teasing or bullying
- Disrespect
- Cheating
- Theft
- Verbal abuse
- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Playing explicit or violent computer games on campus
- Leaving school without permission, truancy
- Use and distribution of tobacco or alcohol or other forms of substance abuse
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Racial or homophobic language or actions
- Inappropriate use of electronic devices such as computer hacking or phishing

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour | <ul style="list-style-type: none"> • Littering • Off task • Non-compliance |
|---|---|

CONSEQUENCES LEVEL 1-

Logical and planned interventions. Least to most intrusive. May include:

- Reflection
- Problem-solving through discussions with teachers
- Clear direction of behavior
- Choice of actions to repair the damage created
- Behaviour note sent home to parents and teachers.
- Reflection sheet

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Vandalism • Deliberate disruption in teaching and learning condition • Theft | <ul style="list-style-type: none"> • Profanity • Teasing or bullying • Disrespect | <ul style="list-style-type: none"> • Verbal abuse • Cheating |
|--|--|--|

CONSEQUENCES LEVEL 2-

Planned team support, which may involve teachers, parents, counselors, administration. May include:

- Reflection
- Time-out
- Conference with counselor and teacher
- Individual behavior plan on instances of repetitive acts
- Behaviour note to be sent to parents to make them aware and help the students acknowledge the harmful effect their behavior has on others
- Parent call in case of frequent repetition
- Suspension

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.

- | | |
|---|---|
| <ul style="list-style-type: none">• Violence towards self, others or property• Possessing or accessing pornographic materials• Leaving school without permission, truancy• Use and distribution of tobacco or alcohol or other forms of substance abuse• Racism, homophobia, sexism | <ul style="list-style-type: none">• Interfering in any way other person's intellectual property or work• Possessing dangerous items or weapons• Sexual and racial harassment• Inappropriate use of electronic devices such as computer hacking or phishing |
|---|---|

CONSEQUENCES LEVEL 3-

Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate.

- Behaviour note sent to the family
- Reporting to parents via the Communication book
- Time-out
- Three-way conference with Principal-Counselor-Parent
- In-school suspension
- Suspension
- Expulsion

UPPER GROUP (M4-DP2)

Instances of inappropriate behavior:

- Inappropriate moving around in school campus/ skipping classes
- Tardiness/late to school
- Dress code violation including hair colour
- Littering
- Off task
- Non-compliance
- Vandalism
- Deliberate disruption in teaching and learning condition
- Profanity
- Teasing or bullying
- Disrespect
- Verbal abuse
- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Leaving school without permission, truancy
- Use and distribution of tobacco or drugs or alcohol
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Racism, homophobia, sexism
- Inappropriate use of electronic devices such as computer hacking or phishing

Level 1 Low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour | <ul style="list-style-type: none"> • Littering • Off task • Non-compliance |
|---|---|

CONSEQUENCES LEVEL 1-

Logical and planned interventions. Least to most intrusive.

- Reflection
- Problem-solving through discussions with teachers
- Clear direction of behavior
- Choice of actions to repair the damage created

Level 2 Persistent behaviors that disrupt the teaching and learning, or repeated Level 1 behaviors.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Vandalism • Deliberate disruption in teaching and learning condition | <ul style="list-style-type: none"> • Profanity • Teasing or bullying • Disrespect • Verbal abuse |
|---|--|

CONSEQUENCES LEVEL 2-

Planned team support, which may involve teachers, parents, counselors, administration. May include:

- Reflection
- Time-out
- Conference with counselor and teacher
- Individual behavior plan on instances of repetitive acts
- Behaviour note to be sent to parents for making them aware and help the students acknowledge the harmful effect their behavior has on others
- Suspension

Level 3 Repeated Level 2 behaviors, extreme violence, dangerous or illegal behaviors while under school jurisdiction.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Violence towards self, others or property • Possessing or accessing pornographic materials | <ul style="list-style-type: none"> • Interfering in any way other person's intellectual property or work • Possessing dangerous items or weapons |
| <ul style="list-style-type: none"> • Leaving school without permission, truancy • Use and distribution of tobacco or alcohol or other forms of substance abuse • Racism, homophobia, sexism | <ul style="list-style-type: none"> • Sexual and racial harassment • Inappropriate use of electronic devices such as computer hacking or phishing • Taking pictures without consent |

CONSEQUENCES LEVEL 3-

Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:

- Behaviour note sent to the family
- Time-out
- Three-way conference with Principal-Counselor-Parent
- In-school suspension
- Suspension
- Expulsion

ACADEMIC INTEGRITY

Xi'an Liangjiatan International School provides an education focused on enabling confident, open-minded global citizens through life-long learning and a sense of community. An understanding of academic integrity is central to the learning process at XLIS. Educators work to instill academic honesty in students by modelling good practice. IB students and teachers are principled, and "they act 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." (IB Learner Profile)

Every learner from P5 through DP and every teacher in the school signs an academic integrity contract to demonstrate their understanding of the policy and commit to ongoing academic honesty. Our youngest students in the early years, through our oldest students in the secondary, have the right to learn in an environment built on trust and fairness, with expectations for every community member to act in a principled way.

The collective goal is to:

- Promote fairness and honesty in students.
- Guide them to become responsible and ethical citizens.
- Instill respect for intellectual property.
- Foster an environment of academic trust.

The community, as a collective, acts ethically, and each individual takes responsibility for their actions. The following are some essential terms that need to be understood by the community.

1. Plagiarism: taking words, pictures, information without acknowledging the source
2. Collusion: presenting another person's work as one's own
3. Cheating: acting dishonestly for one's advantage
4. Duplication: submitting the same work for different subjects
5. Authentic work: individual and original ideas expressed in one's words

Consequences of academic misconduct:

Students found guilty of academic misconduct; the following steps will be taken depending on the level of the infraction according to the developmental stage of the student:

1. The student will be given a chance to repeat the work and be awarded a minimum grade.
2. The student will receive a zero for the assignment, required to repeat that task and reflect.
3. The teacher and the coordinator will meet with the student and inform the parents of the infraction.
4. In the casework to be submitted externally, DP and MYP 5 (Personal Project) students will be dealt with internally according to the rules and regulations of the IBDP programme.

The aim is not to punish students but to prepare them for a future where being principled and honest are key to success.

What is Academic Integrity?

Academic Honesty is showing personal integrity in presenting original work.

