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SECTION 1:

XLIS



INTRODUCTION

Founded in 2003 and officially approved as a non-profit international school in 2013 in response to demand from leading foreign-funded enterprises such as Samsung and Micron, Xi'an Liangjiatan International School (XLIS) is the first IB World School in Northwest China. The school moved to its new campus in the Xi'an International Community in June 2018.

Beyond being the first IBO-authorized IB World School in Northwest China, XLIS is also an official SAT and AP test center certified by the U.S. College Board. It has developed a 15-year continuous IB curriculum system spanning preschool through high school, dedicated to nurturing international talents with a global perspective, cross-cultural competence, an inquisitive spirit, and a sense of social responsibility. Its curriculum, faculty, and educational achievements meet international standards of excellence, earning wide recognition and acclaim from international families. By benchmarking against world-class international schools, XLIS sequentially completed three international standard certifications for the 3–18-year-old IB curriculum between 2013 and 2018. This milestone made it the first school in Northwest China to secure full 15-year IB curriculum authorization (covering all stages from preschool to high school) and the first in the region to be certified as an SAT and AP test center. Additionally, XLIS holds membership in prestigious educational associations, including 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).

In 2025, it rose to 19th nationally in the Hurun Education Top International Schools for Children of Foreign Nationals in China, ranking first in Northwest China; it placed 14th in the KingLead China International Schools Innovation Competitiveness Top 30; it was re-listed in the Forbes China Top 50 International Schools for Children of Foreign Nationals; and it was successfully selected as a partner in the UNESCO Green Education Partnership. The school has also been awarded the title of Outstanding Contribution Collective for the 30th Anniversary of Xi'an Hi-Tech Education. In 2026, it ranked 10th in the KingLead China International Schools Innovation Competitiveness Ranking for Schools for Children of Foreign Nationals.

The school's strategic location along the Fenghe River—a vital urban waterfront area—highlights its potential to foster academic excellence while contributing to the ecological and social value of the surrounding environment. This synergy is increasingly acknowledged in urban planning and ecosystem services evaluation. As an international institution, XLIS is uniquely positioned to promote environmental awareness and social responsibility among its students, many of whom come from families of high-end talents employed by local foreign-funded enterprises.

Currently, the school is composed of nearly 900 teachers and students from 55 countries and regions. The total number of highly international and professional education experts stands at 161, including 74 international education experts from overseas and 29 Chinese faculty and staff with overseas study and work experience. Among them, 93 hold a master's degree or above, and 8 hold or are pursuing a doctoral degree, with an average teaching experience of 12 years. The faculty retention rate has remained above 90% for four consecutive years, reaching 91.5% in 2025.

The total student population is over 700, with students from 49 countries and regions. The student body consists of 20 children of foreign experts with doctoral degrees or above from universities and research institutions such as Xi'an Jiaotong University, Northwestern Polytechnical University, Chang'an University, Xi'an University of Science and Technology, Xi'an International Studies University, Xi'an Conservatory of Music, and the Sixth Academy of China Aerospace Science and Technology Corporation, as well as 128 children of senior executives from enterprises including Samsung, Bright Laser Technologies, Bosch, Aesop, IKEA, and Orca Data Technology.

Over the past decade, graduates from more than ten cohorts of the high school program have been admitted to world-renowned universities, including Tsinghua University, the University of Hong Kong, Hong Kong University of Science and Technology, Cambridge University, New York University, University of California, Los Angeles, University of Southern California, University of Toronto, University of British Columbia, University College London, University of Edinburgh (UK), University of Sydney, University of Melbourne, Waseda University, University of Amsterdam, Seoul National University, Yonsei University, and Korea Advanced Institute of Science and Technology. The university admission rate has remained 100%. In 2022, the school achieved perfect scores in the IB Diploma Programme examinations. The school has also established an international scholarship program and has received over 50 scholarship applications from students across various countries.

Furthermore, XLIS's emphasis on visual teaching tools and innovative pedagogies— particularly in supporting students with enhanced learning needs— serves as a cornerstone for building a culture of inclusivity and creativity, with positive ripple effects on the broader community. By integrating environmental education and social responsibility into its curriculum, the school plays a pivotal role in shaping the next generation of global citizens, equipping them to address the complex challenges facing urban ecosystems and communities.

XLIS leverages its unique position as a hub for international collaboration and cultural exchange by integrating international education and social responsibility into its IB curriculum framework. Through project-based learning focused on real-world scenarios and environmental issues, the school offers students unparalleled opportunities to tackle complex modern challenges. This approach not only cultivates critical thinking and problem-solving skills but also deepens students' understanding of the interconnectedness of human and natural systems.

Moreover, XLIS's commitment to inclusivity and creativity is reinforced by incorporating diverse perspectives and experiences into its curriculum— such as culturally responsive teaching practices— which foster cross-cultural understanding and empathy among students and faculty from varied backgrounds. These initiatives distinguish XLIS as a leader in international education while contributing to a more sustainable and equitable future for the region.

To further fulfill its mission, XLIS draws on IB education principles that prioritize the holistic development of each child, encompassing academic achievement, social-emotional growth, and physical well-being. By fostering a supportive, inclusive school culture centered on student well-being, XLIS creates a positive and productive learning environment where students can thrive. Its dedication to social responsibility is further strengthened through service-learning programs like Week Without Walls, which provide students with opportunities to engage in meaningful community service projects, nurturing empathy, compassion, and a strong sense of community. By embedding these practices into its IB framework, XLIS empowers students to become active contributors to a more just and sustainable world, solidifying its status as a pioneering international education institution in Northwest China.

To reinforce its commitment to holistic education and social responsibility, XLIS continues to explore innovative partnerships with local organizations and stakeholders. These collaborations create experiential learning

opportunities that deepen students' understanding of the complex relationships between urban development, environmental sustainability, and social equity. In doing so, the school equips students with a nuanced grasp of the challenges and opportunities associated with urbanization in Northwest China, while fostering a sense of agency and responsibility to contribute to more sustainable and equitable communities.

