



XIS Secondary School
Student Handbook
2025-2026



262 Xingbei San Lu, Jimei District, Xiamen, P.R.C.
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Dear XIS Secondary Students and Families,

Welcome to the school year 2025-26, it is a pleasure to serve as your secondary principal and I am excited to be starting my second year. In this handbook, you will find information about our programs, policies, and procedures at XIS.

There have been some minor revisions from the 2024-2025 handbook. There have been some updates to reflect changes in assessment, personnel, added information about athletics and activities participation and more information about student clubs.

As your principal, I am looking forward to building a shared partnership that is centred in exceptional student learning with our aspiration that we are all empowered, prepared, and confident community members.

If you have any questions or concerns, we encourage you to contact the school directly.

Sincerely,



Cal Stuart
Secondary School Principal



Contact Information for Xiamen International School
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1 Xiamen International School

1.1 Background

Xiamen International School (XIS) is a private, non-profit, Pre-Kindergarten through Grade 12 school located on the southeastern coast of the People's Republic of China (PRC), approximately 20 kilometers from the island of Xiamen. The school is situated on the mainland in the Xinglin district, which is connected to Xiamen Island by bridges.

Xiamen International School was established in 1997 by the Xiamen Municipal Government, Kodak, Mrs. Yang, and Dr. Bill Brown to offer schooling for children of expatriates residing in the Xiamen area. Xiamen International School is the first international school in Fujian Province to be legally authorized by the P.R.C. Education Ministry to accept children from the expatriate community. The school has been accredited multiple times by the Western Association of Schools and Colleges (WASC) as well as multiple authorizations by the International Baccalaureate Organization (IBO).

There is a seven-member board of directors composed of former Xiamen Municipal Government officials, local educators, Mrs. Yang, and a parent appointed by the school's board of directors. The Head of School directs operations with the assistance of a deputy headmaster (leading ancillary support staff and liaising between the school and the local government) and an elementary and a secondary principal.

Xiamen International School is a purpose-built school facility located on 8 acres of land in a suburb of Xiamen. The Xiamen Municipal Government donated the land for the school and guarantees its financial stability. XIS represents a major pillar in its strategy to attract foreign investment to the area. The school facility consists of three connected buildings housing all enrolled students from pre-kindergarten to grade 12. In addition to the well-resourced general classrooms, XIS students enjoy three art studios, two IT labs, a design lab, a 3-D printer lab, three music rooms (with several practice rooms attached), and three science labs. A large library, serving the XIS community, holds over 30,000 volumes. Nestled next to the library, on the ground floor of the elementary school building, is the newly constructed early childhood center with an adjacent free-play outdoor center.

On the east side of the XIS campus are a full-sized soccer pitch, several outdoor multi-sport courts, a track, and a tennis court. On the top level of our facilities are our air-conditioned gymnasium and a heated indoor swimming pool.

1.2 Mission Statement and Core Values

Mission Statement

At XIS our mission is to inspire and develop confident, knowledgeable students who enjoy lifelong learning, demonstrate global awareness, and contribute compassionately to the world around them.

Core Values

Community - By showing care, kindness, and respect in a close-knit learning environment, the members of our community gain confidence to take on challenges, lead, and positively impact XIS, Xiamen, and our global communities.

International Mindedness - By valuing and embracing diversity in all forms, we become citizens of the world who are prepared to meet the challenges of an ever-changing landscape and who contribute to making the world a better place.

Balanced Learner - When approaching learning holistically, we acknowledge the entire person—the physical, emotional, social, intellectual, and artistic, thereby nurturing balance in life and learning.

Character - By acting with honesty and integrity, both virtues of character, we cultivate a life-long commitment to self-reflection and responsibility.

Lifelong Curiosity - At the heart of everything we do is learning in ways that promote natural curiosity and enjoyment of learning through authentic, inquiry-based, creative, and project-based learning experiences.



1.3 IB Learner Profile

XIS is an IB World school offering the International Baccalaureate at three levels:

- Primary Years Program (PYP)
- Middle Years Program (MYP)
- Diploma Program (DP)

The IB Learner Profile is a central component of all academic programs.



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. | 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. |
| 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. | 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. |
| 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. | 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. |
| 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. | 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. |
| 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. | 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.

 International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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1.4 School-Wide Learner Outcomes (SLOs)



XIAMEN
INTERNATIONAL
SCHOOL
厦门国际学校

SCHOOLWIDE LEARNER OUTCOMES /ATLS

Students will become critical, creative, and reflective THINKERS who:

- Analyse and evaluate issues and ideas.
- Generate novel ideas and consider new perspectives.
- Use skills and knowledge in multiple contexts.
- Use thinking skills to reflect on the process of learning.

Students will become multi-literate, effective COMMUNICATORS who:

- Are capable listeners, interpreters, and speakers.
- Read, write, and use language to gather and communicate information.
- Communicate using technology to gather, investigate and share information.

Students will become empathetic and respectful COLLABORATORS who:

- Develop positive interpersonal relationships;
- Acknowledge others' ideas and perspectives.
- Actively contribute to group outcomes and goals.

Students will become mindful, resilient, and RESPONSIBLE LEARNERS who:

- Manage time and tasks effectively.
- Use strategies that manage states of mind.

Students will become ETHICAL RESEARCHERS who:

- Plan, gather and record data, synthesize, interpret, evaluate and communicate information.
- Interact with media to use and create ideas and information.
- Ethically use information to communicate about local and global issues.



1.5 Student Rights and Responsibilities

The IB Programme aims 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 members of the XIS community, all students have certain rights and responsibilities. All students are expected to abide by these expectations and to "*do unto others as you would have them do unto you.*"

| Student Rights | Student Responsibilities |
|--|---|
| I. Respect I have the right to be respected as an individual. <i>Therefore, I expect respectful treatment from others and acceptance by others. I expect not to be hurt, ridiculed, or subjected to gossip.</i> | I have the responsibility to show respect to everyone. <i>Therefore, I will be respectful, considerate, and supportive of everyone at school. I will not participate in name-calling, gossiping, teasing, or intimidating others.</i> |
| II. Learning Environment I have the right to learn to the best of my ability. I have the right to a good learning environment. <i>Therefore, I expect to have my lessons taught well in a productive class setting.</i> | I have the responsibility to do my best work and help others do their best. <i>Therefore, I will listen and follow directions, ask for explanations when I need help, disturb no one in class, arrive at class on time, and turn in neat, carefully planned, completed work.</i> |
| III. Expression I have the right to respectfully express myself. <i>Therefore, I expect to share my ideas with others and discuss my problems with people in positions of authority.</i> | I have the responsibility to support the rights of others to express themselves and to express myself appropriately. <i>Therefore, I will listen politely when others are presenting or sharing their ideas and show respect for others' work.</i> |
| IV. Property I have the right to have my property and the property of others treated with respect. <i>Therefore, I expect my property to be safe and left undisturbed by others.</i> | I have the responsibility to respect my own and other people's property. <i>Therefore, I will use school property in a manner for which it was designed and handle other people's property only with their permission. I will keep my property where it belongs, in a safe and organized manner.</i> |

Continued

| Student Rights | Student Responsibilities |
|--|---|
| V. Safety I have the right to a physically safe school environment. <i>Therefore, I expect to move throughout the school without being disturbed or concerned for my safety.</i> | I have the responsibility of acting safely. <i>Therefore, I will move from class to class without pushing, shoving, running, or bothering others. I will exercise common sense and play in a manner that does not endanger others. I will recognize the danger of "play fighting" and will choose not to engage in it.</i> |
| VI. Sportsmanship I have the right to play in an environment where everyone uses good sportsmanship. <i>Therefore, I expect to be included in activities and to have my turn with school equipment.</i> | I have the responsibility to be a good sport. <i>Therefore, I will let everyone participate in activities, share equipment with others and play fairly. I will settle differences without losing my temper, name-calling, swearing or fighting.</i> |
| VII. Safe Transport I have the right to safe and respectful treatment on the school bus. <i>Therefore, I expect to have a calm and orderly entry, ride and exit on the bus.</i> | I have the responsibility to follow all bus rules and regulations and to always respect the right of others to a safe and orderly journey <i>Therefore, I will not enter, ride, or exit the bus in any way which disturbs the right of others to a safe and orderly journey.</i> |
| VIII. Conservation I have the right to a clean environment that is respected by its inhabitants. <i>Therefore, I expect to inhabit a clean school where everyone respects and makes efficient use of their resources.</i> | I have the responsibility to respect the school environment and to help protect and conserve the resources at my disposal. <i>Therefore, I will not litter. I will not waste school supplies. I will recycle as directed and try to save energy by turning off lights and other electrical appliances when not needed.</i> |



2 General Information

2.1 Secondary School Directory

School Main Office

262 Xingbei San Lu
Xinglin, Xiamen 361022
+86 592 625 6581

Head of School

Inna Klein

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Secondary School Office

Principal

Cal Stuart

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Secretary

Myra Chen

myrachen@xischina.com.cn

IB MYP Coordinator

Laura Bell

laurabell@xischina.com.cn

IB DP Coordinator

Jacob Wagner

jacobwagner@xischina.com.cn

Counselor

Paula Zhou

paulazhou@xischina.com.cn

Athletics Director

Ed Go

edmundgo@xischina.com.cn

Service-Learning Coordinator

Juby Liao

jubyliao@xischina.com.cn

Technology Coordinator

James Gleeson

jamesgleeson@xischina.com.cn

2.2 Social/Emotional Concerns

XIS counselors have extensive training and experience in helping students who are struggling with social/emotional issues. The Secondary counselor works in confidence with students to help identify and implement strategies to deal with issues affecting personal life and interactions with others. If you need someone to talk to in a supportive, trusting setting, please contact Ms. Terrey Hoosain. If you know of someone else who could benefit from this, please encourage them to reach out.

2.3 Perceived Problems with a Teacher, Coach, or Course

Students who approach and solve their problems develop more positive self-esteem and will be better prepared to face future challenges.

Examples of Perceived Problems:

- My teacher always gives me low scores
- I can't understand my teacher
- My teacher ignores me / picks on me
- My teacher makes comments I find inappropriate
- My teacher never provides feedback on my work
- My teacher scares me
- I find this subject boring
- My coach is unfair

We always want to be optimistic but there will certainly be times you think that things could be going better in school. If your situation does not improve, you need to be proactive and advocate for yourself to fix it.

Where to start

- Don't wait for perceptions or concerns to get better without intervention. They rarely do;
- Approach your teacher directly and as soon as possible. It is a good idea to talk through what you are going to say with your parents, a counselor, or another adult you trust;
- Identify what is bothering you and be very specific in establishing what it is that has made you feel this way. Talking like this with an adult may be enough to resolve the situation;
- Consider writing a statement that tells your teacher how you feel and why. For example:
 - "I feel I am not learning since my grades are so low. How can I improve?"
 - "I don't understand the work we are doing in class and even when I ask for help, I still do not understand, I am keen to get better. What do you suggest?"
 - "I feel it was unfair that my work is very similar to another person's, but I scored lower. Can you please explain what I need to do to improve?"

How to meet

- Be respectful at all times. This is an expectation;
- Let your teacher know in advance that you want to speak with them when they have time. Pick an appropriate time to address your teacher. This is vital;
- Do not raise the issue during a lesson in front of your classmates;
- Listen carefully to the answers given. You should be able to explain the conversation to your parents. If you do not understand, ask the question again politely. Write down the answers given.



Happily, most problems are resolved without the need for a formal meeting. There may still be times where further discussion is necessary or you would like a counselor, the principal, or another adult to help you. Open communication is important so do not hide details from anyone involved.

If you are still concerned, let your teacher know this as they too will want to work towards a long-term solution. Make sure you keep talking.

2.4 Channels of Communication

ManageBac

XIS uses the [ManageBac](#) software platform to track attendance, behavior, and academic performance. All report cards and MAP assessment results are also published through ManageBac. Students use ManageBac to track learning, keep track of upcoming assessments, and submit assignments. XIS encourages your parents to use ManageBac to continuously track the progress of students by viewing assignment feedback and other information provided by teachers.

MS Teams

MS Teams is primarily used by teachers to communicate information to students. Teams can be used to send messages, distribute files, and make video calls. Meetings through MS Teams are the default method of classroom instruction during periods of online learning when the campus is closed. MS Teams is also used to conduct information webinars for parents, parent conferences, and meetings. Students can use MS Teams to chat with each other and their teachers. The language and tone of all chats should be similar to that of student conversations in the classroom.

Email

All faculty, staff, and students have a *name@xischina.com.cn* email address. Parent email addresses can be accessed through ManageBac and the Open Apli software system that is used to manage student information. Any communications sent by email (ManageBac notifications, Newsletters, etc) rely on the Open Apli database so parent email addresses must be current.