Strategies for developing a practice of academic integrity:

As a school, we aim at sensitizing our students, teachers, and parents on this issue by implementing the following strategies:

- All teachers at XLIS attend an Academic Integrity workshop and sign a contract.
- At the beginning of the academic year, students from PYPs – MYP I, MVP 2-5, and DP are introduced or reintroduced to the practice of academic integrity and sign contracts.
- In collaboration with the 18 Coordinators, the librarian conducts regular sessions to guide students with research skills and referencing appropriate for their development stages. Teachers reinforce these skills in teaching the subjects.
- Coordinators lead workshops for parents to create awareness about academic integrity at the school.
- Positive reinforcement and open-mindedness are demonstrated when addressing academic integrity. Teachers are responsible for giving students clear guidance on academic writing.

Procedures for dealing with matters of academic misconduct:

Academic misconduct is dealt with in consideration of the development stage of the student's, understanding of the academic honesty policy and its consequences:

1. MYP1 -3 students who have committed academic misconduct will meet with the teacher and the coordinator, taking measures. Students are required to redo the work applying the skills they have learned and the feedback from the teacher. Repeated acts of academic misconduct will be reported to the parents and principal.

1. MYP4 -DP2: students meet with the coordinator and secondary principal, and if the matter concerns work to be sent to IB, parents are called to the school. The team strives to resolve matters regarding academic dishonesty within the school where ever possible, following the rules and regulations of the IB.

Primary Years Programme

In the PYP, the librarian plays a key role in teaching citing and referencing to students. All teachers establish clear expectations and practices and reinforce these skills in class through employing the learner profile attributes and approaches to learning using age-appropriate language, examples, and resources.

Teacher Responsibilities are to:**Early Years - Primary 4**

- Read the Academic Integrity Policy of the school.
- Collaborate with, for example, the librarian and technology specialists to build research skills and to help students identify sources of information
- Co-create the essential agreements for group work with students
- Model academic integrity by acknowledging where materials and ideas come from Primary 5 & 6
- Read the Academic Integrity Policy of the school.
- Teach citing and referencing to mitigate cases of academic malpractice
- Model academic integrity by citing sources on presentations and handouts.
- Teach students how to paraphrase, use quotations, and correctly cite sources to mitigate cases of plagiarism.

Students Responsibilities are to:

- Read the school and IB Academic Integrity policies and sign the contract.
- Produce authentic work
- Acknowledge sources correctly using the appropriate format
- When working collaboratively, acknowledge the work of other members of the group
- Observe ethical practice when completing the Exhibition

Parents' Responsibilities are to:

- Read the Academic Integrity Policy
- Encourage ethical behavior and independent student work

Middle Years Programme**Teachers Responsibilities are to:**

- Read the Academic Integrity Policy of the school.
- Teach citing and referencing to mitigate cases of academic malpractice.
- Model academic integrity by citing sources on presentations and handouts.
- Teach the importance of 'intellectual property and authenticity' within the subject area
- Teach students how to paraphrase, use quotations, and correctly cite sources to mitigate cases of plagiarism.
- Insist on proper citations in every draft.

Students Responsibilities are to:

- Read the school and IB Academic Integrity policies and sign the school contract.
- Produce authentic work.
- Acknowledge sources correctly using the appropriate format.
- When working collaboratively, acknowledge the work of other members of the group.
- Observe ethical practice when completing the personal project.

Parents' Responsibilities are to:

- Read the Academic Integrity policy and sign the contract.
- Encourage ethical behavior and independent student work.
- Support the evidence-based action taken by the school in cases of academic malpractice.

Diploma Programme

School Responsibilities are to:

- Ensure DP examination sessions are conducted following the IB Guidelines, modeling academic integrity.
- Provide secure storage for exam papers.

Coordinator Responsibilities are to:

- Ensure invigilators are informed of the conduct of the rules and regulations for conducting exams with academic integrity.
- Inform the IB of matters of suspected malpractice.

Student Responsibilities are to:

- Read the school and IB Academic Integrity policies and sign the school contract.
- Read the academic honesty sections of the subject guides.
- Produce and submit authentic work.

Parents Responsibilities are to:

- Read the Academic Integrity policy and sign the contract.
- Encourage ethical behavior and independent student work.

Teacher Responsibilities are to:

- Read the school IB Academic Integrity policy and sign the school contract.
- Read the academic honesty sections of the subject guides.
- Review and reinforce academic integrity skills within the context of specific subjects.
- Enforce deadlines and plan internal assessments to provide timely feedback to the students to avoid academic misconduct.
- Submit all major research work and required work to a web-based plagiarism detection software (turnitin.com software).
- Submit the XLIS authentication form to the DP Coordinator upon submission of all final IB DP work.

Addendum – Artificial Intelligence (AI)

Responsibilities are to:

- Provide clear guidelines on the appropriate uses of AI and AI tools.
- Ensure the school follows current IB Guidelines regarding the uses of AI.
- Monitor the use of AI and AI tools in the classroom to ensure they are used responsibly and ethically.

Teacher Responsibilities are to:

- Only use AI and AI tools to enhance learning.
- Ensure AI and AI tools do not replace critical thinking and analysis.
- Provide clear guidelines on the appropriate use of AI and AI tools.
- Take steps to prevent the misuse of AI and AI tools.
- Monitor for signs of plagiarism or other academic dishonesty.

Students Responsibilities are to:

- Not use AI and AI Tools to cheat or plagiarize.
- Ensure that the work they submit is their own.
- Appropriately cite any work created by AI tools.
- Demonstrate understanding of the material and not rely on AI-generated content.

Parents' Responsibilities are to:

- Familiarize themselves with the school's policies and guidelines for the appropriate use of AI and AI tools
- Seek assistance and guidance from teachers and school staff on the uses of AI and AI tools
- Report any misuse of AI and AI tools that they observe or become aware of.
- Encourage a culture of academic integrity and responsible use of technology, and promote the values of honesty, fairness, and respect in all academic endeavours.

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Updated on: 2023/05/11

TECHNOLOGY ACCEPTABLE USE POLICY

Introduction

XLIS Provides technology resources to enhance the educational experiences of its students. Students can expect a 21st-century learning environment at XLIS where teachers work to integrate technology thoughtfully and purposefully in learning experiences. Students can also expect access to appropriate devices and network services that support the educational mission of the school. Students are expected to exercise their privilege to use these resources in a manner coherent to XLIS school mission, existing school policies, local and intentional law and Internet Service Provider (SP) policies, Finally, students have a right to feel safe while using the school's resources and network.