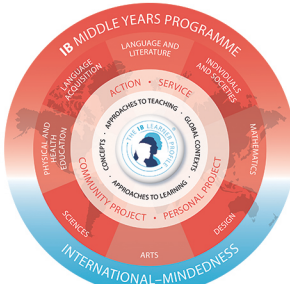
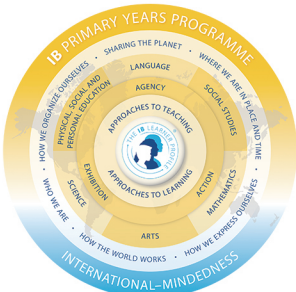
Additionally, XLIS enhances its focus on inclusivity and diversity by integrating local knowledge and perspectives into the curriculum— for example, through the incorporation of traditional Chinese language, cultural practices, and values into daily educational initiatives. This enriches students' educational experiences and contributes to the preservation and promotion of regional cultural heritage, aligning with the school's mission: "to provide a non-profit education focused on enabling students to become confident, open-minded global citizens through lifelong learning and a sense of community."

Beyond environmental awareness and social responsibility, XLIS leverages its unique position to promote intercultural understanding and exchange. By integrating 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, through project-based learning, students explore real-world challenges such as climate change, economic inequality, and social justice, deepening their appreciation for the interconnectedness of global issues.

Furthermore, XLIS amplifies its focus on cultural responsiveness by incorporating diverse resources into the curriculum— including literature and media from various cultural contexts— which fosters cross-cultural understanding and empathy among students from diverse backgrounds. These approaches solidify XLIS's reputation as a leader in international education and cultivate a community of global citizens 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 profound understanding of Chinese culture and a commitment to social responsibility. In turn, it plays a vital role in supporting the "Belt and Road" initiative and advancing regional internationalization. As the school continues to grow and evolve, it is poised to make an even more profound impact on the region, nurturing a new generation of leaders capable of navigating the complexities of our interconnected world. By further integrating environmental education, social responsibility, and intercultural understanding into its curriculum, XLIS will reinforce its commitment to holistic education and contribute to a more sustainable and equitable future for the region. With its strong foundation and dedication to excellence, XLIS is well-positioned to remain a beacon of international education, shaping the next generation of global citizens and promoting cross-cultural understanding and exchange. As it looks to the future, the school is set to thrive, leaving a lasting impact on the region and beyond, while striving to realize 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》 ——特别感谢支持中国民办教育发展的各界人士						
排名	学校	城市	建校时间	学生人数	占地面积	
TOP 1	1	International School of Beijing	北京	1980	1000	
TOP 2	2	Dulwich College Beijing	北京	2005	1500	
TOP 3	3	British Academy of Beijing	北京	1994	1100	
TOP 4	4	Shanghai American School	上海	1912	2000	
TOP 5	5	Shanghai High School International Division	上海	1993	3000	
TOP 6	6	Wangjing College International Shanghai	上海	2014	1600	
TOP 7	7	Dulwich College Shanghai Pudong	上海	2001	1600	
TOP 8	8	Yew Chung International School of Shanghai	上海	1993	2200	
TOP 9	9	Concordia International School Shanghai	上海	2002	1500	
TOP 10	10	Yew Chung International School of Beijing	北京	2001	1600	
TOP 11	11	American International School of Guangzhou	广州	2001	1675	
TOP 12	12	USA Science City International School	广州	2020	800	
TOP 13	13	Tonghai International School	天津	2009	520	
TOP 14	14	BASIS International School Shenzhen	深圳	2015	800	
TOP 15	15	Dulwich College Shanghai Puxi	上海	2016	500	
TOP 16	16	Shanghai International School	上海	2011	1000	
TOP 17	17	Harrow Beijing	北京	2005	1500	
TOP 18	18	Wangjing College International Shanghai	上海	2014	1600	
TOP 19	19	Xian Langshan International School	西安	2003	660	
TOP 20	20	Shanghai American International School	上海	1996	1040	
TOP 21	21	Shanghai American International School	上海	2007	800	
TOP 22	22	Fudan International School	上海	2002	380	
TOP 23	23	The British School of Shanghai	上海	2003	1100	
TOP 24	24	Harrow International School of Shanghai	上海	2016	500	
TOP 25	25	Shanghai Foreign Language School	上海	1996	1200	
TOP 26	26	Shanghai American International School	上海	1999	1200	
TOP 27	27	Dulwich American International School	上海	2006	400	
TOP 28	28	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 29	29	Harrow International School Shenzhen	深圳	2020	700	
TOP 30	30	Shanghai American International School	上海	2003	1900	
TOP 31	31	Shanghai American International School	上海	2007	800	
TOP 32	32	Shanghai American International School	上海	2002	380	
TOP 33	33	The British School of Shanghai	上海	2003	1100	
TOP 34	34	Harrow International School of Shanghai	上海	2016	500	
TOP 35	35	Shanghai Foreign Language School	上海	1996	1200	
TOP 36	36	Shanghai American International School	上海	1999	1200	
TOP 37	37	Dulwich American International School	上海	2006	400	
TOP 38	38	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 39	39	Harrow International School Shenzhen	深圳	2020	700	
TOP 40	40	Shanghai American International School	上海	2003	1900	
TOP 41	41	Shanghai American International School	上海	2007	800	
TOP 42	42	Shanghai American International School	上海	2002	380	
TOP 43	43	The British School of Shanghai	上海	2003	1100	
TOP 44	44	Harrow International School of Shanghai	上海	2016	500	
TOP 45	45	Shanghai Foreign Language School	上海	1996	1200	
TOP 46	46	Shanghai American International School	上海	1999	1200	
TOP 47	47	Dulwich American International School	上海	2006	400	
TOP 48	48	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 49	49	Harrow International School Shenzhen	深圳	2020	700	
TOP 50	50	Shanghai American International School	上海	2003	1900	
TOP 51	51	Shanghai American International School	上海	2007	800	
TOP 52	52	Shanghai American International School	上海	2002	380	
TOP 53	53	The British School of Shanghai	上海	2003	1100	
TOP 54	54	Harrow International School of Shanghai	上海	2016	500	
TOP 55	55	Shanghai Foreign Language School	上海	1996	1200	
TOP 56	56	Shanghai American International School	上海	1999	1200	
TOP 57	57	Dulwich American International School	上海	2006	400	
TOP 58	58	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 59	59	Harrow International School Shenzhen	深圳	2020	700	
TOP 60	60	Shanghai American International School	上海	2003	1900	
TOP 61	61	Shanghai American International School	上海	2007	800	
TOP 62	62	Shanghai American International School	上海	2002	380	
TOP 63	63	The British School of Shanghai	上海	2003	1100	
TOP 64	64	Harrow International School of Shanghai	上海	2016	500	
TOP 65	65	Shanghai Foreign Language School	上海	1996	1200	
TOP 66	66	Shanghai American International School	上海	1999	1200	
TOP 67	67	Dulwich American International School	上海	2006	400	
TOP 68	68	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 69	69	Harrow International School Shenzhen	深圳	2020	700	
TOP 70	70	Shanghai American International School	上海	2003	1900	
TOP 71	71	Shanghai American International School	上海	2007	800	
TOP 72	72	Shanghai American International School	上海	2002	380	
TOP 73	73	The British School of Shanghai	上海	2003	1100	
TOP 74	74	Harrow International School of Shanghai	上海	2016	500	
TOP 75	75	Shanghai Foreign Language School	上海	1996	1200	
TOP 76	76	Shanghai American International School	上海	1999	1200	
TOP 77	77	Dulwich American International School	上海	2006	400	
TOP 78	78	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 79	79	Harrow International School Shenzhen	深圳	2020	700	
TOP 80	80	Shanghai American International School	上海	2003	1900	
TOP 81	81	Shanghai American International School	上海	2007	800	
TOP 82	82	Shanghai American International School	上海	2002	380	
TOP 83	83	The British School of Shanghai	上海	2003	1100	
TOP 84	84	Harrow International School of Shanghai	上海	2016	500	
TOP 85	85	Shanghai Foreign Language School	上海	1996	1200	
TOP 86	86	Shanghai American International School	上海	1999	1200	
TOP 87	87	Dulwich American International School	上海	2006	400	
TOP 88	88	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 89	89	Harrow International School Shenzhen	深圳	2020	700	
TOP 90	90	Shanghai American International School	上海	2003	1900	
TOP 91	91	Shanghai American International School	上海	2007	800	
TOP 92	92	Shanghai American International School	上海	2002	380	
TOP 93	93	The British School of Shanghai	上海	2003	1100	
TOP 94	94	Harrow International School of Shanghai	上海	2016	500	
TOP 95	95	Shanghai Foreign Language School	上海	1996	1200	
TOP 96	96	Shanghai American International School	上海	1999	1200	
TOP 97	97	Dulwich American International School	上海	2006	400	
TOP 98	98	The British School of Beijing, Shunyi	北京	2009	1000	
TOP 99	99	Harrow International School Shenzhen	深圳	2020	700	
TOP 100	100	Shanghai American International School	上海	2003	1900	