2.5 Who to contact

| Topics | I should ask.... | Contact Information |
|-----------------------------------|--|---|
| Absences & Attendance | Myra Chen Secondary Office | myrachen@xischina.com.cn +86-592-6256581-126 |
| Admissions | Julia Su Admissions Coordinator | juliasu@xischina.com.cn +86-592-6256581 |
| After School Programs (APs) | Lu Gang Activities Coordinator | reggielu@xischina.com.cn |
| Athletics | Ed Go Athletics Director | edmundgo@xischina.com.cn |
| Address Change | Julia Su Admissions Coordinator | juliasu@xischina.com.cn +86-592-6256581 |
| Bus Transportation | Wendy Lin Transportation Coordinator | wendylin@xischina.com.cn +86-592-6256581 |
| Certificate of Enrollment | Julia Su Admissions Coordinator | juliasu@xischina.com.cn +86-592-6256581 |
| Counseling & College Applications | Paula Zhou Secondary Counselor | paulazhou@xischina.com.cn |
| Courses and Homework | Individual Teachers | See faculty directory |
| Discipline | Cal Stuart Secondary Principal | calstuart@xischina.com.cn +86- 198-59203122 |
| English Language Acquisition | Vickie Cai ESL HoD | vickiecai@xischina.com.cn |
| Finances and Tuition | Linda Lin Finance Director | lindalin@xischina.com.cn |
| Grades & Reports | Individual Teachers | See faculty directory |
| Graduation | Cal Stuart Secondary Principal | calstuart@xischina.com.cn +86- 157-11551076 |
| Health Information | Mary Yang School Nurse | maryyang@xischina.com.cn |
| IB Diploma Programme | Jacob Wagner IB DP Coordinator | jacobwagner@xischina.com.cn |
| IB Middle Years Programme | Laura Bell IB MYP Coordinator | laurabell@xischina.com.cn |
| Library | Librarian (TBD) | ninagressley@xischina.com.cn |
| Lost and Found, Lockers | Myra Chen Secondary Office | myrachen@xischina.com.cn +86-592-6256581-126 |
| SAT/PSAT | Paula Zhou Secondary Counselor | paulazhou@xischina.com.cn |
| Technology | James Gleeson Technology Coordinator | jamesgleeson@xischina.com.cn |
| Week Without Walls | Kevin Klein WWW's Coordinator | kevinklein@xischina.com.cn |
| Withdrawal from School | Julia Su Admissions Coordinator | juliasu@xischina.com.cn |

2.6 Faculty Directory

Heads of Academic Departments

| | |
|-------------------------------|-------------------|
| English | Sal Gugliotta |
| Mandarin | Daisy Li |
| Mathematics | Meta Dispini |
| Individuals and Societies | Emily Cornet |
| Science | Marqurite McCurdy |
| English Language Acquisition | Inna Klein |
| Art and Design | Meeta Bhagtani |
| Music | James Kerr |
| Physical and Health Education | Cal Stuart |

Faculty Directory

| Faculty | Department | Email Address |
|----------------------|-------------------------|------------------------------------|
| Caciobanu, Ari | Science | aristicaciobanu@xischina.com.cn |
| Bell, Laura | English | laurabell@xischina.com.cn |
| Bhagtani, Meeta | Art/Design | meetabhagtani@xischina.com.cn |
| Cornet, Emily | Individuals & Societies | emilycornet@xischina.com.cn |
| Dickerson, Andrew | Individuals & Societies | andrewdickerson@xischina.com.cn |
| Dispini, Meta | Math | metadispini@xischina.com.cn |
| Gleeson, Liezl | ELA & English | liezlgleeson@xischina.com.cn |
| Go, Edmund | PHE | edmundgo@xischina.com.cn |
| Gugliotta, Salvatore | English | salvatoregugliotta@xischina.com.cn |
| Gulev, Duygu | Science | duygugulev@xischina.com.cn |
| Pardon, Jules | Music | julespardon@xischina.com.cn |
| Zhou, Paula | Counselor | paulazhou@xischina.com.cn |
| Hsu, Grace | Art/Design | gracehsu@xischina.com.cn |
| De Beer, Colin | Math | colindebeer@xischina.com.cn |
| Kerr, James | Music | jameskerr@xischina.com.cn |
| Klein, Kevin | Math | kevinklein@xischina.com.cn |
| Lee, Jooyoung | Korean | jooyounglee@xischina.com.cn |
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| McCarthy, Paul | Individuals & Societies | paulmccarthy@xischina.com.cn |

| | | |
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2.7 Secondary School Daily Schedule

| | Monday, Friday | Tuesday, Thursday | Wednesday |
|--------------|-----------------------|--|---------------------|
| Period 1 | 8:30 – 9:40 | 8:30 – 9:40 | 8:30 – 9:40 |
| Break | 9:40 – 9:55 | 9:40 – 9:55 | 9:40 – 9:55 |
| Period 2 | 9:55-11:00 | 9:55-11:00 | 9:55-11:00 |
| Period 3 | 11:10 – 12:15 | 11:10 – 12:15 | 11:10 – 12:15 |
| Lunch | 12:15 – 1:00 | 12:15 – 1:00 | 12:15 – 1:00 |
| Period 4 | 1:00 – 2:05 | 1:00 – 2:05 | 1:00 – 2:05 |
| Period 5 | 2:10 – 2:40 HR/SA/CAS | 2:10 – 3:15 | 2:10 – 3:15 |
| After-School | Athletics practices | After-School Activity Program (APs) U19 Athletics Practices | Athletics Practices |

2.8 Attendance

Understandings

The school values attendance and punctuality and expects students to be present every day. Classroom activities, discussions, laboratory work, group work, and presentations cannot be duplicated or replaced by simply making up assignments. To receive the maximum benefit of the education provided, students are expected to understand the following:

1. Students are expected to make up missed learning for any absences or tardies.
2. A student who misses more than nine days of school per semester may not receive a grade on his/her report card. A middle school student who misses 18 days in a school year may risk their promotion to the next grade. A high school student who misses 18 days in a school year may not receive credit towards graduation.

3. All absences due to personal, family, visa, travel, etc, reasons are included in the total absence count. School-sponsored events like field trips or tournaments are not considered in the absence count; however, a poor attendance record may limit student participation especially where academics are a concern.
4. A good attendance record is considered a prerequisite for honor roll status and eligibility for any academic awards.

Notes

- The school will track and record all absences and tardies which will be included in mid-year and end-of-year report cards;
- The school will notify parents after 5 absences within a semester.

Online Learning

Online classes are only provided for students when the XIS campus is closed. In the event of campus closure, students should follow their regular class schedule and join their teacher in MS Teams meetings. XIS does not provide online classes to absent students due to extended holidays or other non-essential travel. These missed days are treated like normal absences. Students are expected to make up missed assignments and should be proactive about contacting teachers with questions or concerns.

Arriving Late to School

Late arrivals must check in so that the school administration is aware the student is on campus. This is required for emergencies and other safeguarding procedures.

Students who arrive a few minutes late to school should immediately proceed to their HR class and notify their teacher of arrival. The HR teacher will mark them late to school when taking HR attendance. If a student arrives at school after HR ends at 8:40 AM, they will not be admitted to their Period 1 (or later) class without a late pass. This pass is obtained from Ms. Chen in the Secondary Office. Excessive tardies may incur the following consequences:

- warning letter
- after school detention
- meeting with parents
- Saturday detention
- in-school suspension

Notifying School of Student Absence

All absences require parent notification. Please have your parents contact Myra Chen at 625-6581 or 625-6583 or by email, at myrachen@xischina.com.cn before 9:00 AM on the day of the absence. Your parents should also contact the school if they know in advance that you will be gone for several days. A Prearranged Absence form is required to notify teachers who will work with students to minimize the absence's impact.

Absences due to Attendance at School Events

Participation in sports tournaments, field trips, or other school-sanctioned events is not considered an absence from school. Students absent for these events must complete the Pre-Arranged Absence form to ensure they know what assignments are required and any due dates. Students are encouraged to meet with class teachers during break or lunch to discuss their make-up work plans.

Important Notes

- A student who is absent from any regular classes on the same day of any scheduled practice, competition, or other after-school events may not participate on that day;
- Students with poor attendance records may not be allowed to participate in school events that require them to miss additional days of classes.
- Students who do not participate in Week Without Walls travel will not be permitted to travel to any other athletics competitions, conferences etc away from Xiamen.

Extended Absences

Students who are missing two or more days of school due to a planned absence (travel, sports, etc) must notify the school well in advance and complete a Pre-Arranged Absence form. This will happen automatically if the absence is for a school sponsored event.

Leaving School During Scheduled Class Time

Students leaving early must sign out in the Secondary Office to receive a Permission to Leave Campus slip which is required to exit the school grounds. A parent will need to notify the Secondary Office to provide permission. If a student becomes ill during the school day, the school will contact the parent(s) and inform them of the situation. At this time the school and parents will decide if the student needs to be sent home.

Grade 9-12 (high school) students are permitted to exit campus on Tuesday and Thursday during AP time as they are not obligated to participate. Students will need to show their ID card to the security guard and ARE NOT permitted to reenter campus once they have left.

2.9 Transportation

Student drop-off and pick-up

Students being dropped off by cars should not arrive at school before 8:05 am and no later than 8:25 am. Students who are picked up by cars should be picked up promptly. If parents are late, students should not leave the gatehouse area until parents arrive.

School Busing

Overview

XIS transportation services are arranged as a courtesy to XIS families and follow strict rules set by the local government. Busing for students is not guaranteed and is subject to cancellation at any point.

- All XIS buses have seat belts and are regularly checked and maintained for safety;
- All XIS bus drivers are certified and trained to provide safe transport;
- All buses carry a bus monitor who speaks both English and Chinese and is responsible for seeing students safely onto and off of the bus and for maintaining discipline;
- The exact times for pick up or drop off can vary subject to local traffic and construction;
- Parents may not travel on school buses with students;
- Students are not allowed to change buses or bus stops;
- Bus departure times cannot be delayed. The buses will not wait for Secondary students who are slow leaving school.

Bus Rules

- All students must be seated at all times when the bus is moving;
- Students may not open the windows at any time;
- No one is allowed to eat while on the bus. Students are allowed to drink water only;
- Everyone must speak quietly and use appropriate language while on the bus;

- Students who do not respect or listen to the bus monitors will be reported to the principal;
- Students will not be let off the bus before their regular stop for any reason unless it is an emergency. The bus monitor will assess and decide how to act in any unusual situations.

3 Academic Program

For administration purposes, the Secondary academic year is divided into two, 18-week semesters. While the majority of courses run for the full academic year, there are half-year (semester) long classes (for example MYP Music and MYP Visual Art).

A typical course will have three 65-minute long classes each week. Some classes meet less frequently (MYP Design and PHE meet twice per week) while IB Higher Level courses have an extra class every two weeks.

3.1 Graduation Requirements

The minimum number of credits required for an XIS Secondary School graduation diploma is 24. In grades 9-12, each successfully completed year-long course earns a single (1.0) credit. In addition:

- Semester courses are awarded half (0.5) a credit;
- The IB Theory of Knowledge course receives 0.5 credits in grade 11 and 0.5 credits in grade 12 for a combined total of 1.0 credits.
- Successfully completed courses from prior accredited schools or online institutions (Pamoja etc.) may be transferred to the XIS academic record as course credit equivalents.
- Passing grades from prior schools can be considered for a maximum transfer value of 8.0 credits per year.
- Applications for credit transfer require an official transcript (or equivalent suitable record) and are subject to a credit transfer audit process.

| XIS GRADUATION REQUIREMENTS | |
|---|---|
| XIS offers an IB DP program and a US high school diploma for which a minimum of 24 credits are required. | |
| English | 4 |
| Mathematics | 4 |
| Science | 3 |
| Humanities | 3 |
| Arts | 1 |
| PE/Health | 2 |
| Technology | 1 |
| Other Language | 2 |
| Electives | 4 |

An XIS passing grade is a final grade of 3 or greater on the IB 1-7 grading scale.

For more information on assessment, please see section [3.6 Assessment](#).

Other requirements and guidelines

1. MYP students are required to be enrolled in a minimum of 8 courses each semester.
2. Grade 11/12 students must be enrolled in a minimum of 6 courses each semester.
3. Credit is only awarded upon completion of all course requirements.
4. Graduating students who are not in good standing with the school for behavioral or other concerns may not be allowed to participate in the graduation ceremony

There are three possible pathways to graduation:

1. **XIS Diploma with the IB Diploma** – students successfully complete the requirements of the XIS Diploma and the International Baccalaureate diploma. Graduates receive an IB Diploma (from the IBO) in addition to the XIS Diploma.
2. **XIS Diploma with IB certificates** – students successfully complete the minimum credit requirements for the XIS Diploma but do not meet the full requirements of the IB Diploma. These students complete all course requirements and then choose to write the external examinations for one or more of the DP courses studied.
3. **XIS Diploma only** – students successfully complete the minimum credit requirements and are awarded the XIS diploma which is the equivalent of a US high school diploma.

In general, we advise our 11th-grade students to enroll in the most academically rigorous program possible to build the most competitive “resume” for university applications.

A *certificate of attendance* will be granted to students who have completed four years of high school but do not meet the specific requirements for the XIS diploma.

Transcripts

A transcript is an academic record of the years a student attends XIS, the courses taken, and the final (1-7) grades in each course. Transcripts are required for college/university applications and are often requested when a student leaves XIS to continue their secondary schooling elsewhere.

Transcripts designate the courses completed in grades 9 and 10 as IB MYP. Courses completed in grades 11 and 12 are designated as IB DP with either standard level (SL) or higher level (HL) included in the course name. Students completing a modified IB DP course may have the IB DP designation removed depending on the extent of the modifications. In general, course modifications include, but are not limited to:

- Reducing course requirements - for example, not requiring the full IB IA (internal assessment) component, or the study of an option topic, etc;
- Modified assessments or grading rubrics that are less rigorous than the IB standard.

To be considered an official record, digital transcripts are usually sent by XIS directly to the institution that requires the document. For colleges and universities, this is usually done by the school counselor through BridgeU or another electronic portal. Hard copies of the transcript can also be provided. The hard copy is often required to be hand stamped and signed, then placed in a sealed envelope to be forwarded to the institution requiring the document.

Students who require transcripts should make requests well in advance to the Secondary Principal. Please ensure you understand the requirements of the institution before making your request. A transcript will only reflect grades at the mid-year or end-of-year times when grades have been generated. While transcripts are generally reserved for high school (9-12) grades, a special

transcript can be prepared that includes middle school (6-8) course records. If you have specific transcript requirements, do not delay in making your request.