Values (What are XLIS Values)

XLIS provides a non-profit education focused on enabling confident, open-minded global citizens through life-long learning and a sense of community.

It is our goal that XLIS students become confident, people of integrity, open-minded, global citizens and accountable in their use of technology.

Confident: To believe in oneself to achieve and succeed. Integrity:

Doing what is right even when no one else is watching Open-minded:

Willing to accept new ideas without prejudice.

Global Citizens: Part of an emerging world community and whose actions contribute to building this community's values and practices.

Accountability: Giving and receiving help while demonstrating integrity, wisdom, and stewardship.

SCHOOL TECHNOLOGY

PYP/MYP Devices

The XLIS PYP is equipped with a computer cart. Students in MYP all have personal laptops for school and home use.

Students in PYP are part of a shared iPad and laptop program. All school computers are part of a local network (both wire-based and wireless) and are equipped with Internet access as well.

As electronic devices are provided by the school in the PYP, students should not bring electronic devices to school. An exception may be made in P5 & P6 if the students complete the XLIS Acceptable Use Policy as well as receiving permission from the homeroom teacher and principal.

Equipment and Facilities

Any computer, devices, local hard drives, network drives, user accounts, personal drive space and their contents on campus at XLIS, are considered the property of XLIS. As such, this property can be checked at any time by authorized XLIS personnel without notice, in order to maintain compliance with this acceptable computer use policy. Privacy of information stored on devices of any kind used on campus at XLIS should not be expected.

Telephones

Telephones for students are located in the main school office, as well as in the Primary and Secondary principals offices. Students must ask for permission before using the phone.

Security Cameras CCTV

XLIS is equipped with CCTV on all major entrances and exits, common areas and corridors. CCTV footage is stored in a secure room on XLIS campus. Footage of student activity can only be obtained with written and signed consent from both the Head of School and Head of IT.

Smart Cards

All students are given a smart card, allowing the student to enter and exit the school, purchase school meals, and other consumable products from within the school's campus.

USER RIGHTS, RESPONSIBILITIES & PROHIBITIONS

All students are expected to do the following while using a computer or any mechanical or electronic device on campus at XLIS.

- Show respect and courtesy for other users in XLIS's community, which includes the strict prohibition of cyberbully, harassment, threatening, prejudicial or discriminatory statements.
- Recognize and honor the intellectual property of others, by not storing, transmitting or distributing protected material without the written consent of the holder of the protection rights.
- Comply with legal restrictions regarding plagiarism, the use and citation of information resources and copyright law and the XLIS Academic Integrity Policy and contracts.
- Limit the use of the school's technology resources to the educational mission of the school.
- Avoid tampering or experimenting with the school network or equipment, including efforts to bypass the school's internet filters or proxies, using a VPN other than the school-provided "always-on tunnel".
- Make personal devices available for inspection by an administrator or other authorized staff member upon request.
- Use appropriate language in all communications.
- Never use or attempt to use another student's assigned hardware, subscriptions, logins, files, or personal information.
- Avoid giving out personal information, such as name, address, photo, or other identifying information online, including usernames and passwords.
- Avoid using personal computers or equipment to record (audio/visual) others without their permission.
- Avoid modifying or copying any protected system files, system folders, or control panel files without prior approval of the Head of IT.
- Obey the laws and restrictions of the local government.

SCHOOL TECHNOLOGY

- Non-academic game playing, downloading and video streaming.
- Game applications should not be open on campus at XLIS, unless permission is given from a member of the teaching staff.
- Exception: Social media is permitted when not in class, study time, or study areas within XLIS.
- Accessing, storing, transmitting, or distributing offensive, indecent, obscene or pornographic materials in any form.
- Circumventing or attempting to circumvent security measures or filtering/monitoring/reporting software.
- Using a virtual machine or an alternative operating system to mislead or hide computer activities.
- Using bit torrent software, P2P, or other software that uses XLIS network for sharing files.
- Knowingly introducing any form of computer virus to any student, teacher or school device.
- Using XLIS' computer system, email or the internet for commercial gain, political purpose, illegal activities, impersonating another user, or to advocate violence.

USE & PROPERTY RESPECT

Educational Use

Users are expected to comply with the following rules regarding their network accounts:

- School-related files are the only files to be saved in a student's personal folder.
- Students should not store commercial software, music, and/or games or hidden files to their folders.
- Saving to a school computer's hard disk drive is granted only by permission of instructor (for students) or IT Assistant (staff).
- Playing commercial/online games is not permitted.

Respect for Others

- Users should respect the rights of others using the technology resources.
- Use assigned equipment or devices, if required by the teacher.
- Always log off any shared computer or device.
- Avoid deliberately attempting to disrupt network performance or interfering with the work of another user.
- Leave equipment and room in good condition for next user/class.

Respect for Security

Accounts on the systems at XLIS are considered secure, although absolute security of any data cannot be guaranteed. Teachers can be provided access to student files for instructional or evaluative purposes.

- Use only your username/ password. It is a violation to give access to your account to any other user.
- Reading, modifying or removing files and /or mail owned by other users is not allowed without prior approval by the Head of IT.
- Any attempts to transmit software designed to compromise the operation or security of the network is prohibited.

Software Installation

Software may only be installed on the school information systems (including all individual work stations) with prior approval from the IT Department.

Software Copyright

- The only software to be used on the school's computers are those for which the school owns a valid license or has approved from an open-source solution.
- Licensed/copyrighted software is not available for borrowing and may only be used at other sites with approval from the Head of IT.
- Copyrighted software and material shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a preauthorized licensing agreement.
- Any attempts to circumvent the licensing control or the copying of software from the network or any devices on XLIS's campus is prohibited.

Hardware

- Report equipment problems immediately to an instructor, teaching assistant or IT Department.
- Leave workstations and peripherals in their designated places.
- Leave work areas neat and clean and free from food and drink. There should be absolutely no consuming of food or drink when using school computers, workspaces or peripheral hardware.
- Any attempts to move, repair, reconfigure, modify or attach external devices to existing information and network systems without the IT Department and/or IT Director's permission is prohibited.
- Borrowing of school hardware is not permitted unless email authorization has been given by the IT Department.

Audio Visual Hardware

If a person checks out or borrows a piece of audiovisual equipment, they are responsible for replacing it or repairing in the event that equipment is lost or damaged. All equipment must be properly signed-out and documented.

Internet/World Wide Web Usage

The school recognizes many sites have educational uses, while others do not. XLIS wishes to respond to this by encouraging the use of websites for educational purposes only.