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.

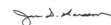
Be an active part of the CIS community.

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.

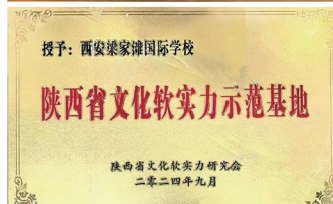
With kind regards,



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,

I am delighted to welcome you to the 2026–27 school year and to our learning community. My name is Ms. Gill Presland, and I am excited to be joining the school as your Secondary Principal. I am very much looking forward to getting to know each of you, learning alongside you, and supporting you throughout your MYP journey. I believe that strong relationships are at the heart of a positive school experience, and I am committed to helping every student feel known, valued, and supported.



This handbook has been designed to help guide you through the Middle Years Programme and give you a better understanding of the exciting opportunities, experiences, and expectations that are part of life in the MYP.

The MYP is a time of growth, exploration, and discovery. Throughout these important years, you will be encouraged to think critically, ask questions, challenge yourself, and make meaningful connections between your learning and the world around you. At our school, we value every student as an individual and are committed to creating an environment where you feel supported, respected, and inspired to achieve your personal best.

Middle school is also a time to discover your interests, strengths, and future pathways. Alongside your academic learning, we encourage you to get involved in the many experiences our school has to offer, including activities, service opportunities, leadership, athletics, the arts, and community events. These experiences help develop confidence, resilience, balance, and the important skills needed for the future.

Myself and your teachers are here to support and challenge you throughout your MYP journey. We care deeply about your learning, your wellbeing, and helping you grow into compassionate, reflective, and globally minded young people who can make a positive difference in the world. I encourage you to use this handbook as a guide throughout the year and to embrace all the opportunities ahead of you. I look forward to getting to know you and celebrating your achievements both inside and outside the classroom.

Welcome to a new MYP year of learning and growth!

Gill Presland
Secondary Principal



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 MYP5 AT XLIS

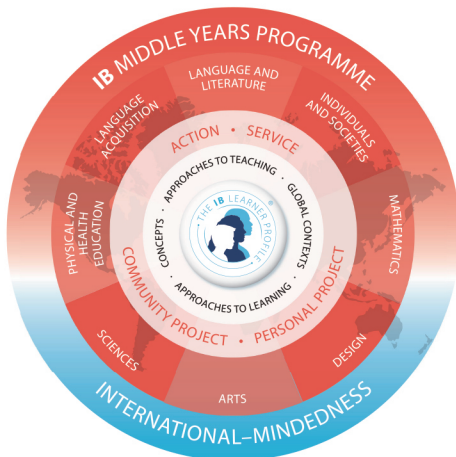
Welcome to the last year in High School in the Middle Years Programme. The demands on you as a student will increase and to meet the rigor of this year; you need to develop excellent time-management and good work ethics. Last year in M4, you made choices for the subjects you wanted to take in M5. We 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.