Credit recovery at XIS

Credit recovery background info

Credit recovery is a strategy that encourages at-risk students to re-take a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements.

Credit recovery can come in many forms, online-only, a hybrid model blending online support with an in-person facilitator, and in-person within a traditional classroom. However, it has been found that students in online courses scored lower on an end-of-course assessment and received lower grades than students assigned to an in-person course.

If students successfully complete their credit recovery, they will be awarded a 'P' for passing on their transcript and not be given a final grade. This 'P' will then be on any transcript that is generated for the student by the school.

Credit recovery at XIS

The credit recovery is equivalent to the failed course, and any assignment for the recovery should reflect that.

G9-11 students will attend the Credit Recovery AP on both Tuesday and Thursday in the first session of the next academic year. During the AP, they will work on completing the assignments that teachers have provided. The teacher supporting the AP will monitor students' progress to ensure the academic integrity of any assessments produced by the students.

For G9 and 10 students, they will have an assignment(s) that cover all 4 criteria of their failed subject. The assignment criteria will be limited to the 1-2 and 3-4 levels, as students will receive a P for passing with a 3 or above and not a 1-7 level.

For G11 students, they should complete assignments allowing them to demonstrate the level 3 grade descriptor for that subject at standard level. These assignments can take the form of projects and/or exams that allow students to be engaged with the credit recovery course for the 10-week period.

G12 students will have credit recovery exams to complete before the end of the G12 academic year. This is to ensure that transcripts for any university/college applications can be generated by the school in a timely fashion and allow students a chance to make up the credits to allow them to graduate with their peers.

Academic Awards

XIS recognizes academic achievement in two ways:

Honor rolls

Overall excellence in academic achievement is recognized by the Head of School and Principal honor rolls. *Determination of honor roll status takes a holistic view of all the courses a student completes in an academic year.* There are no distinctions between full-year and semester courses, courses that meet twice or three times per week, or diploma program higher and standard level classes. Scores from the Personal Project, Theory of Knowledge course, and Extended Essay are not considered when determining honor roll status.

The lists are published at the end of each academic year. Students receive certificates to note their achievements.

- **The Head of School list** - students that achieve final (1-7) scores of 6 or 7 in all classes.
- **The Principal's list** - students that achieve final (1-7) scores of 5, 6, or 7 in all classes.

In addition, honor roll status may not be awarded to students with behavior concerns. Examples of situations that would likely affect honor roll status include major violations of the Code of Conduct, poor attendance, skipping classes, and academic dishonesty.

Subject Awards

Beginning in the 2021-2022 school year, XIS created subject awards to recognize the achievements of grade 11 and 12 students across the curriculum. These awards recognize contribution, passion, and scholarship in the following subject areas:

- Language and Literature
- Language Acquisition
- Mathematics
- Experimental Sciences
- Individuals and Societies (Humanities)
- The Arts

In addition, outstanding contributors (one male and one female) to athletics are recognized with the Lee Lin award.

The subject award winners are chosen by the teaching faculty. Each year, IB DP teachers nominate candidates who are then discussed until consensus is reached. The awards are intended to recognize high academic achievement in individuals who additionally demonstrate other outstanding qualities such as ingenuity, courage, creativity, perseverance, and leadership. Eligible students will have:

- Demonstrated considerable academic success in the subject area;
- Displayed a vigorous curiosity and passion for learning about the subject area;
- Served as a role model for their peers;

- Enhanced the learning experience of fellow students.

○

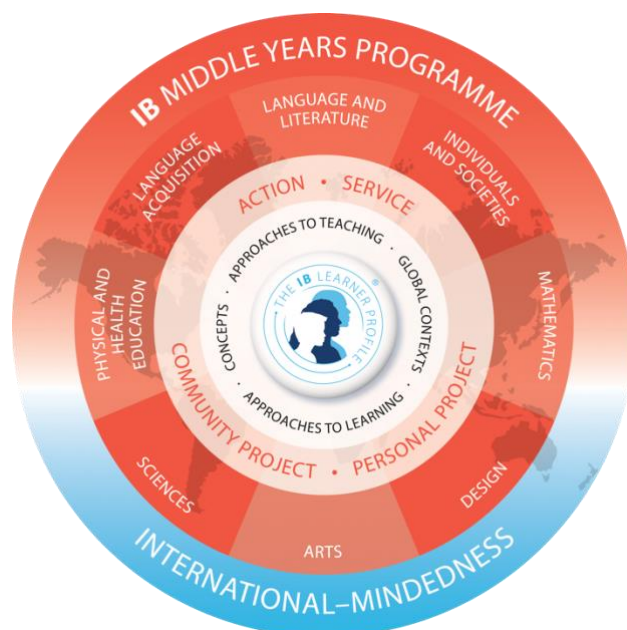
3.2 The International Baccalaureate Middle Years Programme (IB MYP)

The MYP is a course of study designed to meet the educational needs of students aged 11-16 years (Grades 6 to 10). It provides a broad, traditional foundation of knowledge while at the same time, it asks students to examine the relationships between subjects. Students question and evaluate information critically, seek out and explore the links between subjects, and develop an awareness of their place in the world. The program focuses on intercultural awareness and communication skills as crucial to every student's development. XIS was authorized to offer the MYP in 2004.

At the heart of the MYP is a commitment to structured inquiry as a vehicle for learning. The use of Key Concepts, Subject Specific Related Concepts, Global Contexts, Approaches to Learning, and the XIS Standards help teachers and children explore knowledge in the broadest sense of the word. They acquire and apply skills across disciplines while they develop an understanding of important concepts in Global Contexts. Another essential part of the program is the development of Approaches to Learning skills that promote social responsibility and good learning habits.

In the XIS Middle Years Program, Students:

- Study a range of different subjects in interesting ways.
- Are assessed with a wide range of methods.
- Make connections between subjects.
- Make connections with the real world.
- Grow into global citizens who care for the world.
- Will be prepared for the world beyond school and success in the future.



Curriculum Standards

The XIS MYP program is supported by a set of internationally recognized, rigorous standards including the Common Core Standards for Math and Language & Literature, the Next Generation Science Standards, CEFR, and ACTFL Language Acquisition Standards, ISTE standards for Design, and the Ontario standards for PHE, music, and visual arts.

MYP Program Courses

The MYP curriculum framework is comprised of eight subject groups. Students are enrolled in eight courses taken from these groups. The Subject Group links below provide more information from the IBO website.

| MYP Subject Groups | MYP Course Offerings and Descriptions |
|---|--|
| Language and Literature | English, Mandarin, Korean |
| Language Acquisition | English, Mandarin |
| Individuals and societies | Interdisciplinary courses covering History, Geography, etc |
| Sciences | Grades 6-9 study the units of Biology, Chemistry, Physics, and Earth/Space science. In grade 10 students choose between a Chemistry/Biology or Chemistry/Physics configuration |
| Mathematics | In grades 9 & 10 an “extended” mathematics option is provided for students who desire a more rigorous math program |
| The Arts | Visual Arts (0.5 year) & Music (0.5 year) |
| Physical and Health Education | An integrated sports, exercise, nutrition, and health course |
| Design | Digital Design and Product Design |

Personal Project

The MYP personal project is “a student-centered and age-appropriate practical exploration through a cycle of inquiry, action, and reflection, which allows students to consolidate their learning”. Students in grade 10 will spend a minimum of 25 hrs engaging in an investigation of a topic of their choice. Each student will work with a faculty advisor who facilitates the process, provides feedback, and ultimately evaluates the finished product.

The Personal Project is an opportunity for students to pursue a passion, address a topic or issue they feel is missing from their education, and share and present their learning to peers, faculty, and parents. Personal Project reports are assessed both internally and submitted to the IBO for moderation. A certificate of completion from the IBO is presented to each student who successfully completes the personal project. Personal Project assessment is included on student transcripts as part of the grade 10 record.

3.3 The International Baccalaureate Diploma Programme (IBDP)

The curriculum in grades 11-12 is centered on the IB Diploma Programme. The IB Diploma is a rigorous, academic high school program that is designed to broaden students' perspectives, strengthen key skills, and provide a challenge to students.

A successful IB Diploma student gains access to universities across the globe and is better prepared to succeed in future studies compared to their peers. Students become self-aware, critical thinkers who can effectively apply knowledge and understanding to new situations. IB Diploma students develop not only academically, but holistically, gaining an appreciation of internationalism, global issues, and serving the community. At XIS, we adopt an inclusive and accessible approach where all students are challenged to complete either the IB Diploma or IB Courses alongside their XIS High School Diploma. Both are academically challenging routes that provide pathways for continued study after high school.



DP Program Courses

At XIS, students in the 11th grade must choose six subjects from the following list to take at either Higher Level (HL) or Standard Level (SL). Students must choose one course from each group to qualify for the full diploma. They must take three HL and three SL courses. HL courses require more contact time so that students can either work on additional topics and/or study some topics in greater depth. How they will decide is based on the requirements for university courses, their ability in that area, and their enthusiasm for a particular subject area. More details about courses can be found in the XIS DP Handbook.

| DP Subject Groups | DP Course Offerings 2022-2023 |
|----------------------------------|--|
| Group 1: Language & Literature | English, Mandarin, Korean |
| Group 2: Language Acquisition | Chinese B, Mandarin Ab initio |
| Group 3: Individuals & Societies | Business Management, Environmental Systems & Societies (ESS), Psychology, Economics |
| Group 4: Experimental Sciences | Biology, Physics, Chemistry, Environmental Systems & Societies (ESS), Sports, Exercise & Health Science (SEHS) |
| Group 5: Mathematics | Mathematics: Analysis and Approaches Mathematics: Applications and Interpretations |
| Group 6: The Arts | Music, Visual Arts |

Other Course Options

To support a wide variety of subject choices, XIS provides access to Pamoja, an online provider of IB DP courses. Students engaging in a Pamoja course are required to work independently and

must be proactive and responsible learners. Past Pamoja courses taken by XIS students include Psychology, Economics, and Film.

Students may also engage in a self-study program for Language & Literature in their heritage language. For all of the above, see the IB DP Coordinator for more information.

IB Diploma Additional Requirements

In addition to choosing six subjects, the IB Diploma requires students to complete an extended essay, the CAS (Creativity, Activity, and Service) requirements, and follow a Theory of Knowledge (TOK) course. Students who complete all of these requirements are eligible for both an International Baccalaureate Diploma and a XIS diploma.

3.4 Schedule Changes

MYP course enrollments are structured to meet IB requirements and provide a well-balanced holistic education. In the MYP:

- Students are placed according to ability in language classes. Speaking, listening, reading, and writing skills are all considered when deciding on placement. Students should expect to be challenged by their placement and work on continuous progress from year to year;
- In grades 9 & 10, an extended Mathematics course is offered that provides increased depth and rigor beyond the regular Mathematics class. Students are placed according to ability by subject teachers;
- Grade 10 students can study science as either a Chemistry/Biology option or a Chemistry/Physics option. Students are encouraged to start thinking about their DP course choices in advance of making this decision.

DP course configurations are determined in the spring of Grade 10. Students have a wide variety of options but must consider IB Diploma requirements, courses being offered, and scheduling restrictions. It is not generally possible to support every student's ideal configuration.

Changing a course

Any course changes or concerns about placement should follow the following steps:

- Begin by having a conversation with your subject teacher
- Send an email to the MYP/DP coordinator and Counselor outlining your request.
- Proposed changes will be discussed with the student. All course changes will require the approval of your parents so they may be part of this discussion.
- If the change is acceptable and has minimal impact on the rest of your schedule, the change will take effect immediately.
- Larger impact changes may be accompanied by signed agreements and a transition plan.

The changing of courses during a school year is strongly discouraged. All changes should be carefully considered due to adverse academic consequences involving lost time, required make-up work, etc.

3.5 Home Learning

Home Learning for secondary students is considered essential practice and preparation for class. General guidelines for secondary homework are as follows:

| | |
|--------------|---------------------|
| Grades 6-8 | 60-90 minutes/day |
| Grades 9-10 | 90-120 minutes/day |
| Grades 11-12 | 120-180 minutes/day |

Home Learning is designed to supplement and extend class work. Teachers will ensure that all home learning is clearly explained so that you understand what to do. All home learning should be manageable and should not cause undue stress. Our teachers work collaboratively so that they are aware of the assignment loads being set by each other to ensure that the home learning is manageable. If you feel overwhelmed, you are encouraged to speak with your teacher. Take a moment first to reflect on your situation and ask yourself:

- Are you using your calendar to stay organized and you do not let assignments pile up?
- Are you effectively using any time allocated in your classes to complete assignments?

3.6 Assessment

Understandings

- Assessment is a continuous process that challenges students to demonstrate learning, receive feedback, and constantly improve.
- Assessment at XIS is generally categorized as “*formative*” – diagnostic tasks designed to help students identify and fill gaps in their understanding – and “*summative*” – comprehensive tasks which provide opportunities for students to demonstrate cumulative learnings after a particular course of study
- Ongoing assessment throughout a course provides regular feedback with indicators that measure student progress, support goal setting, and guide learning.
- Teachers primarily use the information collected from summative assessments to award levels of achievements against IB criteria; however, formative assessments are also used to support these decisions.
- At the end of a course, students receive a report that indicates a 1-7 grade for each course. This system has been developed by the International Baccalaureate and is used by many international schools around the world.
- Students are expected to complete all summative assessments throughout the year. Students may be required to stay in during lunch or after school to complete missing assessments.
- Academic honesty is expected behavior for all XIS students. Any incidents concerning academic integrity will be referred to the Secondary Principal.

Assessment in the MYP

The main objective of assessment in the MYP is to give feedback on learning. A variety of assessments may be used and are designed for appropriateness. They may include tests, essays, projects, speeches, presentations, experiments, observations, and reflections.