Internet access is available to all students and teachers at XLIS. We believe this communication links diverse and unique resources to both students and staff and their availability outweighs any possible access to information that is not consistent with the educational goals of XLIS.

Expected standards of conduct include

- The acknowledgment that access to the Internet is a privilege and not a right.
- Respect the use of copy written materials.
- Respect the rights and privacy of others.
- Downloading of unauthorized programs is not allowed.
- Compromising the security of the school in any manner is prohibited.
- Respect the values and ethics of the local government and culture.
- All users are prohibited from accessing portions of the Internet that do not promote the instructional mission of XLIS.
- All school web pages are subject to initial approval of the administration and Head of School.
- All school web pages should reflect the mission of the school and adhere to the XLIS Guidelines.

A violation of the above standards and any others included in the Acceptable Use Policy will result in disciplinary action. (Section: Procedures for Alleged Violations)

The school will use available monitoring and blocking software to filter objectionable materials on the internet.

Personal Equipment

All users must follow all policies even while using their own personal equipment on the school premises.

Watching DVD's, Movies, TV Shows, etc. while in the main building, library, lunchroom, sports facilities, and auditorium is prohibited unless the media has been checked-out from the school library or has been provided by a member of the teaching staff or IT department.

Private networks are prohibited within the school network unless users get both written and email permission from the IT Department. This means no LAN or AD- HOC networks for gaming or sharing.

Cyber-Bullying

This involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

Students will be held accountable for Cyber-Bullying, even if it occurs off-campus during the school year and negatively impacts the academic environment at XLIS. Cyber-Bullying will result in immediate disciplinary action. (Section: Procedures for Alleged Violations)

Violations Involving Pornography

Violations involving pornography will be dealt with severely. Punishment for pornography includes but not limited to:

- School suspension
- Parent meeting
- Installation of additional filtering and monitoring software
- Restriction of computer use
- Mentoring program
- Expulsion
- Severe violations will be reported to the local authorities

Limitation of School Liability

XLIS is not responsible for a student's exposure to inappropriate or unacceptable material, and cannot guarantee the accuracy or quality of any information found on the Internet. The school is not responsible for damages that may occur as a result of interruption of service or loss of data, or financial obligations which result from unauthorized or improper use of the school's network or the Internet.

PROCEDURES FOR ALLEGED VIOLATIONS

Students or faculty members who have discovered a possible violation of the Technology Acceptable Use Policy should report it promptly to the office of the divisional principal. The alleged violator will be referred to the proper authority for investigation. Disciplinary actions may include but are not limited to:

- Re-imaging the computer or device immediately.
- Student loss of Administrative Rights.
- Computer Use privileges restricted to 8:00 am-4:00 pm.
- Computer Use privileges suspended completely.
- Parent meeting.
- Installation of additional filtering and monitoring software.
- Suspension from school.
- Recommendation for expulsion from school.

IMPORTANT ADDITIONAL NOTES

- If a student's computer or mobile device is lost or damaged, the student and/or parent is responsible for paying for repairs or the balance owed on the lost/damaged computer, and furnishing a replacement laptop or mobile device as soon as possible either by purchasing a new computer/mobile device through the school or providing their own with the same or higher specification.
- If any ICT peripheral is lost or damaged, the student and/or parent is responsible for paying for repairs or the cost of a replacement.
- Student user name on any laptop/mobile device should be firstname.lastname for identification and safety monitoring purposes.
- Students should bring their laptops or mobile device to school fully charged every day.
- Laptops must be carried in protective computer bags whenever they are moved.

- Mobile devices must be in a protective case at all times while in school.
- PYP-Laptops/Mobile devices should not be left unsupervised, and should be locked in a locker when not needed. Keeping the device safe from loss or damage is the responsibility of the student.
- For collaboration on school-related matters, students are strongly encouraged to use the school-provided email account and /or the school messaging platform. This ensures the highest degree of transparency and accountability.
- Student e-mail accounts use the following convention: first.last@studentmail.xalis.com. Report any Laptop/Mobile device or network problems promptly by sending an e-mail to the IT Help desk at ict@xalis.com or coming to the IT department.
- Treat your Laptops/ Mobile device with care: do not drop it, get it wet, leave it unattended, or leave it outdoors.
- Students are strongly encouraged to make backups of all important files at least once a week, using the pre-installed Time Machine or Windows Restore software on an external storage device. Backing up your student mobile device is also strongly encouraged.
- Social Media is permitted only when not in class, study time, or study areas within XLIS.

CAMPUS ACCESS CONTROL POLICY

1.XLIS Staff Entry System

1.1 Staff vehicles and staff buses are allowed to enter the campus from 7:00 a.m. to 7:40 a.m. No vehicles are allowed to enter the campus between 7:40 a.m. and 8:30 a.m. (except school buses); staff vehicles will enter the school basement through the west gate and are not allowed to enter through the east gate.

1.2 Staff members are required to present their staff cards when entering the campus and to wear the card during the school day.

1.3 Staff must scan their staff card, their face using the school facial recognition system, or present their QR code through the school official application, to enter the campus through the east gate.

2.XLIS Treeshine Staff Entry System

2.1 Treeshine staff vehicles are allowed on campus from 6:30 a.m. to 7:30 a.m. No vehicles are allowed on campus after 7:30 a.m. Treeshine staff vehicles will enter the school basement through the west entrance and will not be allowed to enter through the east entrance.

2.2 Treeshine staff are required to show their staff card when entering the campus and to wear the card during the school day.

3.XLIS Student Entry System

3.1 Students enter school from 7:50 to 8:30 and leave school from 15:30 (16:30 during ECA).

3.2 The school bus must enter the campus through the west gate and leave the campus through the west gate to pick up and drop off students.

3.3 Gate guards should strictly control students leaving school without permission during regular school time. Students who need to leave school due to special circumstances should have a leave slip issued by the homeroom teacher, and the gate guards can release them after verifying and students register the "Student Access Registration Form".

3.4 Primary students who are not partaking in ECA's must be escorted to the gate and handover safely to the parent or caregiver.

3.5 Secondary students who are not partaking in ECA's, parents must email the academic principal for approval to leave. Students with parental permission will be placed on the approved leave list. Students without pre-approved parent permission, cannot leave the campus.

3.6 After school, students who need to return to school for any reason must be permitted by the appropriate teacher, otherwise the gate guard has the right to prevent students from entering the school.