Middle Years
Programme

From www.ibo.org

LEARNING AT XLIS IN M5:

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 MYP4. However, there is no free time, you will be busy all day following all your 6 classes.

Personal Project: This year, in the first semester, you will complete the culminating project of the MYP, the Personal Project. Last semester in M4, you were introduced to this project and now it is time to complete the report and exhibit your product. This is always an exciting time for both students and supervisors. I hope the quality of the Personal Project will be even better this year. The Personal Project is marked by IB and will contribute to your MYP certificate which you will receive at the end of the year after completion of the e-Assessments. 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 M5

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 M5.

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 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 2026-2027:

M5A: Erika Chen, Sunil Pusluri

M5B: Kathy Wei, Hakim Halim

M5C: Momo Li, Kyle Jooste



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:

Student Technology Acceptable Use Policy

Signing and following the School's Student Technology Acceptable Use Policy is mandatory for all students and their parents.

Learning Devices

Each student must bring their laptop/iPad to class every day for learning activities. Learning devices are to be used only during class time and only when the teacher instructs students to do so. Non-academic use, such as playing games, is not allowed at any point during lessons.

To encourage face-to-face interaction and limit screen exposure, students may not use learning devices before homeroom time, or during snack or lunch breaks. Students found using devices or engaging in recreational screen time during these periods will be subject to disciplinary action.

Personal Devices

Students are not permitted to bring personal electronic devices, including mobile phones, smartwatches, digital cameras, or similar gadgets, onto school premises without prior authorization. Requests for exception (phone/smartwatch permission) must be submitted in writing to the Secondary Principal at least 48 hours in advance. Approval is granted at the Principal's discretion and may be subject to conditions.

Consequences for Violations

Any violation of this policy may result in the immediate confiscation of the device in question. Confiscated items will be logged and handed over to the homeroom teacher or Secondary Principal. Repeated or serious breaches may lead to further disciplinary measures in accordance with school regulations.

MYP5 CURRICULUM:

Subjects taught in MYP5 at XLIS

**Language
and Literature**

**Language
Acquisition**

Mathematics

Chemistry

Physics/Biology

**Individuals
and Societies**

Design/Music/Visual Arts/Theatre/PHE

Physical 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

Integrated Sciences			
Balance	Consequences	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

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 MYP5

In MYP5, 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/>

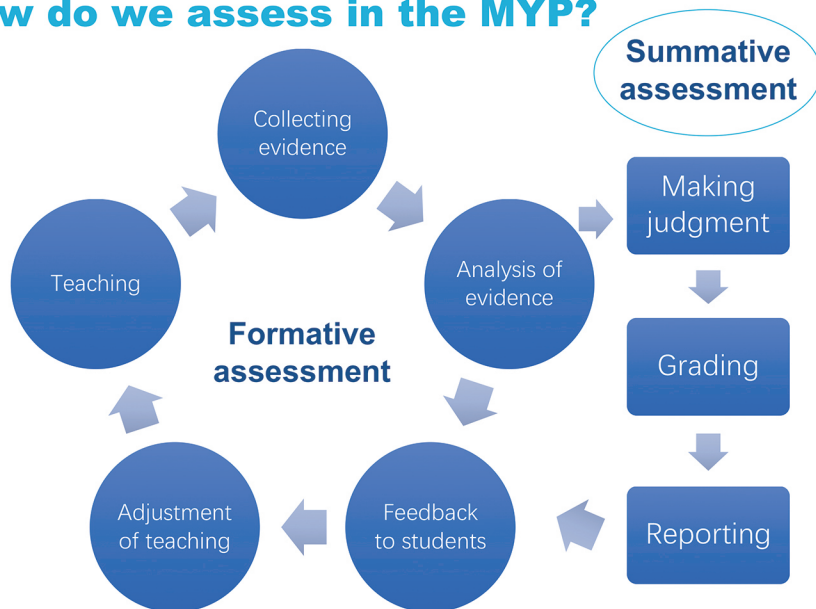
Your detailed units can be accessed the platform ManageBac. Your homeroom teacher will give you your details on how to access this learning platform.

In MYP 5 the IB sends PCUP (Partially Completed Unit) for Design, Visual Arts and Music- you will use these units under the guidance of your teachers to complete your e-portfolios which will be moderated by IB. The marks will contribute to your final grades and lead to the award of a certificate if you satisfy all the requirements.



ASSESSMENT IN MYP5

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.

In preparation for the e-Assessment, you will do tasks that mirror the exams in May. You will also have Mock exams in April to get you used to exam conditions and enable you to navigate the e-Assessment platform.

MYP E-assessments

At the end of the MYP5 all students will sit for the e-Assessments. The purpose of these assessments is to build rigour in the programme thus enabling our students to meet the challenges of the Diploma Programme. It is also an opportunity to earn a certificate from IB at the end of the MYP.

External assessment in MYP year 5

Onscreen examination subjects	Mathematics Language and literature Sciences Individuals and societies Interdisciplinary Language acquisition <i>individually, externally marked</i>	optional eAssessment
Course work ePortfolio	Arts Physical and Health Education Design <i>internally marked, externally moderated (dynamic sampling)</i>	
MYP personal project	<i>internally marked, externally moderated (dynamic sampling)</i>	

Award of the MYP Certificate

- gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the personal project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for service as action.

PERSONAL PROJECT

All students in MYP5 will complete their Personal Project in the 1st semester.

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-assessments. You will complete the final in the beginning of the first semester.

Three main areas of development during the completion of the personal project are as follows:

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

A PP Guidebook has been given to you by the coordinator when you started the workshop. Please refer to it constantly to understand the criteria for grading.