Assessment in each MYP course is based on four criteria. The MYP requires that students complete at least two summative assessments scored per criteria before a final grade can be assigned. Two assessments are the minimum and teachers are expected to use regular, varied, and multiple summative assessments throughout the school year to give students the best opportunity to demonstrate their level of achievement against criteria. The final score for individual criteria is determined at the end of the school year using a best-fit approach based on the collected assessment evidence of performance, growth, and progression.

MYP - Absences and Make-Up Opportunities

Summative assessments provide very important evidence that is used to determine your criterion and overall 1-7 scores. Each summative assessment you complete should be seen as a valuable opportunity to demonstrate your learning. If you are absent and miss an assessment date, you should complete the work for submission as soon as possible. Be proactive and contact your teacher to make arrangements to ensure you do not miss a chance to complete missing assignments. General guidelines for missed assessments include:

- If you missed a written in-class task, expect to complete the task immediately upon returning to school. This may happen in your next lesson, or outside of class (see below);
- Expect to be assigned to Mandatory Study Hall (MSH) until you submit the missing work. You may also be asked to come at lunch, in study hall, or miss practice after school;
- A teacher may provide an alternate (different) assessment for you to complete;
- Any missing assessments are evidence that you did not demonstrate your learning of certain topics or course content. This situation would adversely affect your scores.

IB MYP Criterion Assessment

Each criterion is assessed on a 1-8 scale:

- The target for each MYP criterion is a minimum of 2 opportunities for summative assessment in a full year course and 1-2 opportunities in a semester course (Art/Music);
- A level of 3 on an individual criterion is considered the minimum standard for success;
- A level below 4 indicates that this needs to be a focus area for learning for the student and additional support or learning is required;
- Teachers will apply a “best-fit” approach and use professional judgment to ensure the criteria scores represent a fair and holistic assessment of overall performance against course standards;
- The combined score (maximum 32) for the 4 criteria is then converted into an overall 1-7 grade (see the following table). This is the grade that appears on the final report;
- A final 1-7 grade of 3 is considered the minimum level to complete a course successfully.

Guide to the 1-7 grade scale

The IB 1-7 grade scale is used for IBDP (grades 11 and 12) reporting and final grades in the MYP (grades 6-10).

| Grade | MYP Criteria Score Total | Descriptor |
|-------|--------------------------|---|
| 7 | 28 - 32 | Produces high-quality, frequently innovative work. Communicates a 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. |
| 6 | 24 - 27 | Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently and with sophistication. Uses knowledge and skills in the familiar and unfamiliar classroom and real-world situations, often with independence. |
| 5 | 19 - 23 | Produces generally high-quality work. Communicates a 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. |
| 4 | 15 - 18 | Produces good-quality work. Communicates a 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. |
| 3 | 10 - 14 | Produces work of acceptable quality. Communicates a 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. |
| 2 | 6 - 9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. High School Diploma students who receive a 2 or below will not earn credit toward graduation in that class. |
| 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. |

Assessment in the DP

Students in the Diploma Programme will have a subject schedule of assessments provided by each subject teacher, which shall be overseen and coordinated by the IB Diploma Coordinator. Teachers are expected to use varied and multiple summative assessments to give students the best opportunity to demonstrate their level of achievement. Scoring of summative assessments is typically converted to the IB 1-7 scale. Grade boundaries are determined by each subject area and communicated to students.

DP - Absences and Make-Up Opportunities

Summative assessments provide important evidence used to determine your 1-7 scores. Each summative assessment you complete should be seen as a valuable opportunity to demonstrate your learning. Missing or failing to hand in assessments will affect not only report card grades but also predicted grades submitted to the IBO and any prospective colleges and universities. If you are absent and miss an assessment date, you should complete the work for submission as soon as possible. Be proactive and contact your teacher to make arrangements to ensure you do not miss a chance to complete missing assignments. General guidelines for missed assessments include:

- If you missed a written in-class task, expect to complete the task immediately upon returning to school. This may happen in your next lesson, or outside of class (see below);
- Do not expect make-up assessments to be the same as the original task. Your teacher will most likely provide an alternate test or assessment task;
- If you are late submitting a written assignment (like a lab report) that has been graded and returned to the rest of your class, you will most likely no longer be able to submit that work;
- Any missing assessments are evidence that you did not demonstrate your learning of certain topics or course content. Although we do not award "zero grades", this situation would adversely affect the determination of your overall score.

3.7 Academic At-Risk Procedures

Additional notifications to students and parents will be provided where there is concern about academic success. These notifications are issued sequentially to address escalating concerns and possible adverse consequences if the required improvements are not shown. In general:

1. A **Notification of Concern** email will be sent as early as possible to inform students and parents that there are concerns to address. Early indicators of concerns include: MYP students with criterion scores below 3 (or a total of less than 10) and DP students with grades of 3 or below
2. An **Academic At-Risk Letter** is a formal notification that a student is in danger of not achieving a minimum 1-7 final score of 3 in any class. This is considered the minimum standard for success and grades 9-12 is the score required to receive credit towards graduation. This notification is generally provided before March when there is still sufficient time for students to improve their academics.
3. **Notification of Academic Probation** letters are sent to students and parents at the end of the academic year. Students may be placed on academic probation for several different reasons. Each student's academic situation is considered individually before placing the student on probation. Possible reasons for being on academic probation include:
 - Grade 6-8 students score final grades less than 3 in one or more courses;
 - Grade 6-8 students have scores of 3 in four or more courses;
 - Grade 9-12 students who score final grades of less than 3 may be placed on probation for any situation where the student runs the risk of not meeting school graduation requirements (see [Section 3.1](#));

- Grade 11 IB candidates who are at risk of not receiving the IB diploma.

Conferences with the principal are held for students and parents when a student is placed on academic probation.

Our goal is to support the student so that improvement is seen in the subsequent school year and ensure a successful path to graduation.

Consequences of being placed on academic probation may include:

- Middle school students – if the required improvements are not shown during a probation year, promotion to the next grade level will be at the discretion of the principal;
- High school students – completion of summer make-up work (online credit recovery courses, additional prescribed learning tasks) will be essential where a student falls off-track for graduation.
- Grade 11 IB Diploma students – based on scores in DP classes and progress made in meeting the CAS, TOK, and EE requirements, a student may
 - be required to repeat grade 11/DP year 1
 - continue to grade 12 but not as an IB Diploma candidate.

3.8 Feedback on Student Progress

ManageBac

ManageBac is an online software platform that is used by teachers to plan and track instruction and assessment. Assessment tasks are documented for each class in the Managebac calendar that is accessible by both students and parents. Feedback and criteria scores are added to tasks as they are assessed.

Conferences

There are three conferences with parents in the Secondary school year. The first parent-teacher conference follows the Autumn Progress Report in October. This early conference focuses on the student's entry to the class and early concerns that if not addressed, will impact academic success. It is strongly recommended that students are present during parent-teacher conferences.

The second parent-teacher conference is in March following the Spring Progress Report. The priority of these conferences is to support students who are at-risk academically to make adjustments while there is still sufficient time to demonstrate growth and improved learning. Again, it is strongly recommended students accompany parents to these conferences.

The final conference of the year is a student-planned and led conference with parents where the student shares evidence and reflection on their growth specifically in the area of the Approaches to Learning skills.

Progress Reports

Autumn Report

In October, an initial Autumn “settling in” report is published. The goal of this report is to inform parents early of student progress concerning their application of the skills required for academic success. There are no criteria scores included in this report. Teachers will provide a narrative comment on classroom behaviors such as engagement, organization, and participation and any concerns with assignment completion, effort, and meeting deadlines.

Mid-Year Report

In January a mid-year report is published. This report provides 1-8 criterion progress indicators in the MYP grade 6 to grade 10 years for each class. IB DP grade 11 & 12 students receive 1-7 scores of current progress in each subject area. These scores are a “snapshot” of the student’s current academic performance. Where students respond to feedback and work to improve achievement, it is quite normal for scores to improve by the year-end report. In general, a sustained effort is required to maintain posted scores. A narrative comment is provided by each teacher that identifies strengths and areas of growth in that subject area.

Spring Report

In March, a Spring grade report is published. This report provides an updated snapshot of current academic performance and is useful to identify if students are improving based on feedback from the mid-year report. The timing of this report is also intentional in that there is still an opportunity to improve any grades of concern.

End of Year Report Cards

The end-of-year report is published during the last week of school. In this report, final criterion scores are posted along with the conversion to an IB 1-7 overall score.

Other report card designations include:

- **N/A (Not Assessed):** The student has not been enrolled for a long enough period to be assigned a grade or is taking the class for no grade. Students should normally be enrolled for 12 weeks or more in school before a teacher can be expected to issue MYP criterion scores or 1-7 grades. Exceptions may be made to this period according to the demands of the subject.
- **INC (Incomplete):** The student must present an assignment or assessment to receive a grade. Missing work must be made up before a determined date or the grade either remains incomplete or can possibly revert to what the student has earned without the missing work. Incompletes can appear on transcripts and no course credit is awarded.

Grade Point Averages and Class Rankings

Due to the transitory nature of XIS students, the school does not provide class rankings. The school also does not calculate Grade Point Averages (GPA). However, we do work with any university or receiving school to provide grading information in the most useful possible format. It is the responsibility of students and their parents to inform us if they need grading information in another format.

3.9 English as an Additional Language (EAL)

Xiamen International School is an English-language instruction school with students from 30 countries and regions. Although we also offer classes in Mandarin and Korean, our emphasis is on students becoming completely fluent in English.

Understandings

- Other than Mandarin or Korean classes, all instruction will take place in English only. The school expects students to speak English in these classes;
- It usually takes 5 to 7 years for students to have truly solid academic English and students learn English at very different rates. Some students will progress quickly through the EAL program and others will need more time. Learning support programs for students struggling in English may require pull out from some regular classes for additional practice;
- Students need to develop their home language. Research shows that students who are not strong in their home language have considerable difficulty learning a second language;
- Students are encouraged to speak, read, and write English at school and to make friends who do not speak his/her native language so that he/she must speak English more often;
- Parents are advised to keep in close contact with the EAL teachers to make sure that they understand what skills you will need to make further progress in English;
- The school commits to ongoing training for teachers in strategies for working with EAL students.

English is our Language of Inclusion

The school has a policy that in all classrooms other than Mandarin and Korean students are to speak the language of inclusion in order not to isolate other students. This means that all students, teachers, and teaching assistants must use the language of inclusion, unless otherwise specifically directed by the teacher. XIS does encourage students to converse in English as much as possible and the school does monitor the use of language outside the classroom. Students are free to use their native languages on the playground, on the bus, and in the hallways and cafeteria, as long as they continue to speak respectfully. Profanity and vulgarity are not allowed in any language.

XIS Responsibility to Home Languages

We recognize the importance of students maintaining their home language. Research is very clear on this. Students who are not strong in their home language will not make as much progress in a second language. For example, if a student can only speak, read or write in his home language at a third-grade level, he may only learn to speak, read or write in English at that level. Therefore, we think it is very important that students continue to develop their native language as well as English. To support those efforts, the school will:

- permit the use of the home language by students in the hallways, cafeteria, playground, bus, and other non-academic areas of the school;
- continue to build a collection of books and resources in the library for the language groups represented in the school;

- encourage students to read, write and speak in their home language and to receive tutoring where appropriate;
- examine the possibilities of allowing IB Diploma students to take their Language A exam in their home language.
-

4 School Policies and Procedures

4.1 Code of Conduct in School

The aim of all IB Programmes (PYP, MYP, DP) 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 members of the XIS community, all students have certain rights and responsibilities. All students are expected to abide by this Code and to "*do unto others as you would have them do unto you.*"

Behavior Expectations

The administration and Board of XIS support and encourage student responsibility and have high expectations concerning the behaviors of all members of the XIS Community. In this spirit, we work with students and families to ensure a safe and positive environment for all with good counsel, personal reflection, and the opportunity to grow and learn from mistakes. XIS does however reserve the right to take appropriate disciplinary action, including suspension or expulsion, for activities that are considered detrimental to the welfare of the school, the student body, or the individual.

XIS students are subject to school rules and disciplinary action for incidents of misconduct occurring during school or while attending school-sponsored activities, whether on the school campus or off the campus. All XIS athletes are subject to team rules, and related disciplinary actions established by the school. Participation is a privilege and those who represent the school must assume additional responsibility for their actions.

Repeated unrelated violations of the rules will be considered an unacceptable behavior pattern and will be grounds for disciplinary action, which may include suspension or expulsion.

Laws of China

All need to remember that they are guests in this country. It is important to be respectful of the laws of the host country. Keep in mind, that it is illegal to:

- bring banned materials into the country. The Chinese government does not allow printed materials, tapes, CDs, or DVDs that are anti-Chinese;
- display in the People's Republic of China (P.R.C.) any political rhetoric, emblem, flag, or insignia representing Taiwan as independent;
- engage in or support any political or religious movements that are not approved by the Chinese government.

At the local level, it is illegal for teachers to tutor any students (whether or not the students are from XIS) for money at any time of year.

Projecting a Positive School Image

It is our hope and expectation that students act as ambassadors of XIS and project a positive impression of the school both on and off campus. At times, students may present an image of XIS that might be viewed or misinterpreted as offensive, negative, or damaging to our reputation as a

premier international school in China. These situations will be handled individually based on the situation and the seriousness of the issue.

Alcohol/Drugs

Possession and/or being under the influence of alcohol may result in a 3-day or greater suspension, while the administration considers expulsion. Distribution and/or sale of alcohol may result in a 5-day suspension and may lead to expulsion.

The unauthorized possession, use, distribution, or sale of drugs violates PRC Criminal Law. Any possession, use, distribution, or sale of drugs by a XIS student will result in expulsion. The administration is required to notify the school board and report to the police authority.