4.XLIS Parent and Visitor Entry System

4.1 Parents will drop off and pick up their child/children at the east entrance of the school campus.

4.2 Parents who wish to enter the campus must use the XLIS WeChat APP or email the school directly to register for entry. Once the application is approved, the parent will receive a QR code through the APP or an email from the school, which they can present to security or scan the QR code at the school's gate to gain entry.

4.3 Parents must contact the homeroom teacher in advance to make an appointment to enter the campus, when a time is set with the homeroom teacher, the parent can either register through the APP or the teacher can complete the "Visitor Request Form" through the OA system.

4.4 Parents must be accompanied by school staff to enter the campus and are not allowed to walk around the campus without permission.

5. XLIS School Entry System for Activity Days

5.1 Parents and visitors should present their parent cards, event invitation, or QR code through the school's official WeChat Application to enter the campus during open days. Security guards and staff on duty shall assist in directing students to enter and exit the school in an orderly manner to ensure a smooth flow of traffic in front of the school. The behavior of occupying the school gate, causing trouble, and making trouble should be stopped in time, and the behavior of disobeying the management and endangering the personal and property safety of teachers and students on campus should be reported to the public security authorities in time.

5.2 If parents are invited to enter the campus on school open days, parent-teacher conferences, or other large events, they shall be guided by security personnel or assigned staff and their vehicles shall be parked in designated spaces in an orderly manner.

6. XLIS School Gate Duties

6.1 The school gate is staffed 24-Hours by trained, full-time security personnel. It remains closed at all times, except during designated periods such as student drop-off and pick-up, open days, and large school events. This ensures a secure and controlled campus environment.

6.2 Gatekeepers are required to strictly implement the school's visitor registration system. All visitors must provide their entry time and state the reason for entering the school. The gatekeeper must verify and confirm the visitor's request with the relevant department before granting access. Individuals who have not been approved in advance are not permitted to enter the campus. Security personnel must take full responsibility for proper registration and may not rely on verbal explanations in place of formal written records.

6.3 Gatekeepers must strictly regulate the entry of goods and vehicles onto the campus. Individuals who need to remove items from the school must apply through the OA system and may proceed only after receiving confirmation. Off-campus vehicles are not permitted to enter the campus without direct approval from the school.

6.4 Security staff must remain at their assigned posts at all times during their shifts and are not permitted to leave without prior authorization. They are expected to avoid all activities unrelated to their duties and must maintain continuous observation of all individuals entering or leaving the campus, as well as remain alert to the conditions in the surrounding area.

ASSESSMENT POLICY

At Xi'an Liangjitan International School we are committed to develop reflective students who can take responsibility for their learning. Assessments focus on documenting student growth and are an integral part of the learning process. Throughout the continuum, assessment is aligned with the IB programme criteria and the Ontario learning outcomes.

Teachers are responsible for providing students and parents with timely and meaningful feedback through ongoing formative and summative assessment. Students are responsible to acknowledge, reflect and act upon assessment feedback appropriate to their development stage. In their roles, students are involved in self and peer assessment. The school is responsible for publishing three report cards and providing reporting data to universities and future schools. At the start of every unit throughout the continuum, students have the right to access the criteria to be assessed. Students have the right to edit, improve and then resubmit assignments and re-sit tests/ examinations dependent on the development level.

Our goals are:

- To support student growth through assessment.
- To align assessments with the IB expectations and Ontario learning outcomes.
- To make assessments clear to students.
- To foster reflection through self and peer assessment.
- To ensure that formative assessment and summative assessments are ongoing and inform the teaching and learning process.
- To communicate assessment information at reporting periods.

To improve teaching and learning at XLIS we are committed to:

- Use feedback to guide student learning.
- Formulate assessments that will meet the needs of the individual student.
- Communicate concerns in a timely manner.
- Use self and peer assessment to develop reflective learners.
- Conduct regular analysis of assessments to align teaching with learners' needs.
- Create innovative assessment strategies through collaborative meetings.
- Moderate and standardize internal final assessments.

Terms used at school:

- Assessment for learning: Ongoing formative assessment which provide feedback to inform the teaching and learning process.
- Assessment as learning: Self and peer assessment.
- Assessment of learning: Summative assessments given at the end of a learning experience.
- Assessment Tools: Rubrics, check lists, model answers, graphic organizers, anecdotal notes.
- Assessment strategies: quizzes, tests, research papers, presentations, Socratic seminars, exams, exhibitions, portfolios, projects.

GUIDELINES

PRIMARY YEARS PROGRAMME

Assessment in the PYP involves the gathering and analysis of student learning data to inform teaching practice, and to provide timely feedback. It identifies what students know, understand, and can do at different stages of the learning process. These practice enables parents to become more informed about the progress their child is making (IBO).

Effective Assessment

- **Authentic:** It is connected to real world issues.
- **Clear and specific:** This includes desired learning goals and success criteria.
- **Varied:** It uses a wider range of tools and strategies.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (IBO).

Effective PYP assessment practice holistically integrates assessment for, of and as learning to support effective learning and teaching. It is important to consider the purpose, timing and features of these assessment practices in order to develop holistic practices. Please refer to the IB document Learning and Teaching on p.80 for examples of these.

WHAT: Assessment of knowledge, skills and conceptual understandings.

HOW: Assessment tools and strategies to monitor, document and measure learning.

WHY: To inform learning and teaching.

The vast majority of the PYP practitioner's time is to be focused on monitoring assessment, followed by documenting learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Assessment practices at XLIS focus on the process and product of a unit of inquiry. It is our expectation that each line of inquiry be formatively assessed, and the central idea be summatively assessed. At least one assessment learning goals and success criteria should be co-constructed with the students involved. Teachers are to clearly define and communicate learning goals and success criteria with students and parents (Learning and Teaching p.73).

The use of strategies and tools in assessments:

Monitoring, documenting, and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Strategies to support conceptual understanding are wait time, concept maps, exit cards, bus stop strategy, think in pairs or small groups and by asking open-ended questions. Monitoring of learning occurs through a variety of strategies such as observation, questioning, reflection, discussing learning and well considered feedback to feed forward. Monitoring tools could include open-ended tasks, written or oral assessment and a learning portfolio. Students and teachers can document learning through variety of strategies such as learning logs and journals, learning stories and portfolios. Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Assessment tools at XLIS should be aligned to the below success criteria which we use for reporting. For example, if a teacher is creating a rubric it would be best to have three points in the rubric that reflect the criteria.