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

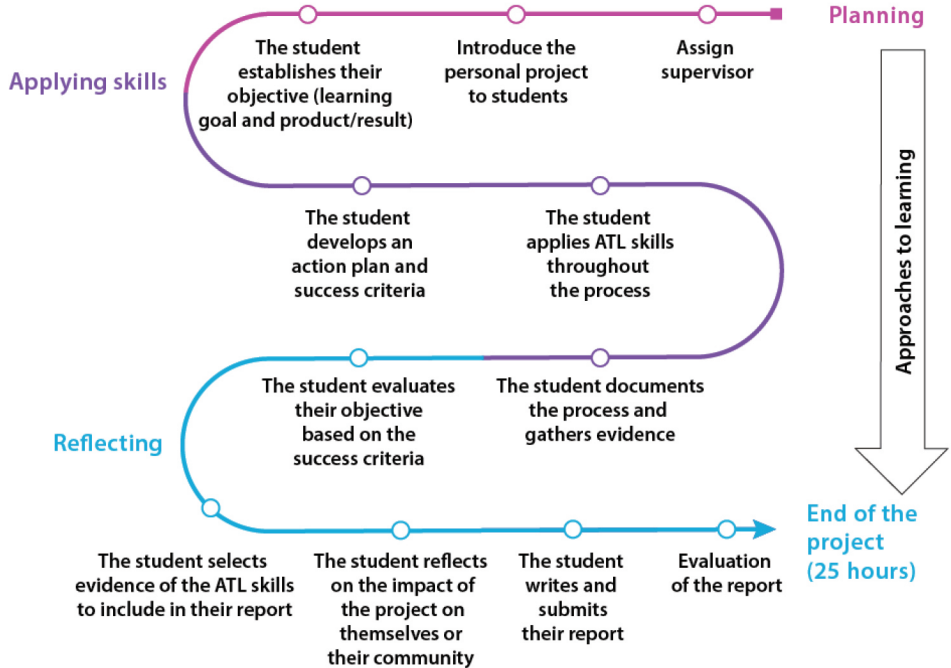
- explain how the **ATL skill(s)** was/were applied to help achieve their learning goal
- explain how the **ATL skill(s)** was/were applied to help achieve their product.

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

Being part of a community is an important aspect of the IB programmes. Throughout your learning journey, you have been asked to serve your community in some way. All your teachers have led you to reflect on service during the completion of your units, but you have also been 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. The SA is a requirement for earning your MYP certificate from IB. It reflects what you have accomplished as an IB learner.

In MYP5 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.

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	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

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 report 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.

In the M5, you sit for the e-Assessments in May. Prior to that in April, you will sit for the mock exams where you will get a training on how to access these assessments. Ms. Emma , the MYP Coordinator, will guide you throughout this process and provide you with a calendar where you will see all the important dates. The e-Assessments are external exams marked by IB, your grades will reach the school in September and will be communicated to you.

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 CO-CURRICULAR 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 Co-curricular Activity (CCA) 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 M5 Students*:

In M5 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. Practices for school teams at this age take place both in the morning and after school, requiring a significant time commitment from students. This includes upwards of three sessions and a total of four and a half hours of practice per week when playing for a core sport team.

U19 Sports Seasons			
Core Sports			
Sport	Season	Training Times	Competition(s)
Volleyball	Aug. - Oct.	Mon./Fri. AM Wed. PM	XIAC Volleyball League
			ACAMIS Green Division
Basketball	Nov. - Jan.	Mon./Fri. AM Wed. PM	The Chang'an Cup
			XIAC Basketball League
			ACAMIS Green Division
Soccer	Jan. - April	Mon./Fri. AM Wed. PM	XIAC Soccer League
			ACAMIS Green Division
Individual and Invitational Sports			
Sport	Meet Month	Training Times	Competition(s)
Cross Country	November	CCA or PHE	XIAC Cross Country
			ACAMIS Cross Country
Swimming	November	Tues./Thurs. AM	XIAC Swim Meet
	December		ACAMIS Sr. Swimming
Table Tennis	January	Mon./Fri.	XIAC Table Tennis
Badminton	October	TBD	XIAC Badminton
Track & Field	March	CCA or PHE	XIAC Track & Field
Ultimate Frisbee	May	Tues./Thurs.	XIAC Ultimate Frisbee
Baseball	May	Mon./Fri.	XIAC Baseball

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

Explore Our CCA Offerings for MYP5:

Sports Stream:

Swimming
Tennis
Fitness
Ultimate Frisbee
Tennis
Student-led volleyball

Technology Stream:

VEX Robotics

Arts Stream:

Wind Symphony
String Ensemble
Jazz Band
Sketching Geometric Forms
Theatre Production

Academic Stream:

Chinese Debate
Model United Nations
Economics Club
Chemistry Academy



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 M5 and DP Students

For our M5 and DP students, we offer a tailored set of services designed to meet your advanced academic needs. In addition to our extensive collection of books and access to iMac computers, you can make use of the small study room located on the first floor. This dedicated space is perfect for focused study sessions, group discussions, or quiet reading time.

Our printing service ensures that you can easily produce hard copies of your assignments, research papers, or any other important documents.

In addition to our resources and facilities, our knowledgeable library staff are here to assist you every step of the way. Whether you need help finding a particular book, navigating our digital catalog, or honing your research skills, don't hesitate to ask; we're here to support you on your academic journey.

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.



Alex Rambaud

Director of Student Wellbeing and Dormitory

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Amy Wang

Dormitory Officer

amy.wang@xalis.com



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 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.