Tobacco Use and Vaping

Smoking is unacceptable on campus or near the school at any time and may result in a 3-day suspension.

Harassment & Intimidation (Bullying)

Bullying will not be tolerated by anyone. Teasing, threatening, or verbal harassment of another person in any form including written, spoken, or electronic forms (WeChat or other social media, email, through group games) may result in parent contact, a request for a letter of apology, and, in severe or repeated cases, suspension or expulsion.

Use of private cell phones, email accounts, and other forms of electronic communication to harass or intimidate students, faculty, or staff will be grounds for disciplinary action including suspension or expulsion.

Skiping School or Classes

XIS expects students to come to school unless parents have informed us of an illness/excused absence. During the school day, students are expected to attend all classes. Skipping classes will be viewed as a dangerous activity, will not be tolerated, and will result in disciplinary action that may include suspension.

Inappropriate Behaviors

Any behavior that disrupts learning opportunities or threatens the safety of others will not be tolerated. Inappropriate behaviors include:

- Insubordination - failure to follow a staff member's reasonable direction will not be tolerated and will result in disciplinary action that may include suspension;
- Gum chewing - gum chewing is not permitted at school or on the bus. No gum in school.
- Obscenities and Profanities - all students are expected to use appropriate, inoffensive language. This also refers to wording and slogans on clothing, text messaging, and emails. It extends to all languages, not just English. Penalties may include (but are not limited to) parent contact, letters of apology, and detention. Suspension is also possible if the language is aimed at an individual. It will be viewed and treated as an act of harassment;
- Vandalism - destroying or defacing school property is not permitted. Students may serve detention, or a suspension, and may have to either reimburse the school for any damages or spend time cleaning/repairing the damages;
- Stealing - it is not acceptable for students to take what doesn't belong to them. Students caught stealing may be given up to a 5-day suspension for the first offense and will need to

return or replace the stolen items. Repeated incidents of stealing and/or the theft of large items can result in expulsion and reporting to the police authority;

- Aggressive or dangerous play - play fighting, being too rough, or running inside the building can result in injury to the student/others or damage to school property. These behaviors can be grounds for disciplinary action including, but not limited to detentions, letters to parents, in-school suspension, suspensions, and expulsion depending upon the frequency and/or severity;
- Fighting - any deliberate, aggressive physical contact with another person that might result in an injury is considered fighting. Fighting will result in a suspension for all students involved. Repeated incidents may lead to expulsion. Use of a dangerous object while fighting will result in expulsion. Disciplinary action will depend upon the frequency and/or severity of the violation;
- Weapons - possession of a weapon (or using an object as a weapon) on campus, at a school event off campus, or on the bus may be grounds for suspension or expulsion. The administration reserves the right to contact local police.

Technology Use

XIS provides all secondary students with access to technology by providing wireless internet access and their accounts for our systems and services, like the Microsoft Office 365 Suite and Managebac. Students use these ICT resources and their own devices for classwork, research, preparation of assignments, communication, and development of their technology skills.

Care must be taken to ensure the resources, both school-owned and personal, are protected from harm and that students are not exposed to offensive or illegal materials. All students must sign and comply with the terms of the Acceptable Use Policy. Violations of the policy can result in loss or restriction of technology privileges. Repeated violations may result in loss of use, suspension, and/or expulsion. Personal technology and digital music devices cannot be used in class unless allowed under direct instruction by a teacher. These devices may be used on the school bus and during lunch. The school cannot be held responsible for the loss or theft of these items.

Cell Phones

Secondary School students may bring a smartwatch/cell phone to school in their backpacks; however, it must stay in their backpack during the day with the ringer on silent. The use of phones in school is only permissible if part of a learning activity and approved by the teacher. Outside of classroom use, if a secondary student is seen using a phone in school, the phone will be taken from them and given to the principal.

XIS will not take responsibility for any loss or damage of phones brought to school.

Textbooks

The school may lend books to students, including library books, during the school year. Students must treat them with care. If these are lost or damaged, students and parents will be responsible for their repair/replacement, if necessary.

4.2 Academic Integrity Policy

"Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection." (Academic Honesty in the IB Educational Context, 2016). "Character" is a core value at XIS - by acting with honesty and integrity, both virtues of character, we cultivate a life-long commitment to self-reflection and responsibility. Students, teachers, and parents share the responsibility and commitment to the principle of academic integrity.

Academic honesty is defined as:

- The production of authentic work (i.e. based on one's own ideas).
- Respect for intellectual property.
- Giving full credit to all sources used.
- An understanding of the differences between collaboration and collusion.
- Proper conduct in relation to all assessments.

Academic Integrity and the IB Learner Profile

The principles of academic integrity are strongly linked to all aspects of the IB Learner Profile. As growing IB learners, XIS students demonstrate academic integrity by working to:

| | |
|----------------------|--|
| Inquirers | <ul style="list-style-type: none"> • See academic honesty as a larger set of values and skills that promote principled lifelong learning • Gather information from a variety of sources |
| Knowledgeable | <ul style="list-style-type: none"> • Know that credit needs to be given for some types of knowledge • Know how to determine the origin, purpose, value, and limitations of an information source? • Know why it is important to develop skills for assessing the relevancy, accuracy, detail, currency, authority, and bias of information sources |
| Thinkers | <ul style="list-style-type: none"> • Ethically use information to construct new learning based on what they know and learn from other sources |
| Communicators | <ul style="list-style-type: none"> • Engage with other students, teachers, the Librarian, and the Technology Coordinator to promote academic honesty |
| Principled | <ul style="list-style-type: none"> • Take personal responsibility for their academic honesty and for recognition of what behaviors constitute academic misconduct (at age-appropriate levels) • Adhere to agreements related to the responsible use of information technology and media resources • Follow guidelines given for individual and group work • Follow expectations and practices regarding references, citations, quotations, and paraphrasing (using the MLA system) |
| Open-Minded | <ul style="list-style-type: none"> • Take care to acknowledge our own biases; strive to recognize and acknowledge the viewpoints and perspectives of others. • Seek and evaluate a range of points of view and show a willingness to grow from the experience. |
| Caring | <ul style="list-style-type: none"> • Respect others' intellectual work |
| Risk-Takers | <ul style="list-style-type: none"> • Approach open-ended research questions with confidence. |

| | |
|-------------------|--|
| Balanced | <ul style="list-style-type: none">• Understand the importance of balancing different perspectives. |
| Reflective | <ul style="list-style-type: none">• Thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development. |

Student Responsibility

Practicing academic honesty involves demonstrating several Approaches to Learning (ATLs) skills. It is important to understand that for most students, academic misconduct is a result of poor planning, organization and pressure to meet deadlines. To avoid such situations, students must consider and develop the following skills:

Communication Skills

- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks

Social Skills

- Take responsibility for one's actions
- Advocate for one's rights and needs

Self-management Skills

- Use appropriate strategies for organizing complex information
- Keep an organized and logical system of information files/notebooks

Information Literacy Skills

- Understand intellectual property rights, and create references, citations, and bibliographies.
- Identify primary and secondary sources

Xiamen International School defines *academic misconduct* as *any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member of the school community, including in the assessment or publication of work by dishonest or unfair means, and regardless of whether intentional or unintentional. Academic misconduct* includes:

Plagiarism

Plagiarism means presenting another person's work as one's work by presenting, copying, or reproducing it without appropriate acknowledgment of the source.

Students regularly submit work for assessment that may include audiovisual material, text, graphs, images, and/or data that has been researched from a variety of print or electronic sources.

Plagiarism takes several forms and includes:

- presenting the work of another, including phrases, sentences, paragraphs, or longer extracts without appropriate acknowledgment of the source.
- poor referencing

- insufficient paraphrasing – work is not in the student’s words.
- copy/pasting the work of another and submitting it as your own

Plagiarism generally refers to offenses where the copied work comes from external sources. *Peer plagiarism* refers to copying the work of another student and claiming it as your own OR allowing your work to be copied by another (intentionally or not)

Collusion

When working collaboratively with a partner or in groups, *collusion* occurs when the work submitted by different students shows a close similarity.

Working in groups is a key element in components of certain subjects. When working with a partner, or in a group, teachers will provide clear guidance on what level of collaboration is appropriate. Where related assessments are completed individually, it is important that the work submitted does not have extensive similarities and/or identical sections when compared to the work of others.

Serious incidents of collusion occur when students submit assignments as their work where some/part/all of the work has been completed by another group member. A common example is a student who copies/pastes work completed by a lab partner (tables, graphs, sample calculations, diagrams, etc) into their report.

Third-Party or AI Software Support

It is academically dishonest to submit any work commissioned, edited by, or obtained from a third party. Examples include:

- Students who submit work that has been mostly completed by a tutor/parent;
- Students who submit work that has been generated by an AI tool;
- Students who use an online service (eg. a website that claims to offer “help” with IB assessment tasks).

Misconduct

Summative assessments provide the foundation for understanding a student’s level of achievement of knowledge and skills. These can be internal to the school or for external reasons such as IB exams, extended essay, etc.

XIS defines *misconduct* as any action or attempted action during summative assessment times that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the school community.

You are guilty of misconduct if you:

- Use or share **unauthorized or inappropriate material(s)** during summative testing.
- Access **unauthorized electronic devices** during summative testing.
- Create any **disturbance or disruption** during the summative testing process.
- **Fail to comply** with the instructions of the testing room supervisor.

- **Gain access** to assessments before the appointed time for examination.

Unethical Behavior

Ethical understanding and responsibility are the foundation of being principled. For purposes here, ethical behavior can be associated with the Hippocratic Oath, “to do no harm”.

XIS defines *unethical behavior* as any action or attempted action that is ethically questionable in the treatment or due respect of others. This may include research work where data values are synthesized, appropriate permissions are not sought, or where the well-being of others, including animals, is neither considered nor respected. Included, as well, is the production of offensive or obscene materials related to any individual or group that shows disrespect for personal views or based on gender, race, or religion.

Consequences of Academic Malpractice

There will be consequences for all students that are involved with academic integrity issues. The following will be taken into consideration:

- The grade level of the student;
- Previous occurrences;
- The student’s academic history;
- The personal circumstances of the student;
- The degree or extent of the misconduct.

When a student is suspected of academic dishonesty

- The student will be given a chance to explain;
- The student will be referred to the principal;
- A note with details of the incident will be placed in the student's file (ManageBac);
- Parents will be notified.

As academic integrity is treated as a disciplinary issue, there will NOT be a grade penalty or zero given as a consequence. The student will be required to complete makeup work under supervised conditions within a new short timeline set by the teacher and principal.

Generally speaking, first incidents that are considered minor are treated as learning experiences to ensure the student clearly understands the principles of academic integrity. Repeated or serious incidents will incur additional consequences, which may include a parent conference, in-school suspension, and having to do a different assessment under supervised conditions.

All incidents of academic misconduct are recorded in the student’s record and stay with the student until graduation. Students who continue to plagiarize or are involved in other forms of academic malpractice on an ongoing basis will be treated as a serious disciplinary issue by the school principal and will have their future at XIS reviewed.

Additional notes

- Should a student breach academic integrity during an official IB exam, the appropriate protocol will be followed in informing the IBO (see “Academic Honesty in an IB Education

Context”, IBO. 2014). Referring to IBO documentation is also the standard practice for instances of academic misconduct on internal assessments, extended essays, etc.

- Many universities ask if a student has ever engaged in academic dishonesty. XIS will give a truthful response to this question. This may adversely affect obtaining letters of recommendation and ultimately endanger a student’s acceptance to that university.

How to avoid potential problems with academic honesty

- Always acknowledge sources using proper citations
- Never copy another student’s work
- Do not share assignments or other assessed work with others
- Do not submit work done by others (parents, tutors, etc) as your own
- Do not copy/paste from the internet or other digital sources
- Ask for help to develop research, citation, and paraphrasing skills

4.3 Examinations – Code of Conduct

Examinations are a regular part of the high school academic year. Students are introduced to formal exam procedures in grade 9 and the expectations are developed as they progress towards the IB diploma exams in their senior year. The IBO regulations for exams are observed during the May examination session and in mock exams (if given). XIS has adapted the IBO regulations for internally administered exam sessions.

Expected Examination Room Conduct

- Students must enter the exam room only when instructed and in a quiet and orderly manner.
- Electronic devices (cell phones, smart watches, etc) are not permitted in the exam room. Students must surrender any devices to the invigilator prior to the exam. Possession of a prohibited device during the examination is considered malpractice.
- Students may bring a water bottle into the examination room. Other forms of refreshment and food are not permitted;
- Students may take to their desk/table only the following items:
 - General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments, and a ruler). Pencil cases must be clear (transparent);
 - Other materials specified by the school as required for a particular examination (for example, an electronic calculator, translating dictionary);
- Students must be seated in their assigned place;
- Students must remain seated until permission is given to leave the examination room. If an early departure is permitted, time restrictions will be communicated before the exam begins;
- The instructions of the examination supervisor must be obeyed. Any student whose behavior is interfering with the proper conduct of the examination may be expelled;
- No additional time will be allowed for students arriving late for the examination;
- Exam papers, answer papers, rough work, scrap paper, etc. are not allowed to be removed from the exam room;
- Hats and “pulled-up” hoodies are not permitted in the exam room;
- Students must leave the examination room in a quiet orderly manner.

4.4 Secondary Discipline Process

We understand that the XIS learning environment is determined by the entire school community. However, it is also determined by each student's conduct. Understanding how to behave properly as a student is an essential part of learning to live in any society. Without a safe and secure learning environment, the teacher cannot teach effectively, and the learner cannot learn. Actions have consequences. Knowing that consequences for actions occur helps individuals choose appropriate behaviors.