CRITERIA: 1-Emerging 2-Developing 3-Demonstrating

Standardised assessment

Standardised assessment is carried out three times a year at XLIS. Students are assessed on writing and mathematics as well as reading from January in Primary 1. Students in P4 & P6 also sit International Standard Assessment (ISA) once a year in January.

MIDDLE YEARS PROGRAMME

Central to MYP assessment, both formative and summative, is ongoing, constructive feedback. The aims of assessments in, the MYP are to:

- Provide timely feedback for improvement.
- Inform and improve the teaching and learning process.
- Provide the opportunity for students to apply knowledge and skills to different situations.
- Develop critical thinking skills.

All teachers plan a summative assessment at the end of the unit, and this addresses the conceptual understanding that has been developed throughout the unit. The summative assessments can be in a variety of forms: oral presentations, research papers, research essays, socratic seminars, art works, musical compositions and others. All summative assessments are informed by the objectives of the respective subjects. Teachers use the prescribed criteria from the subject guide to assess the work. However, in the lower MYP years, teachers can change certain terminology to make the criteria clearer to the students.

Each criterion must be assessed twice before the end of the academic year and the final grade of the student is the cumulative of the grades awarded throughout the year. In MYP grades are expressed in numbers from 1-7 where 1 is poor and 7 is excellent. Summative assessments in the form of tests will be organized for the MYP 4 & 5 so that the transition into IBDP is smooth. MYP 5 students' Personal Projects reports are moderated by the supervisors before sent to IB. at the end of the MYP5 students are awarded the MYP certificates.

Reporting:

Progress report once a year- October; End of term reports twice a year-End of January and end of June. 3-way conferences are organized to keep parents informed of their child progress.

Moderation: Summative assessments should be moderated in order to

- ensure that all students are graded fairly.
- ensure that a common standard is reached by all teachers involved.
- ensure that criteria are applied accurately.

DIPLOMA PROGRAMME

All DP teachers are required to follow the following practices:

1. Formative assessments- teachers give formative assessments before a summative assessment to ensure that the students are clear about the requirements of the tasks.

Feedback is provided and students are expected to redo the work applying the feedback.

2. Formative assessments are given during the introduction and the completion of the IA Students are given the criteria and the teacher should ensure that the expectations for each criterion is clear.

3. Summative Assessments: Marking of the assessments have to be in line with the objectives of the paper.

4. All tasks and marks should be recorded on Managebac and made available to the students and parents.

5. Students are awarded grades after a variety of tasks have been given to them so that the marks are fair and reflect their actual ability.

6. Marks awarded are against the grade boundaries issued by IB and the teacher can decide to make slight adjustments to the boundaries after consultation with the DP Coordinator.

7. Report are issue 3 times in the year - in each DP year - Progress Reports - October
Semester reports - January

End of year Reports: June for DP1

May for the DP2

8. Predicted grades are issued as follows:

DP1 - June of the 1st academic year.

DP2 - October of the 2nd year

January of the 2nd year

April of the 2nd year for IB Predicted Grades.

9. Homework is given every day in the Diploma Programme- Continuous failure to complete homework is reported to the parents via an ATL form.

Grading and Reporting:

All tasks completed in the Diploma will be graded according to the criteria set in the subject guides. Report grades will be generated to reflect the performance of the student in the various areas of the subjects. The format of the report card will also be designed to meet the requirements of the subjects in the Diploma programme. Parents will be sent the reports and conferences will take place to discuss the goals that should be set by the student to improve.

Integration of the Assessment Policy: this policy is in line with our Language Policy and Admissions policy. Our aim is to provide a coherent education to students and assessments are informed by the language ability of the students and as our programme is inclusive- the assessments take into consideration the SEN policy of XLIS.

Training:

Teacher training is provided during which teachers are trained to use the criteria from their Subject guides.

Reporting:

Progress report once a year- October; End of term reports twice a year-End of January and end of June. 3-way conferences are organized to keep parents informed of their child progress.

Bibliography:

International Baccalaureate Organization. 'From Principles to practice'. IBO.2014. Web.12 Oct.2016.

Busan International School. 'Assessment Policy'. 2015.

International Baccalaureate Organization. 'Making the PYP happen: A curriculum framework for international primary education'. IBO. 2009. Print.

International Baccalaureate Organization. 'Learning and Teaching.' 2018.

ATTENDANCE POLICY

Introduction:

Xi'an Liangjiatan International School is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all. We provide an environment where all students feel valued and welcome.

School Responsibility:

Xi'an Liangjiatan International School places a lot of emphasis on academic performance of our students. For students to reach their full potential, a high level of attendance is essential. We will work towards aiming for 100% attendance for all our students. However, for this to happen, we need the full support of our parent body.

Teacher responsibility: The homeroom teachers are responsible to take attendance on ManageBac during morning homeroom from 8:15-8:30. They will also respond and act upon any absence notes that parents share with them and PR.

The teacher is also responsible to inform the parents of any consistent absences. Further concerns should be shared with the Principal.

Parents' responsibility:

Parents should notify the school when the student is sick. An email should be sent to PR and copied to the homeroom teacher and Principal before the start of the day.

Primary School Procedures

Any student who is absent from school will have their absence recorded in Managebac. It will appear as an A if a student is absent, L for late or P for present. Where a student's attendance is below 95%, medical evidence is required to support absences. Medical evidence can be a medical certificate, a note from GP, a photocopy of a prescription or a copy of the label of any prescription medicine.

Secondary School Procedures

Any student who is absent from school at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity [attendance out of school]. The homeroom teacher in consultation with the Principal will authorize absence. If there is no known reason for the absence at registration, then the absence will be recorded in the first instance as unauthorised.

The coding for any absences will be in accordance with the guidance provided in ManageBac.

Registers

All attendance is registered in the homeroom page on ManageBac. Students are expected to be in the homeroom at 8:15 and will leave for classes at 8:25. In case the buses are late the homeroom teachers will be informed and students will not be marked absent. If a student is sick, the parent should send an email to the homeroom teacher and the student centre and copy to the Secondary principal before the start of the school day. If the student is away for more than 2 days, a doctor's note will be required.

Lateness

Morning registration will take place at the start of school at 8:15am. The registers will remain open for 15 minutes. Any student arriving after this time will be marked as having an unauthorised absence unless there is an acceptable explanation i.e. school transport was delayed. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Students arriving after the start of school but before the end of the registration period will be coded as late before registers close.