IB Learner Profile Attributes

Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, 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
- Failure to prepare learning devices properly
- Improper use of learning devices
- Violation of personal device management rules
- Improper use of personal devices
- Severe misuse of electronic devices

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 • Failure to prepare learning devices properly • Improper use of learning devices |
|---|---|

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
- Device held by the homeroom teacher and returned to the student at dismissal

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 • Violation of personal device management rules • Improper use of personal devices | <ul style="list-style-type: none"> • Profanity • Teasing or bullying • Disrespect • 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
- Device held by the homeroom teacher and released only to a parent or guardian

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 • Severe misuse of electronic devices |
|---|---|

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
- Device held by the principal and released only after a parent or guardian attends a meeting at the school
- 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
- Failure to prepare learning devices properly
- Improper use of learning devices
- Violation of personal device management rules
- Improper use of personal devices
- Severe misuse of electronic devices

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

- Inappropriate moving around school campus/ skipping classes
- Tardiness/late to school
- Dress code violation / hair colour

- Littering
- Off task
- Non-compliance
- Failure to prepare learning devices properly
- Improper use of learning devices

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
- Device held by the homeroom teacher and returned to the student at dismissal

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

- Vandalism
- Deliberate disruption in teaching and learning condition
- Violation of personal device management rules
- Improper use of personal devices

- 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
- Device held by the homeroom teacher and released only to a parent or guardian

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 • Taking pictures without consent • Severe misuse of electronic devices |
|---|--|

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
- Device held by the principal and released only after a parent or guardian attends a meeting at the school

School Trips

Excursions such as Week Without Walls, the DP retreat, Field Trips, and the Dragon Cave Challenge are to help our students build relationships and develop important ATL skills. Due to the nature of these trips involving travel and staying overnight in different accommodations, the highest level of behavior is required.

If a student has any of the following issues they will not be permitted to join a trip.

- 5 level one reports
- 3 level two reports or
- 1 level three report.

Updated on: 2026/06/10

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

I. General Provisions

1.1 Policy Purpose

In an era where AI technology is advancing rapidly and becoming deeply integrated into education, XLIS is committed to providing students with cutting-edge educational technology resources while cultivating core digital citizenship competencies and IB Approaches to Learning (ATL) skills. This policy outlines the general requirements for student use of information technology and the regulations governing electronic devices. It aims to define the boundaries and responsibilities associated with technology use, ensuring that technology serves the core mission of education. At the same time, it seeks to guide students in developing sound digital values, fostering responsible global digital citizens who balance the enabling power of technology with their own physical and mental well-being, and building a safe, inclusive, and creative digital campus environment.

1.2 Scope of Application

Applies to all students (ECE-DP2) and staff across the school.

1.3 Core Principles

- Grade-level differentiation: Matches the cognitive and self-regulation abilities of students at different age groups.
- Academic priority: All technology use serves educational and teaching objectives.
- Equal rights and responsibilities: Enjoy technological conveniences while assuming corresponding usage responsibilities.
- Multi-stakeholder collaboration: School, families, and students jointly participate in digital environment governance.

2. Student Electronic Device Carrying and Usage Regulations

2.1 PYP

(1) Learning Device Management

- Carry permission: Not required.

- Usage scenarios: Only school-provided digital devices (classroom smart boards, iPad carts, and laptop carts) may be used, and only under teacher direction and supervision.
- Carry permission: Not required.
- Usage scenarios: Only school-provided digital devices (classroom smart boards, iPad carts, and laptop carts) may be used, and only under teacher direction and supervision.
- Screen time limits: During any single lesson, total screen time (including the classroom smart boards and school-provided digital learning devices) must not exceed 40% of the per class.
- Electronic homework: EY–P3: None. P4–P6: Maximum 20 minutes per night.
- Special activities that exceed the above limits (e.g., watching films for a whole period) must be approved in advance by the Primary Principal.

(2) Personal Device Management

- Carry permission: PYP students are strongly discouraged from bringing or using any personal electronic devices, including mobile phones, smartwatches, and tablets.
- Carry application: For family emergency contact needs, students may bring a maximum of one mobile phone or one watch, provided a written request has been submitted and the annual Mobile Phone / Watch Permission Form has been signed.
- Usage scenarios: The phone or the watch must be handed to the homeroom teacher upon arrival and collected at dismissal. It may only be used for family emergency contact after leaving campus. Without a teacher's permission, the phone or the watch must not be used before or after school, during breaks, at lunch, during weekend events, in any area on campus, or while on the school bus.

2.2 MYP

(1) Learning Device Management

- Carry permission: MYP1 Semester 1: Not required. MYP1 Semester 2 – MYP5: One laptop or tablet is required. (Students are strongly encouraged to use a laptop designed for academic and productivity-focused tasks.)
- Learning Readiness: Learning devices must be fully charged, updated to the latest software, and have sufficient storage before arriving at school. Only learning-related applications such as Microsoft Office and browsers may be installed. Students may not leave the classroom during lessons due to device issues, and device-related issues will not be accepted as an excuse for incomplete academic work.

- Usage scenarios: Learning devices may only be taken out and used when explicitly directed by a teacher. Without teacher permission, learning devices must not be used before or after school, during breaks, at lunch, during weekend activity periods, in any area on campus, or while on the school bus.
- Exception: Learning devices may be used in the library with the permission and under the supervision of the teacher to complete academic tasks. Boarding students must comply with the boarding electronic device management requirements.
- Headphones: MYP students may bring headphones to school but must not use them during class without teacher permission.
- Screen time limits: During any single lesson, total screen time (including the classroom interactive screen and student learning devices) MYP1-3: must not exceed 50% of the lesson; M4-5: no limits. Special activities that exceed the above screen-time limits (e.g., watching films for a whole period) must be approved in advance by the Secondary Principal.
- Electronic homework: MYP1–3: Electronic homework must not exceed a cumulative total of 1 hour per subject per week. MYP4–5: Electronic homework must not exceed a cumulative total of 2 hours per subject per week.