In the XIS Secondary School, there are expected school-wide guidelines for conduct outlined in this Handbook which are supplemented by guidelines in individual classrooms. If a student breaks one of the classroom guidelines, the teacher will handle the violation appropriately. If the offense is especially serious, or there have been repeated infractions, the Principal and/or Counselor may be requested to intervene.

The administration and faculty of XIS believe it is important to have knowledge about a student, any prior related incidents, and the facts of the incident in question, before assigning consequences. Whenever a student is referred to the Principal for disciplinary reasons, this will be regarded as a more serious matter. Every attempt will be made to ensure there are clear, consistent, and fairly administered consequences.

General Procedure

- Teachers handle most discipline problems. If the offense is serious enough, or in the case of repeated defiance of authority, the administration will intervene;
- Documentation will go into the student's file (ManageBac);
- The Principal will talk to the student and parents will be informed by phone and/or email;
- A consequence may be assigned by the Principal. The focus is on helping the student to understand that s/he is responsible for his/her behavior and that there are consequences for unacceptable actions. When choosing a consequence, every effort will be made to determine what is both fair and effective;
- Consequences will be based on the severity and/or frequency of the infraction (see below) and may include, but are not limited to, reflections, letters of apology, written explanations of the incident and what should be done in the future, signed student contracts, loss of access to special events such as assemblies and field trips, lunch, break, after-school or Saturday detention, and full-day in/out school suspension;
- If none of the above measures prove a successful deterrent, or for serious violations, the Head of School, by Board Policy, has the authority to initiate expulsion procedures. This is utilized in very severe cases when there are no other reasonable alternatives.

Note that the Principal (and/or Head of School) is the final authority in determining the appropriate course of action in each case.

Minor Infractions

'Minor' infractions include, but are not necessarily limited to the following:

- disrespectful and/or disruptive behavior in or out of the classroom;
- foul language;
- being careless with school property or the property of others;
- littering.

Consequences are progressive and based on the number of offenses. Repeated offenses will be considered Category I – Major Violations.

Major Violations - Category I

The following are considered serious violations of the school's rules/values:

- breaches of academic honesty
- inappropriate use of the Internet (refer to the Acceptable Use Policy)
- missing classes without valid permission and notification;
- being off campus without permission;
- smoking on or near campus;
- more than three minor rule infractions.

All offenses are reported to parents, may result in the loss of privileges, and will incur consequences commensurate with the nature of the offense. Repeated offenses will result in disciplinary probation and escalation to Category II – Major Violations.

Major Violations - Category II

The following are considered very serious violations and will result in suspension or dismissal from school:

- verbal, physical or sexual harassment, or bullying;
- fighting;
- theft or vandalism;
- tampering with fire fighting equipment, computer software/hardware, etc.;
- the use, possession, or distribution of drugs including alcohol.
- the possession or use of firearms, knives, or other implements used as a weapon;
- two or more Category I offenses.

A student accused of a Category II violation will discuss the incident with the Principal. Depending on the situation, the Principal may also contact the HR teacher, counselor, or a teacher of the student's choosing to serve as the student's advocate. The student will meet with his/her advocate. The advocate, student, and Principal will meet to address the accusation. Parents will be notified, and it is likely a meeting will be arranged at school to discuss the issue and the consequences.

If a student is suspected of drug use, the parents will be immediately advised, and the student will be suspended out of school indefinitely. Parents have the right to provide appropriate medical evidence (e.g., drug test administered by certified provider) to demonstrate that their son or daughter is no longer a threat to themselves or others for consideration of reinstatement.

Disciplinary Probation

A student on disciplinary probation is placed on notice that further instances of disrespect for the school's goals and values are likely to result in his/her suspension or dismissal from school. Conditions and behavioral expectations will be detailed in writing for the student and parents.

Appeals

All students have a right to due process. This includes the right:

- to appeal academic decisions which they perceive to be unfair or incorrect;
- to appeal decisions involving Major Violations (Categories I & II).

Appeals are made in writing to the Principal. The Principal will consult with the Head of School regarding appeals for any decisions resulting in the suspension or expulsion of a student from school. Decisions made in response to appeals are final.

5 Student Life

5.1 Counseling

General Information

The school has a certified counselor for all students; s/he may be able to help you with social, academic, or emotional problems. The counselor is available to assist students in all aspects of their personal and academic growth. Growing up is not always easy, especially in an international setting. Students and parents are encouraged to visit with the counselor and confidentially share their concerns, questions, or problems.

College Applications

Our College Counselor works with students on their college choices and applications. College applications are a collaborative effort that to be successful requires students and parents to work together along with the College Counselor. Although XIS has experience helping students apply to several countries including the USA, UK, Canada, and Australia, there is no substitute for families doing their research to obtain information about colleges in their home countries or other destinations.

We provide official transcripts to universities upon request, provided that all tuition and fees are fully paid at XIS.

SAT, PSAT, and Other Testing

We offer SAT testing for college-bound students, PSAT testing is provided by XIS for all Grade 10 and Grade 11 students, and we can help with registration for the TOEFL.

- Students receive testing information in their homerooms or by email.
- Check your calendars in advance of registering for testing.
- All tests are taken at the student's expense.
- Although you can buy books on testing, there is no foolproof way to study for the SAT (or other tests). The test is different each year. The Counselor can provide you with some good strategies for preparing for these tests.
- The Counselor can also help you decide whether to take or retake the test.

What you should do on test day

- Ensure you have all the required paperwork (test confirmation slip, ID, etc) ready the day before your test date.
- Get a good night's sleep the night before and eat a good breakfast.
- Plan to arrive relaxed and on time.

5.2 Homeroom/Advisory

Each section of each grade of the Secondary School has a designated Homeroom teacher who meets regularly with the students every morning and during a scheduled period on Monday afternoon. In addition, the homeroom teachers in Grade 6-10 participate in a Social/Emotional

Learning (SEL) Advisory Program designed by the Secondary Counselor and implemented by the homeroom teacher team.

5.3 Library

XIS has a wonderful library center that is set up to support students of all grade levels

Understandings and Procedures

- Borrowing books from the library is considered a privilege.
- Students must be in “good standing” (no overdue items, no money owed) to check-out library materials. Students may check out four books at a time. The circulation period is two weeks. Library materials may be renewed unless another patron has requested those items.
- Overdue notices are sent to students and parents frequently. No fines are charged. In exchange, students are expected to respond quickly to any notification of overdue items. If there are questions, speak with the librarian.
- Some items (reference materials) cannot be checked out.
- Students must pay for damage to or loss of library materials. The replacement cost will be twice the current price, based on library vendor cost plus shipping and import duties.
- All library materials must be either returned or paid for before the end of the school year. Replacement books are welcomed with the librarian’s consent.
- Report cards will be withheld for students who are not cleared of charges in the library.
- Students may bring paper, pencils, and notebooks to the library. Bags and private books should be placed in the area designated for this purpose outside the library doors.
- Students are expected to behave appropriately in the library. Students who are too noisy or disruptive may lose their library privileges, may be required to serve detention, may be sent to the appropriate principal, or may be required to have a parent conference.

5.4 Athletics (and related activities)

The athletics program at XIS offers students the experience of competing with other schools. Student-athletes should remember that they are representing XIS in the greater community and that participation is a privilege. All athletes will be subject to an athletic code of conduct.

To participate in athletic events (including practices, games, and tournaments):

- Students must be in good academic standing
- Students must have a good attendance record (minimal absences or lates)
- Students must have a good behavior record

The XIS Dolphins field teams in soccer, volleyball, basketball, track and field, swimming, badminton, table tennis, and golf. Teams compete in the local FISCCA league. U15 athletes attend China SCISAC competitions while varsity athletes compete in ACAMIS tournaments.

Other school programs (for example, MUN) that require travel to conferences, competitions etc. fall under similar expectations and guidelines.

Participation Contracts

All students who represent XIS externally must submit a completed Athletics/Activities Participation Contract. This contract is designed to explain and inform students and parents of the expectations for participation as a representative of the XIS community. This contract is drawn from the rules, regulations, and policies outlined in the XIS Student Handbook, and SCISAC/ACAMIS/MUN etc. documentation.

Expectations for Conduct and Behavior

All XIS student-representatives are expected to adhere to all rules and responsibilities as outlined by XIS and by the team supervisor(s). When traveling, students are expected to follow the rules and regulations of the host school, any applicable ACAMIS/SCISAC/MUN etc. guidelines, and host country laws. Participants are highly visible representatives of the XIS community and as such are expected to understand that any incidents of misconduct may affect their participation. There will be a low tolerance for any students who engage in:

- the use of tobacco, alcohol, drugs, or any controlled substance,
- verbal harassment or bullying towards school staff, teachers, coaches, and students
- incidents of theft and vandalism
- academic dishonesty
- any other inappropriate/unsportsmanlike behaviors

Any student may be suspended for all or part of any remaining athletics/activity season(s) for not meeting the conduct and behavior expectations. Each incident will be reviewed on an individual basis and decisions will be based first on maintaining the integrity of XIS programs. All decisions will be made collaboratively by the Athletic Director/Activity Leader and the Secondary Principal.

Expectations for Academics

Student representatives are expected to maintain a good standing in all their courses. Students with outstanding assignments will not be permitted to participate in meetings/practices/games until make up work of suitable quality has been submitted. Students who are academically at-risk must demonstrate engagement and improvement throughout the season especially if they wish to be excused from classes to attend competitions/conferences etc.

Expectations for Attendance

School Attendance

- Student representatives will not be permitted to participate in any activity/practice/game scheduled on a day where they have missed some or all their classes.
- Students with an excessive number of absences or late arrivals may not be permitted to participate in events that require missing additional school days.
- Students who participate in external conferences/competitions are expected to attend school on the first scheduled day following their return from the event.

Attendance at Meetings/Events/Practices/Matches

Regular participation in all activities is the most important requirement to demonstrate commitment. All participants are expected to attend all activity/team obligations unless prior arrangements have been made with their coach or activity leader. The supervising adult should be informed in advance of any absences including days taken off school for illness, etc.

Expectations for the use of Practice Gear, Uniforms or any other Loaned Equipment

Student athletes are expected to wear appropriate practice gear on practice days. For all sports/activity participants, any loaned uniform or other equipment must be taken care of and returned in good condition promptly (1 week maximum) after an activity ends. Should a student lose, fail to return, or maintain issued item(s), then they must reimburse the school before being permitted to continue to participate in any further athletics or extra-curricular programs at XIS.

5.5 After School Activity Program (APs)

The after-school activity program provides several activities for all Secondary students, twice per week. Many of the activities are run by faculty members who take the opportunity to share their passion for puzzles, games, culture, sports, and other activities. Students often take on the leadership of APs to gain valuable experience and service learning hours.

What you should know...

- APs run on Tuesdays and Thursdays. Students in Grades 1-12 must sign up for 2 APs per week. Activity information is provided prior to sign-ups at the start of each session;
- Students MUST pick more than one choice as it is not always possible for a student to get every AP she/he wants. Once a student has been assigned to an AP, s/he must attend every session – including the day after a tournament or performance;
- APs session 1 starts in late August / early September. There are 3 sessions over the academic year and each runs for approximately 12 weeks. There are no APs in the last weeks of school;
- Some of the activities provided by outside experts incur a fee per trimester. Please read the sign-up forms and brochures carefully for this information;
- Student-led APs require a plan, a venue and a faculty supervisor. Make sure you have considered these (and other requirements) before submitting your proposal to the Activities Director.
 - Discuss your idea to run an AP with the principal. If the AP is targeted at students in grades 6-12, speak to the Secondary principal. If the AP is for younger students, speak with the Elementary principal.
 - Develop a 10-week plan for your AP. The plan should begin with the purpose and a brief description of the AP. Any facilities, equipment, or financial information should be included. Finally, you need to outline the AP activities for Weeks 1-10.
 - Find a supervisor - this needs to be a teacher. Discuss your plan. If the teacher approves and agrees, notify the building principal and the Activities Coordinator.

5.6 Study Halls

All students from grades 7-10 have one scheduled study hall per week. Study hall time is an opportunity for students to complete homelearning, and assignments, make up missed assessments and finish other academic tasks. The expectation is that students work quietly and productively for the entire period. In addition:

- Study halls take place in classrooms with supervising teachers. Although individual or small groups of students may be permitted to use the library or hallway spaces, this is at the discretion of the supervising teacher and with the expectation that students are using time productively;
- Use of cell phones in study hall is prohibited;
- Study hall times may be used for grade level meetings with the principal, counselor, or other purposes (like Week without Walls planning meetings);

- Grade 7 and 8 students may choose to participate in the MS Band during study hall. This choice requires a commitment to attend Band rehearsals continuously throughout the school year.

In addition to timetabled study hall periods, there is often a Study Hall option that students can sign up for as an AP activity. In this case, a teacher provides a quiet, supervised environment for you to complete homework after school.