Long Absences

Where a student's attendance is below 95%, medical evidence is required to support absences. Medical evidence can be a medical certificate, a note from GP, a photocopy of a prescription or a copy of the label of any prescription medicine.

Frequent Absence:

Excellent Attendance	98- 100%
Average Attendance	95- 97%
Satisfactory Attendance	93- 94%
Unsatisfactory Attendance	92% and below

Any enrolled student will be marked as follows in ManageBac:

1. Unauthorised Absence marked in manageBac as 'A'
2. Authorised Absence marked in ManageBac as 'A'
3. Health- marked in ManageBac as 'H'
4. Field Trips- marked in ManageBac as 'F'

1. Unauthorised absence

This is for those students where no reason has been provided, or whose absence is deemed to be without valid reason.

2. Authorised absence

This is for those students who are away from school for a reason that is deemed to be valid.

3. Approved Educational Activity

This covers types of supervised educational activity undertaken off site but with the approval of the school.

This would include:

- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education off site

References

Hale Jo et al, "West Hampshire School Attendance Policy & Procedures", Nov. 2020,

Updated on: 2025/03/29

DRESS CODE POLICY

At Xi'an Liangjiantan International School, we believe in a community of learners who are equal and who reflect the ethos of the school. Our school dress code enables all our students to feel a sense of pride in their school. We also believe an appropriate dress code sets the right educational tone and creates a common identity among our students.

Responsibility of the School:

- The Senior leadership team is responsible for communicating the dress code with the new recruits of teachers and students.
- Principals are responsible for reinforcing the dress code and sharing the policy with the teachers.

Responsibilities of Teachers:

- All teachers are responsible for communicating the dress code to the students and parents.
- Teachers will act if the dress code is not respected.

Responsibilities of the students:

All students should respect the following dress code:

- They should wear the XLIS uniform- blue shirts, jackets, and blue pants. This can be purchased at the XLIS uniform shop.
- No part of the uniform can be altered.
- Students should not dye their hair.
- Students cannot have long nails, bright nail polish and nail ornaments.
- Students cannot wear heavy makeup, including eye makeup and bright lipstick.

Responsibilities of parents:

- Make sure your child follows these rules.
- Ensure at least two sets of uniforms can be laundered and cleaned.

Consequences for not following the dress code:

- Students will receive a behavior note on ManageBac.
- On photoshoot days, students with dyed hair, wrong dress code will be left out of the shooting.
- Repeated breaching of the dress code will lead to students being sent home.

This policy has been completed following a survey that was conducted among parents in 2021 and since then we have followed these guidelines.

Updated on: 2025/05/13

COMMUNICATION POLICY

At Xi'an Liangjiatan International School our mission is to be a not-for-profit school which enables confident, open-minded, global citizens through life-long learning and a sense of community. To achieve this mission we want to work with our community together to develop these kinds of students. We believe that a child's parents are their most important teacher, followed by the school teacher then their environment. In order for the "most important" teacher to be successful it is the responsibility of the school and parent to communicate regularly. Our vision at XLIS is to lead education through innovation and a student-centered, community driven approach. The policy is an important step towards this vision of developing a student-centered, community driven approach.

Our goals are:

- To involve parents as partners in the students' learning process by:
- Share with parents learning goals
- Communicate challenges and successes clearly in the report cards and through individual Seesaw messages
- Share pictures of the activities and strategies used in the classroom at least 2 times per week
- Invite parents' suggestions for the workshops, meetings, questions, learning strategies, visits
- Respond to parent communication within twenty four hours

GUIDELINES

Secondary Years Programme :

In the Secondary Section, at XLIS, the following guidelines are followed:

- The Principal sends a bi-monthly email to the community to inform them of how we are achieving our mission and working towards our vision and Schoolwide Learning Outcomes (SLOs).
- The MYP and DP Coordinators provide handbooks depicting the characteristics of their programmes and the requirements. These are uploaded on the website in the Secondary section.
- The only two communication platforms used at XLIS which are Microsoft email and ManageBac.
- We no longer use WeChat for any communication between students and teachers.
- A progress report is sent home for each student in October. In January and June students receive full reports with their IB grades.
- All units are assessed using the IB MYP and IB DP grades. These are shown on ManageBac and parents can see the grades and follow their students' progress.
- Formative assessments are described in the unit planner and are available for the students to show to their parents.
- MYP and DP workshops are planned throughout the year to reinforce the important components of the respective programmes.

The Secondary Principal is always ready to address any questions parents might have and invites parents to communicate whenever there is a query.

LANGUAGE POLICY

Primary Years Programme:

At XLIS opportunities are planned for students to learn language, learn about language and learn through language. The school emphasizes the importance of a partnership between the home and school. The school aims to develop multilingual learners which leads to international mindedness and in particular a better understanding of other cultures. As there is a strong connection between culture and language, teachers support the mother tongue of our students to instill a sense of identity.

For the Primary Years Programme at XLIS, the following practices are followed:

The school is responsible to communicate that:

- home and family languages are considered the primary language upon which the second language is built
- mother tongue is considered to be important in affirming identity
- an additional language is provided for students from the age of 3 years
- multilingualism is a significant part in the development of international mindedness
- students may take 1-3 years to develop Basic Interpersonal Communication Skills (BICS)
- students may take 5-7 years to develop Cognitive Academic Proficiency Level (CALP)
- provide on-going professional development for teachers to focus on best practices and differentiation strategies including use of technology to meet the needs of English Language Learners
- collaborate with the librarian in expanding multilingual resources in the library to support language and literacy development and teaching of units of inquiry
- organize events and activities to foster and promote language and literacy development

Teachers are responsible to:

- ensure opportunities for translanguageing are planned as part of the collaborative planning process
- develop a buddy system for students new to the school to be supported in their mother tongue
- understand every teacher in the PYP is considered to be a language teacher in our transdisciplinary model
- use the language of instruction in multilingual discussions in order to ensure all students are included
- maintain open communication with parents and families and recognize their roles in supporting the development of language
- differentiate teaching to meet the needs of the diverse student population
- collaborate with EAL co-teachers through planning and push-in sessions

EAL Teachers are responsible to:

- co-plan, co-teach, co-assess and co-reflect with the grade level team
- provide support through majority push-in inclusive support as well as some pull-out when needed
- scaffold learning engagements to enable students to access the curriculum
- ensure that all English Language Acquisition students complete annual WIDA testing

The students are responsible to:

- complete ACER tests in literacy in PYP 4 & PYP 6 to the best of their abilities
- complete reading benchmarks and writing benchmarks three times a year
- work towards international mindedness through multilingualism

The parents are responsible to:

- provide support at home for the home language and the language of instruction

Middle Years Programme

Language learning lies at the heart of the MYP fundamental concepts: holistic learning, intercultural awareness and communication. Cultural awareness and international mindedness are expanded through the study of language. They learn that language is part of identity and through language they are able to appreciate individuals from other parts of the world and the host country. In all the MYP subjects, communication is an objective and an assessment criterion. All teachers integrate language learning in all their disciplines.