(2) Personal Device Management

- Carry permission: In addition to the one permitted learning device, any other smart electronic devices — including but not limited to smartwatches, mobile phones, smart glasses, and extra tablets — are classified as personal devices. MYP students are discouraged from bringing or using such devices at school.
- Carry application: For family emergency contact needs, students may bring a maximum of one mobile phone or one watch, provided a written request has been submitted and the annual Mobile Phone / Watch Permission Form has been signed.
- Usage scenarios: The phone or the watch must be handed to the homeroom teacher upon arrival and collected at dismissal. It may only be used for family emergency contact after leaving campus. Without a teacher's permission, the phone or the watch must not be used before or after school, during breaks, at lunch, during weekend events, in any area on campus, or while on the school bus.

2.3 DP

(1) Learning Device Management

- Carry permission: One laptop is required. One additional tablet may be brought for taking electronic notes.

- **Learning Readiness:** Learning devices must be fully charged, updated to the latest software, and have sufficient storage before arriving at school. Only learning-related applications such as Microsoft Office and browsers may be installed. Students may not leave the classroom during lessons due to device issues, and device-related issues will not be accepted as an excuse for incomplete academic work.
- **Usage scenarios:** While on campus, whether during regular classes, school events, or examinations, learning devices may be used on campus for academic purposes only. In the Library and DP Study Room, during independent study, the following are strictly prohibited: browsing non-academic content, using social media, and playing games. Any such conduct will be deemed inappropriate to use a learning device and will be addressed in accordance with the Restorative Practices Policy.
- **Screen time limits:** No fixed lesson screen-time limit. Teachers are expected to guide DP students in managing their screen time and maintaining healthy, balanced use of technology.
- **Headphones:** DP students may bring headphones to school. In the Library and DP Study Room, headphones may be used for noise cancelling or for study music. During class, headphones must not be used without teacher permission.

(2) Personal Device Management

- **Carry permission:** In addition to the two permitted learning devices, DP students may bring a maximum of one mobile phone to school. All other smart electronic devices including but not limited to smartwatches, smart glasses and additional tablets are not permitted.
- **Usage scenarios:** The phone must be handed to the homeroom teacher upon arrival and collected at dismissal. The phone cannot be used independently in any area on campus. On the school bus, the phone may only be used for calls and listening to music; gaming, social media, web browsing, and any other activity requiring sustained screen engagement are strictly prohibited.

3.Digital Citizenship Responsibilities

3.1 Standards of Conduct

- **Respect the dignity and rights of others.** Cyberbullying, harassment, threats, and any form of discriminatory speech are strictly prohibited.
- **Respect intellectual property rights;** may not store, transmit, or distribute copyrighted materials without authorization.

3.1 Standards of Conduct

- Uphold academic integrity. Plagiarism, cheating, and other forms of academic misconduct are prohibited.
- Use respectful and appropriate language in all communications, both online and offline.
- Report any inappropriate or suspicious online behaviors to teachers or administrators immediately.

3.2 Network and Information Security Responsibilities

- Students may not tamper with school networks or devices, bypass internet filters, or use any VPN other than the school-provided service.
- Cooperate with school administrators when a personal device inspection is required.
- Students may not use another person's hardware, accounts, subscriptions, or personal information without authorization.
- Students may not disclose personal or others' sensitive information online (e.g., name, address, photos, passwords).
- Students may not record others (audio or visual) or disseminate others' private information without consent.
- Accessing, storing, transmitting, or distributing any offensive, indecent, obscene, or pornographic materials is strictly prohibited.
- Students may not introduce computer viruses; students may not use BitTorrent, P2P, or other software to share copyrighted files over the XLIS network.
- Students may not use virtual machines or alternative operating systems to conceal device activity.
- School systems may not be used for commercial gain, political purposes, illegal activities, impersonation of others, or the promotion of violence.

3.3 AI Tool Usage Guidelines

- AI tools may only be used to enhance learning and creativity. They must not replace students' independent completion of assignments, projects, or assessments.
- AI tools may only be used when explicitly permitted by the teacher for specific assignments or activities, in which case the teacher may set out specific rules for their use.
- Students may not enter personal, sensitive, or personally identifiable information into any AI platform.

- Only XLIS-approved AI tools may be used, and only on school-approved devices, for learning purposes.
- Over-reliance on AI-generated content, and any failure to cite AI usage, will be treated as a violation of the school's Academic Integrity Policy.

3.4 Care and Responsibility for School Equipment

- Take care of all school-provided teaching equipment and devices borrowed from the ICT department as if they were your personal property.
- When not in use, store devices in a safe and secure location to prevent damage, loss, or theft.
- Adhere strictly to all device usage instructions and operating procedures.
- Any damage, malfunction, or loss of equipment must be reported to the ICT department immediately.
- In accordance with the school's assets policy, students are responsible for any repair or replacement costs arising from damage, loss, or misuse caused by the student.

4. Addressing Policy Breaches

Where a breach of this policy occurs, it will be addressed through the school's Restorative Practices Policy. All divisions are expected to maintain consistent records of any such instances and to follow the established procedures for responding to them.

Type of Breach	Corresponding Behavior Level	Consequences
1.Failure to prepare learning devices properly. This includes a laptop or tablet battery that is not sufficiently charged, system or software that has not been updated, insufficient storage space, lost digital assignment files, and failure to install required learning software. 2. Improper use of learning devices This includes using learning devices to play games, browse social media, watch videos, or browse content unrelated to coursework.	Level 1 (Minor/Infrequent)	• One-on-one conference with teacher • Student reflection • Devices are kept by the homeroom teacher until dismissal, when students may collect them.