Mandatory Study Hall

Mandatory Study Hall (MSH) takes place on Tuesdays and Thursdays in the place of APs. Students with outstanding work can be assigned to MSH by their teachers and will remain there until the missing assignments are satisfactorily completed. Students assigned to MSH will receive a pink slip on the day that details the missing work and where to report. To be removed from MSH:

- Complete the missing assignment and submit
- Inform your teacher that you have submitted the missing work
- Allow your teacher some time to check your work
- If your work is complete, your teacher will sign off your pink slip or email the principal to remove you from MSH

5.7 School Supplies

Students must come to school prepared to learn this included online readiness. A key component to this is having the supplies and materials required during the school day. You should have the following items with you at school every day:

- Laptop (fully charged) but bring the charger just in case
- Ensure that all work is backed up to one drive to ensure that no data is lost. It is not recommended that students use a USB as they can get corrupt.
- Writing instruments – pens, pencils (multiple colors can be helpful), sharpener
- Highlighter pens
- A scientific calculator. Graphing calculators are necessary for certain math classes. Before purchasing an expensive calculator, make sure the model is approved by the IBO for examination use. Computer algebra systems (CAS)-equipped calculators (symbolic manipulation, whether in-built or programmed) are not allowed in any subject examinations.
- Ruler (you may also require a protractor, compass, and other tools in math class)
- A refillable water bottle
- A sweater – many students find the classroom AC to be too cold

5.8 Dress Code















In 2021-2022, a student committee, headed by Ms. Hoosain met to discuss how to best agree on the implementation of a dress code that meets the purpose of ensuring respectful and appropriate clothing is worn to school by students. We would like students to be comfortable when they come

to school. We want our students to have the freedom to express themselves but also to dress well and modestly. We encourage students to wear neat pants and shorts that fit the waist comfortably, are not too tight, and are complemented by informal shirts or tee shirts. Footwear should fit snugly on the foot. On PE days athletic clothing and footwear are required.

General Guidelines

The following guidelines are in place to help you make good choices when choosing what to wear to school. Remember, you are dressing for school, not the beach or the mall. You should expect teachers to speak to you, and possibly the principal if your clothing is inappropriate.

Avoid the following dress code no-nos

| | | | |
|---|---|---|---|
| No ripped, torn, distressed jeans or other clothing | No skinny jeans | No slippers, beach sandals, flip flops | No inappropriate graphics |
|  |  |  |  |
| No baseball hats or hoodies worn up. Beanies are OK!!! | No exposed midriffs | No exposed undergarments | |
|  |  |  |  |
| No revealing V-neck tops | Tights, yoga pants, and leggings | No spaghetti straps | |
| <p>Unacceptable Acceptable</p>  |  <p>OK if the shirt fully covers bottom area</p> |  |  |
| Shorts and skirts – midhigh or longer | | Sheer tops | |
|  | | <p>Acceptable Unacceptable</p>  <p>must have a camisole underneath</p> | |

PHE Clothing

XIS PHYS. ED. KIT

2023-2024

| SUMMER | WINTER |
|---|--|
|  <p>70 RMB</p> |  <p>75 RMB</p> |
|  <p>58 RMB</p> |  <p>165 RMB</p> |

5.9 Technology, BYOD, and Printing

The appropriate use of technology and the wifi internet access are outlined in the Technology Acceptable Use agreement that all students sign at the beginning of the year. The general rule is that technology can only be used at school for educational purposes. Use of devices for gaming, watching videos, and social media is prohibited.

Secondary students are expected to bring their laptop computers to school every day. Although PC-compatible devices are sufficient, we highly recommend the Apple Macbook or Macbook Air. Tablets and iPads are not recommended as primary devices. To ensure your experience is productive and consistent we recommend the following specifications for laptop computers:

| | |
|---------------------------------------|---|
| Screen Size | 12" screen or higher (measured diagonally) – consider portability and weight |
| Process Recommendation | Apple M1 processor or Intel processor preferably i5 or higher. This is to ensure longevity and speed. |
| RAM | RAM 8 GB or higher |
| Hard Drive | 256 GB or higher Memory |
| Operating System | Windows 10 or newer, Mac OSx 11 Big Sur or newer (The newer the Operating system the easier it is to integrate the device into the network) |
| Wireless | Dual-band (2.4 & 5 GHz) wireless capabilities. |
| Required Features | Keyboard, USB port, headphone port, in-built microphone, webcam |
| Battery Life | 6+ hours |
| Hard Case or Cover and Keyboard Cover | Both of these things are optional but are highly recommended as XIS will bear no responsibility for a dropped or damaged device. |
| Software Requirements | Word Processing programs (ex. MS Word, Pages) Data Tools (Ex. MS Excel, Numbers, Access) Multiple browsers (Ex. Chrome, Edge, Safari, and Firefox) |
| Optional, but Recommended | <ol style="list-style-type: none"> 1. Movie Editing Software (Ex. iMovie, Camtasia, Window Movie Maker) 2. Image Editing Software (Ex. Photoshop, Gimp) 3. VPN 4. Repair/Replacement insurance/service plan for the device 5. Cloud data backup (Students are provided with OneDrive. Other options are iCloud, Dropbox, Google Drive) |
| Access to APP Store | This is recommended to help students gain access to a robust set of tools to help them in their studies. |
| Media Player | VLC (Windows), (Mac) Quicktime (Free with Every Mac) |
| PDF Reader | Adobe Reader (Free) |
| Virus Protection Software | Malware Bytes (Windows), (Mac) or Avast (Free) |

For any questions or technical issues contact Mr. Gleeson (jamesgleeson@xischina.com.cn)

Printing

An XIS identification card will be provided for every member of the school staff and students. ID cards must be carried at all times. The card can be used for printing and photocopying, and the ID number is used for borrowing ebooks on SORA, the school's ebook library, and for borrowing books directly from the XIS library catalog.

Copy/Print Machine Use

The XIS ID card can operate several copy machines on campus. The copy machines also function as scanners, with instructions typically posted near the machines. For questions, contact the supply clerk in the supply room at the back of the cafeteria.

- students are responsible for the use of their ID cards. Students are issued their cards when they first arrive at XIS. This card is to remain with them during their entire time at XIS
- students are given a one-time, 100 RMB printing credit when they first arrive at XIS. Students can recharge the card in 100 RMB increments. See the supply clerk.
- The cost for A4 black/white printing is 0.3 RMB per page, and A3 black/white printing is 0.6 RMB per page. The cost for A4 color printing is 3 RMB per page, if the printing size is A3, 6 RMB per page.
- If the card is lost or stolen, there is a 50 RMB replacement fee
- Upon graduation or withdrawal from the school, they may request a refund for any outstanding money they have charged to the card. This process takes up to 2 weeks so students will need to plan ahead to see the supply clerk for this request.

5.10 Food at School

Many students bring a packed lunch to school. The school has microwave ovens for heating food and refrigerators for keeping food cool. During lunchtime, both a Western and Asian lunch is available for purchase in the cafeteria. To obtain a cafeteria card, see the Secondary office secretary.

Expectations

- Students are responsible for cleaning up after themselves.
- Students are NOT to eat food in classrooms unless permitted by a teacher.
- Designated areas for eating include the cafeteria, outside seating areas, and seating areas in the hallways.
- Do not put metal containers, utensils, or foil in the microwave ovens.
- Be careful sharing food at school to avoid problems with food allergies.
- We encourage you to bring water bottles, which can be refilled from dispensers located around the school.
- ***For food safety reasons, it is NOT possible to order lunch to be delivered to the school by outside vendors.***

5.11 Lost and Found

The school cannot be held responsible for the loss or theft of any items. It follows that students should not bring anything valuable to the school. Music players, cell phones, computer games, and cash are best left at home. All students are provided with lockers to keep personal items safe during the school day. Do not share your combination with anyone and ensure your locker is secure after placing items inside and closing.

If you have lost an item, you can check the lost and found cupboard near the cafeteria. Periodically all found items are put on display on tables outside the cafeteria. Unclaimed items are usually donated to charity.

5.12 Week Without Walls

Every year XIS organizes a “Week Without Walls” experiential learning week for students in grades 6-11, typically in early November. The trips provide multiple opportunities for students to meet required CAS outcomes, build community, and appreciate China’s natural and cultural diversity. There is an additional fee for participation in the program.

Week Without Walls trips are planned and led by professional outdoor education providers with an emphasis on safety and are chaperoned by XIS teachers. Students engage in a variety of team building and challenging activities such as rock climbing, mountain biking, and camping and are generally only allowed to use personal electronic devices for a short time each day.

Students are expected to participate in the Week Without Walls program. If students are unable to participate, they will need to work with the designated coordinator to devise an alternative program to meet SA outcomes during the week. This may involve service projects at XIS or in the community. The Week without Walls outcomes are taken from the SA learner outcomes. As a result of Week without Walls activities, students will:

- Become more aware of strengths and areas for growth;
- Undertake challenges that develop new skills;
- Discuss, evaluate, and plan student-initiated activities;
- Persevere in action;
- Work collaboratively with others;
- Develop international-mindedness through global engagement, multilingualism, and intercultural understanding;
- Consider the ethical implications of actions.

Students who do not participate in Week Without Walls will not be allowed to travel for other school trips such as athletics, MUN etc.

5.13 Student Council (STUCO)

The XIS Student Council leads the student body as exemplary students via a variety of activities and events. The Student Council is a year-long opportunity for students to learn important life skills not limited to leadership, responsibility, timeliness, and critical thinking. The Student Council meets weekly to plan, prepare, follow through, and reflect on previous and upcoming events. In addition, the members of the Student Council are to be friendly, outgoing, personable members of the XIS Students Body that lift morale and school spirit.

2024 – 2025 Executive

Faculty Advisor: Mr McCarthy

| | |
|----------------|-------------|
| President | Candy Yang |
| Vice President | Becca Zheng |
| Treasurer | Teo Um |
| Secretary | Lisa Ha |
| Purchaser | Derek Ding |

2024 – 2025 Grade Level Representatives

| | |
|-----------|-----------------------|
| Grade 12: | Jasper Wong |
| Grade 11: | Maggie Guo |
| Grade 10: | Lina Chae & Sunny Kim |
| Grade 9: | Amy Shin |
| Grade 8: | Iris Lam |
| Grade 7: | Daniel Lam |
| Grade 6: | Marvin Choi |

Student Council Store

Beginning in the 2021-2022 school year, the student council store was established off to the side of the cafeteria. The store is open to students during the break, lunch, and after school. The store is a place to go for healthy snacks, XIS clothing and swag, school supplies, and other useful items.

5.14 Service Clubs

XIS Secondary is working to create a structured approach to service learning that recognizes and supports student initiatives. At present, there are two groups providing opportunities for service learning.

National Honor Society (NHS)

NHS stands for the National Honor Society, and it represents a school's commitment to the values of scholarship, service, leadership, and character. NHS works to help and encourage students to experience various service action opportunities both in and out of school so they can learn the value of service actions and spread kindness through the building of community.

2024 – 2025 Executive

Faculty Advisor: James Gleeson

| | |
|-----------------|---------------|
| President: | Jasmine Chong |
| Vice President: | Lisa Ha |
| Treasurer: | Ray Chen |

Secretary: Geena Cheong

NHS runs traditional events annually including Pi Week and the Film Festival. They also work on various fundraisers to raise money for charities such as local organizations and UNICEF.

Building Walls of Wisdom (BWOW)

Building Walls of Wisdom is a global community of like-minded individuals who initiates activities to raise funds to give to “Education for all Morocco” which provide more opportunities for girls in Morocco to improve their educational opportunities. In the year 2023-2024, the club has hosted such events such as Halloween Food Sale, a Thanksgiving Bracelate Sale, and movie night with STUCO, etc.

2023 - 2024 Executive

President-Anastasia Lim

Vice President- Ivonne Huang

Treasurer-Isabelle Zhang

Secretary-Lisa Ha

Faculty Advisor: Mr. Klein

[Club Constitution and By-Law](#)

Ambassadors

Student Ambassadors are nominated by HR teachers and work collaboratively to represent and support XIS at a number of school events.

The purpose and goals of the Student Ambassadors club are to:

1. Improve/organize/facilitate school events, exhibitions, tournaments, etc. as a student representative of Xiamen International School.
2. Act as mentors to students who are new to XIS.
3. Act as a representative of the student body to work with Marketing and other focus groups to provide student input on school operations and proposed changes.
4. Act as student role models in the school.

2024 – 2025 Executive

Faculty Advisor: Ms. McCurdy

President: Henry Wang G12

Vice – Presidents: Derek Ding G9

Korbinian Cheung G12

Sports Vice-Presidents: Becca Zheng
Stephanie Sy

The Global Awareness Project (GAP)

GAP exists to educate students and develop international mindedness at XIS. The purpose and goals of this club shall be:

1. Promote student’s global awareness (in major global events)
2. Learning, understanding, and respecting other’s cultures
3. Developing research skills
4. Developing leadership skills

5. Promote collaboration and creativity among students from G9-12

2024 – 2025 Executive

Faculty Advisor: Ms. McCurdy

Co-organizers

Jasmine Chong & Xin Yu Lin

Pin and Post Club (PPC)

The PPC is a service club that manages and supports the bulletin boards in the Secondary Hallways. The purpose and goals of this club are:

1. To maintain high quality presentation spaces around the XIS Secondary School.
2. To manage promotional poster displays around the XIS Secondary School.
3. To allocate and monitor bulletin board use.
4. To support teachers in maintaining bulletin boards and creating displays.

2024 – 2025 Executive
Chair Jully Kim

Faculty Advisor: Ms. McCurdy

Student Newspaper Club

Student Newspaper Club is a student-led organization that aims to provide quality content that is useful and engaging for the student community. We report on important school events, publish special edition stories, help students share their work, and student engagement content. Our vision is to build a stronger community through the sharing of information.

2024 – 2025 Executive

Faculty Advisor: Jooyoung Lee

| | |
|-------------------------|-------------|
| Senior Editor | Mina Wu |
| Assistant Editor | Weitung Lin |
| Director of Editorial | Lucy Lee |
| Director of Photography | Gloria Hsu |

5.15 Planning a Secondary School Activity or Event

If students wish to conduct an activity or event at school, the following process needs to be followed to ensure the facilities, resources, and supervision are well planned.