The school is responsible to:

- provide opportunities for all students to study two languages
- provide funding for WIDA and ACER and PSAT diagnostic testing
- continuously expand the library collection to include resources in all students' home languages
- demonstrate cultural awareness and respect for the host country language by amplifying the Chinese language through a variety of activities and events
- support the maintenance of mother tongue and development of additional languages throughout MYP
- provide ongoing professional development for teachers focused on best practices and differentiation strategies to meet the needs of English language learners

Teacher is responsible to:

- facilitate English as the language of instruction in all classes with the exception of Chinese A and Korean Language and Literature and Chinese B Language Acquisition
- follow the lead of the Academic subject leader to analyze data from diagnostic tests (WIDA, ACER, PSAT) to inform teaching and learning
- collaborate with the EAL team to administer and assess writing samples for all students twice per year
- differentiate teaching to meet the language needs of the diverse student population
- collaborate with EAL co-teachers through planning sessions and push-in classes
- collectively support the development of language from emergent to developing, expanding, bridging, and reaching fluency
- participate in ongoing professional development

EAL Teachers are responsible to:

- populate student profiles with teaching strategies for second language learners
- scaffold learning engagements to enable students to access the curriculum
- ensure that all English Language Acquisition students complete annual WIDA testing

Language Acquisition and Language and Literature teams are responsible to:

- ensure that students are promoted to the next language acquisition phase, based on WIDA scores, sample work and recommendation of teachers
- ensure that promotion from phase 5/6 language acquisition to language and literature is based on probe testing, sample work and teachers' recommendations

The students are responsible to:

- complete ACER tests in literacy in MYP 1-4 to the best of their abilities
- complete the PSAT in literacy in MYP 5 and DP1 to gauge their readiness for further academic studies

Diploma Programme

The Diploma Programme requires students to develop academic language proficiency in all their subjects. Language learning is essential to the holistic development of the young adult learners. Through studying two languages, students become aware of their own identity and culture, and gain understanding of other language patterns and cultures through language learning. Through language, students demonstrate creative and critical thinking skills and higher order-thinking.

The school is responsible to:

- provide mother tongue and second language options for all learners and where applicable provide opportunities for the bilingual diploma
- offer School Supported Self-Taught Language for any learners whose mother tongue is not English, Chinese or Korean
- organize and administer events to guide parents and students for language subject selection
- provide resources to support the teaching in mother tongue and second language
- provide opportunities for students to demonstrate creative and critical thinking in TOK in Chinese and English

- provide ongoing professional development for teachers focused on best practices and differentiation strategies to meet the needs of English language learners
- ensure that all students entering the Diploma Programme have the language potential to access the curriculum

Teachers are responsible to:

- implement activities to enhance academic literacy across subjects
- differentiate activities to meet the language needs of diverse learners
- plan and reflect on cognitive academic learning proficiency (CALP) across subjects
- collaborate with language and literacy specialists
- provide opportunities to demonstrate international mindedness through the selection of diverse texts and resources.
- participate in ongoing professional development

Students are responsible to:

- select their language A and language B choices based on their abilities and prior language learning
- choose the language course that will provide proficient challenge and ongoing learning

Update on: 2023/05/18

SECTION 4:

CONTACT LIST

西安梁家滩国际学校2025-2026学年教职工名单表

Xi'an Liangjiatan International School 2025-2026 Staff Name List

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法律责任声明

西安梁家滩国际学校的每一位学生，必须严格遵守中华人民共和国法律、法规，尊重中华人民共和国国家主权、领土完整，尊重中国的道德规范和风俗习惯。绝不侵犯、泄露中华人民共和国国家秘密，不发表、散布否定中华人民共和国根本政治制度、基本原则和危害中华人民共和国国家安全、破坏社会公共秩序、危害社会公共安全的言论。

学生在校就读期间，必须遵守学校《学生手册》中的各项规章制度，服从学校的教育教学管理和安排，诚实守信，认真完成学习任务，团结同学，尊敬师长，不做出违背法律、违背道德、违背学校规章制度的行为。对于学生违反学校规章制度的行为，学校将依照西安梁家滩国际学校《恢复性疏导措施政策》采取相关措施；造成严重后果的，学校将依法追究其相应的责任。

学生在校就读期间及转学或毕业之后，不得做出任何有损西安梁家滩国际学校声誉和合法权益的行为。若违反有关法律或规定，学校将依照中华人民共和国法律、法规，以及学校规章制度的规定，追究其相应的法律责任。

Legal Responsibility Disclaimer

Every student of Xi'an Liangjiatan International School must abide by the laws and regulations of the People's Republic of China, respect the national sovereignty and territorial integrity of the People's Republic of China, and respect Chinese moral norms and customs. Students must never violate or disclose the state secrets of the People's Republic of China, or publish or disseminate statements that negate the fundamental political system and basic principles of the People's Republic of China or jeopardize the national security of the People's Republic of China, or disrupt the public order of the society, or endanger the public security of the society.

While attending school, students must abide by the rules and regulations in XLIS Student Handbook, obey the school's educational and teaching management and arrangements, be honest and trustworthy, conscientiously complete their study tasks, unite with their classmates, respect their teachers and elders, and refrain from behaviors contrary to the law, morality, and the school's rules and regulations. If a student violates the school's rules and regulations, the school will take relevant measures in accordance with Xi'an Liangjiatan International School Restorative Practice Policy; if serious consequences result, the school will investigate his/her corresponding responsibilities according to the law.

Students shall not engage in any behavior that will damage the reputation and legitimate rights and interests of Xi'an Liangjiatan International School during the period of study and after transferring or graduating from the school. In case of violation of relevant laws or regulations, the school will pursue their corresponding legal responsibilities in accordance with the laws and regulations of the People's Republic of China, as well as the provisions of the school's rules and regulations.



XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

XLIS



WeChat



Website

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