Type of Breach	Corresponding Behavior Level	Consequences
1. Violation of personal device management rules This includes bringing personal devices such as mobile phones, smart-watches, smart glasses, or additional tablets without prior application and approval; failing to hand in an approved mobile phone or watch to the homeroom teacher on time; and retrieving a personal device without permission. 2. Improper use of personal devices This includes using a mobile phone or watch without permission and using a mobile phone or watch for entertainment or social media rather than for emergency communication.	Level 2 (Persistent/Repeated)	• Student reflection • Loss of privileges (e.g., restricted device use for a set period) • Joint conference with homeroom teacher and counsellor • Individual behaviour improvement plan • Behaviour report sent to parents • Devices are held by the homeroom teacher and will only be released to a parent or guardian.
Severe misuse of electronic devices This includes using a VPN to bypass the school network filter; using electronic devices to cheat; photographing, recording, or disseminating others' private information or classroom and exam content without permission; gaining unauthorized access to others' computers or accounts; engaging in cyber fraud; spreading rumors or malicious information; using electronic devices to participate in cyberbullying; and causing severe damage to school electronic devices.	Level 3 (Severe/Illegal)	Behaviour report sent to parents • Suspension • Tripartite conference with principal, counselor, and parents • In-school probation • Expulsion may be considered for cases involving illegal activity, severe harm to others, or repeated Level 3 violations • Devices are held by the principal and will only be released when a parent or guardian attends a meeting at the school.

Notes:

1. Students with 2 or more cumulative Level 2 violations or 1 Level 3 violation will have their personal device carrying privileges revoked for 1–3 months. In particularly serious cases, learning device carrying privileges may also be revoked, in which case the student will use school-provided devices during school hours.
2. Special Provision for DP Students: Due to the strong dependence of DP coursework and assessments on electronic devices, learning devices will not be confiscated in principle. For Level 3 violations, a Device Usage Restriction Agreement shall be signed by the DP Coordinator, parents, and the student, specifying daily usage times and supervision arrangements. In serious cases, the learning device will be retained by the homeroom teacher and issued only during classroom teaching hours. All violations will be recorded in the student's behaviour file, which may affect university recommendations and eligibility for internal awards.

5. Teacher Supervision Responsibilities

5.1 Tiered Supervision Responsibility System

- **Division Principals:** Serve as the overall responsible party for the implementation of this policy within the division; review and approve special applications for personal device carrying; oversee the handling of Level 3 violations and convene tripartite conferences with parents and counsellors; ensure consistent enforcement of the policy across all grade levels; provide support and resources for teachers in managing device-related issues.
- **Classroom Teachers:** Primary responsible party for in-class device usage; authorised to take away devices involved in violations, hold them for the remainder of the day, and document the incident; prepare alternative learning tasks for students who temporarily lose device privileges; may not require students to use personal devices to register for apps or complete surveys.
- **Homeroom Teachers:** Responsible for daily collection and safekeeping of approved personal devices, with unified return at dismissal; directly responsible for approving personal device carry requests and ensuring compliant usage; promptly update electronic device violations in the student behaviour record system.
- **Bus Supervisors:** Responsible for device management throughout the bus ride; immediately stop and document violations; submit violation records to the division by 9:00 AM daily; Serve as the primary point of contact for parent emergencies involving students on the school bus.
- **All Staff:** All staff are responsible for supervising student electronic device usage in public campus areas; immediately stop violations and report to the student's homeroom teacher or division principal.

5.2 Supervision Requirements

- All supervisors must strictly implement this policy and may not arbitrarily relax or raise standards.
- Maintain complete violation records to ensure traceability of the handling process.

6. Home and Community Collaboration

6.1 Parent Responsibilities

- On-Campus Management: Supervise students to carry devices in accordance with grade-level requirements; ensure learning devices have only teaching-essential software (Microsoft Office, browsers, etc.) installed; ECE–MYP students must submit a written application and sign the annual Mobile Phone/Watch Permission Form before bringing such devices to school if needed.
- Home Management: Assume primary guardianship responsibility for students' home electronic device usage; reasonably arrange students' home device usage time for learning and leisure with reference to school screen time and homework requirements.
- Educational Guidance: Cooperate with the school in digital citizenship education to cultivate students' healthy digital habits and cybersecurity awareness.
- Violation Cooperation: Actively cooperate with the school in handling student violations and jointly develop improvement plans; guide students to correctly understand the impact of their violations.

6.2 Family Device Management Support

For families requiring guidance on managing their child's use of digital devices at home, the school will initiate a progressive support and communication process to help students develop good digital usage habits.

- Initial communication with the homeroom teacher to understand family circumstances and clarify improvement directions.
- Special exchange with the division principal to jointly analyze root causes and develop preliminary support plans.
- Collaborative guidance from the Head of School/Deputy Head of School to provide personalized home education advice and resources.
- The school will provide digital education knowledge to parents through parent workshops, online resources, and other channels.
- Encourage parents to participate in school digital environment governance and put forward reasonable suggestions.
- Collaborate with the community to create a healthy and safe digital growth environment for adolescents.

ACCESS 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 show their staff cards when entering the campus and to wear the card during the school day.

2.XLIS Property Staff Entry System

2.1 Property 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. Property staff vehicles will enter the school basement through the west entrance and will not be allowed to enter through the east entrance.

2.2 Property 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 CCA).

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 class. 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 After school, students who need to return to school for any reason must be permitted by the appropriate teacher, otherwise the gatekeeper 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 and invitations to enter the campus during open days. Gatekeepers 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 required to enter the campus on school open days, parent-teacher conferences, or other large events, they shall be guided by security personnel and their vehicles shall be parked in designated spaces in an orderly manner.

6.XLIS School Gate duties

6.1 The school gate is on 24-hour duty and is managed by full-time security personnel. Gates are closed except during school drop-off and pick-up, open days and large school events.

6.2 The school gatekeepers should strictly implement the school visitor registration system. Visitors should write down the time and reason for entering the school, and the gatekeeper should contact the relevant departments and be confirmed before entering the school, otherwise they are not allowed to enter the campus. Gatekeepers should effectively take responsibility for registration and not replace registration with verbal inquiries.

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 personnel must remain at their posts at all times during their shifts and are prohibited from leaving without permission. They should not engage in activities unrelated to their duties and must continuously monitor individuals entering and exiting the campus, as well as the surroundings of the duty 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2026-2027学年教职工名单表

Xi'an Liangjiatan International School 2026-2027 Staff Name List

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