1. Inform your group's faculty supervisor of your idea. If you do not have a designated supervisor, contact the Secondary Principal. As you develop your plan, you will need to consider:
 - a. When will your event be (after-school, lunch, evening time, weekend)? What date and time will the event start and finish?
 - b. Do you need chaperones? How many? Have you asked teachers if they would be willing to help?
 - c. Are there event guests that are not XIS parents or students?
 - d. What facilities or locations are required (classrooms, outside areas, cafeteria, gym)?
 - e. What resources are required (technology, chairs, bulletin boards, other materials)?
 - f. Do you have a budget? What are your overhead costs? What will you be charging participants? How are you collecting money? Where is the money going?

- g. How are you going to promote or communicate information about your event?
- 2. Submit a proposal to the Secondary principal for approval at least 2 weeks before the event. Send the proposal by email and book an appointment with the secretary.
- 3. At least one week before your event - reserve any required facilities, confirm chaperones, confirm requests for equipment or tech support, make sure all organizers are aware of their roles, and acquire necessary supplies.
- 4. Conduct a safe and successful event. Clean up all facilities and make sure borrowed items are returned or replaced. Send thank you notes to supporting teachers, parents, etc.

6 Information For Parents 给家长的信息

Detailed information about school policies, procedures, and programs is provided in Sections 1-5 of this handbook. Please refer to these sections for general information, and details about the academic program, school policies and procedures, and student life at XIS. Section 6 provides specific information about the role and responsibilities of parents in the XIS Secondary School.

本手册第 1-5 节提供了有关学校政策、程序和计划的详细信息。

请参阅这些部分，了解一般信息，以及 XIS 的学术课程、学校政策和程序以及学生生活的详细信息。第 6 节提供了有关家长在 XIS 中学的角色和责任的具体信息。

6.1 What is an International School? 什么是国际学校？

XIS and other international schools do not follow the host country's local curriculum and enrolled students hold passports from countries other than China. There are other characteristics to note: XIS和其他国际学校不遵循东道国当地的课程，招收的学生持有中国以外国家的护照。

还有其他需要注意的特征：

- There are multiple different nationalities represented in the student body;学生团体中有多个不同的国籍；
- Families come with a multitude of differing values;家庭有多种不同的价值观；
- Teachers and administrators are from different countries;教师和行政人员来自不同国家；
- XIS follows its own calendar;XIS 遵循自己的日历；
- XIS places a high value on diversity, equity, and inclusion.XIS 高度重视多样性、公平性和包容性。

XIS is not: XIS 不是：

- A bilingual school. Our language of instruction (and inclusion) is English;双语学校。我们的教学（和内容）语言是英语；
- A language school. XIS provides a balanced, well-rounded, and rigorous academic program. We are not a school to enroll children in to only teach them English.一所语言学校。XIS 提供平衡、全面和严谨的学术课程。我们不是招收孩子只教他们英语的学校。

6.2 XIS and IB Learning XIS和IB学习

XIS is a full IB PYP, MYP, and DP school. As such, the core of our academic program is heavily invested in the IBO philosophy and approaches to education. At the heart of the Secondary learning focus are the elements of the IB Learner Profile and the MYP Approaches to Learning skills (ATLs). XIS 是一所完整的 IB PYP、MYP 和 DP 学校。因此，我们学术课程的核心主要是 IBO 理念和教育方法。中学学习重点的核心是 IB 学习者档案和 MYP 学习技能方法 (ATL) 的要素。

The following list of characteristics is taken from the IB Learner Profile. We want to share with you what these attributes might look like for you as parents supporting your child's learning at home.

以下特征列表取自 IB 学习者档案。

作为在家里支持孩子学习的父母，我们想与您分享这些特质对您来说可能是什么样子。

Inquirer 询问者

What it means: Inquirers are curious. They want to know how things work and why they work that way. They enjoy learning new things. 含义：询问者很好奇。

他们想知道事情是如何运作的，以及为什么会这样运作。他们喜欢学习新事物。

What it looks like: Parents who are Inquirers ask for information when they don't understand something. They call or email the teacher and say, "Can you help me understand the homework assignment?" or "Can you tell me a little bit more about this unit of study and how it's set up?" or "Can you explain the school's policy on academic integrity?" NOTE: It's important to ask questions as they come up, rather than saving up a list and asking them all at once. 它看起来像什么：作为询问者的父母在他们不明白某事时会询问信息。他们打电话或发邮件给老师说，“你能帮我理解家庭作业吗？”或者“你能告诉我更多关于这个学习单元的信息以及它是如何设置的吗？”或者“你能解释一下学校的学术诚信政策吗？”注意：重要的是在问题出现时提出问题，而不是保存一个列表并一次提出所有问题。

Thinker 思考者

What it means: Thinkers work hard at separating their feelings from the facts. They look for the logic of a situation and try to see the situation from all points of view before making a decision.

含义：思考者努力将他们的感受与事实区分开来。

他们寻找情况的逻辑，并在做出决定之前尝试从各个角度看待情况。

What it looks like: Parents who are Thinkers try hard not to jump to conclusions. They listen to what their children have to say and what the teacher has to say about a situation and then try to make the most objective decision possible. (This is a tough one when we're talking about our own children, isn't it?) They don't automatically assume that the child is always right or that the teacher is always right. They take each situation individually and gather all appropriate facts prior to reaching a conclusion. 它看起来像什么：思考型父母会努力避免仓促下结论。

他们倾听孩子和老师对某种情况的看法，然后尽可能做出最客观的决定。

（当我们谈论自己的孩子时，这很难，不是吗？）他们不会自动假设孩子永远是对的，或者老师永远是对的。他们分别考虑每种情况，并在得出结论之前收集所有适当的事实。

Knowledgeable 知识渊博

What it means: Knowledgeable people have done their "homework." They know the facts about a situation or subject because they have done some research. They use that knowledge to make decisions. 含义：知识渊博的人已经完成了他们的“功课”。

他们知道有关情况或主题的事实，因为他们进行了一些研究。他们利用这些知识做出决定。

What it looks like: Knowledgeable parents have spent some time trying to understand the school and its programs. They have attended Open Houses, Parent Nights, Parent Conferences and other school-sponsored events in order to get all the information they need. They read the Student/Parent Handbooks, course outlines, the weekly newsletter etc., and ask questions when they don't understand something. 它看起来像什么：知识渊博的父母花时间试图了解学校及其课

程。他们参加了开放日、家长之夜、家长会议和其他学校主办的活动，以获得他们需要的所有信息。他们阅读学生/家长手册、课程大纲、每周时事通讯等，并在不明白的地方提出问题。

Risk-Taker 冒险者

What it means: Risk takers are willing to try new things and to work in new ways. They ask for help when they need it, but they also have confidence about working alone when they need to.

含义：冒险者愿意尝试新事物并以新方式工作。

他们在需要时寻求帮助，但他们也有信心在需要时独自工作。

What it looks like: Risk-taking parents contact the school directly when they have a question or concern. They participate in school events like International Day, and Parent Conferences. They present to classes about their home country or their jobs. They willingly consider strategies for educating children that may be different from their own experience or home country. 它看起来像什么：冒险的父母在有疑问或疑虑时直接联系学校。他们参加国际日和家长会等学校活动。

他们在课堂上介绍自己的祖国或工作。

他们愿意考虑可能不同于他们自己的经历或祖国的儿童教育策略。

Communicator 沟通者

What it means: Communicators use a wide variety of strategies to get their point across. They speak out when they have questions or concerns, but they also listen effectively. They do this in ways that are positive and constructive. Good communication is the cornerstone of a good relationship with the school. 含义：沟通者使用各种各样的策略来传达他们的观点。

当他们有问题或疑虑时，他们会说出来，但他们也会有效地倾听。

他们以积极和建设性的方式做到这一点。良好的沟通是与学校建立良好关系的基石。

What it looks like: Parents who communicate well always go right to the source. If it's a classroom question, they go to the teacher. If it's a bus question, they ask the bus monitor or the bus coordinator. They make appointments and let the people involved know what the subject of the meeting will be so that no one is caught off guard or unprepared. They make sure that all the people involved (parents and school staff) are invited to meetings. They speak and listen respectfully.

它看起来像什么：沟通良好的父母总是直奔源头。如果是课堂问题，他们会去找老师。

如果是校车问题，他们会询问校车管理员或校车协调员。

他们会进行预约，并让相关人员知道会议的主题是什么，以免有人措手不及或毫无准备。

他们确保邀请所有相关人员（家长和学校工作人员）参加会议。他们礼貌地说话和倾听。

Open-Minded 思想开放

What it means: Open-minded people recognize that there is more than one way to look at a situation or solve a problem. They recognize that very few problems have black/white or right/wrong answers. They are interested in hearing about all the possible solutions before coming to a decision. They are willing to try a new way of thinking or learning to see if it is a good fit for their child. 含义：思想开放的人认识到，看待一种情况或解决问题的方法不止一种。

他们认识到很少有非黑即白或正确/错误的回答。

他们有兴趣在做出决定之前了解所有可能的解决方案。

他们愿意尝试一种新的思维或学习方式，看看它是否适合他们的孩子。

What it looks like: Open minded parents recognize that XIS may offer curriculum and instruction that is very different from what they had at home. They are respectful of cultural differences between themselves and other families and between themselves and the school.

它看起来像什么：思想开放的父母认识到 XIS 可能提供与他们在家里有很大不同的课程和指导。他们尊重自己与其他家庭之间以及自己与学校之间的文化差异。

Principled 有原则

What it means: Principled people are honest and responsible. They are committed to equality and fairness. 含义：有原则的人是诚实和负责任的。他们致力于平等和公平。

What it looks like: Principled parents work directly with the school when problems arise. They don't engage in gossip or speculation but always seek facts and evidence from all appropriate sources. They treat everyone – students, parents, teachers and administrators – with respect.

它看起来像什么：当出现问题时，有原则的家长会直接与学校合作。

他们不参与流言或猜测，而是总是从所有适当的来源寻求事实和证据。他们尊重每一个人——学生、家长、老师和管理人员。

Balanced 平衡

What it means: Balanced individuals are interested in many things. Their lives are a balance of play and work, and they seek to keep a balance between the intellect, the body, the mind and the spirit. 含义：平衡的人对很多事情都感兴趣。

他们的生活是娱乐和工作的平衡，他们寻求在智力、身体、思想和精神之间保持平衡。

What it looks like: Balanced parents are interested in all aspects of their child's education. They understand that the whole child – physical, intellectual and social – all interact together. They encourage their children to participate in sports and the arts, in work and play, in intellectual pursuits and in building friendships. They are also well-balanced in their own lives, with interests outside school and the lives of their children. 它看起来像什么：平衡的父母对孩子教育的各个方面都感兴趣。他们明白，整个孩子——身体、智力和社交——都会相互作用。他们鼓励他们的孩子参加体育和艺术、工作和娱乐、追求知识和建立友谊。他们在自己的生活、校外兴趣和孩子的生活中也很平衡。

Reflective 反思

What it means: Reflective people think about their own actions and learning styles. They are always asking, "How could I do that better?" or "What's the best way for me to do that?"

含义：善于反思的人思考自己的行为和学习方式。他们总是在问，“我怎样才能做得更好？”或者“对我来说最好的方法是什么？”

What it looks like: Reflective parents look at what they can contribute to the school environment and to their child's education. Rather than expecting the school to solve all problems and address all concerns, they say, "What can I do to help? How can I contribute to my child's education?" They listen at parent conferences and meetings and try to figure out the best ways that they can support what is happening in the classroom.

它看起来像什么：善于反思的父母会审视他们可以为学校环境和孩子的教育做出哪些贡献。

他们没有期望学校解决所有问题并解决所有疑虑，而是说：“我能做些什么来提供帮助？我怎样才能为孩子的教育做出贡献？”

他们在家长会和会议上倾听，并试图找出支持课堂上发生的事情的最佳方式。

Caring 爱心

What it means: Caring individuals are concerned about other people's feelings and ideas. They want to make friends and build good relationships and are more interested in building people up than they are in tearing them down. 含义：有爱心的人关心他人的感受和想法。

他们想结交朋友并建立良好的关系，他们更感兴趣的是培养人而不是摧残人。

What it looks like: There are two important ways to talk about Caring parents. First and foremost, we want them to care about their children. This means that they are present in their children's lives and treat them with love and respect. They create homes where children feel safe. Secondly, we hope that they will be caring in their relationships with our staff. This means finding things to praise as well as things to criticize. It means being empathetic and recognizing that teachers are people, too. 它看起来像什么：有两种重要的方式来谈论有爱心的父母。

首先而且最重要的，我们希望他们关心自己的孩子。

这意味着他们存在于孩子的生活中，并以爱和尊重对待他们。他们创造孩子们感到安全的家。

其次，我们希望他们会关心他们与我们员工的关系。

这意味着要找到值得赞扬的事物以及要批评的事物。这意味着要有同理心，并认识到教师也是人。

6.3 General Information 一般信息

Communication Pathways 沟通途径

The XIS community uses the Microsoft 365 suite to collaborate and communicate electronically with students. All students have a school email address and MS Teams is used for online discussions and meetings especially when campus is closed. XIS 社区使用 Microsoft 365 软件与学生进行电子协作和交流。所有学生都有一个学校电子邮件地址，MS Teams 用于在线讨论和会议，尤其是在校园关闭时。

Communication with parents utilizes various platforms: 与家长的沟通利用各种平台：

- To ensure you are kept up to date at all times, it is important that school has accurate records of your current and preferred email addresses. To update this information please contact the school main office.
为确保您始终了解最新信息，学校准确记录您当前和首选的电子邮件地址非常重要。要更新此信息，请联系学校总办公室。
- Most information sessions about school programs are broadcast online using the MS Teams platform. You can access these sessions with the link directly in your browser on a laptop or desktop computer. If you wish to access using a mobile device such as a phone or tablet, you will require the MS Teams app to be installed. 大多数关于学校课程的信息会议都是使用 MS Teams 平台直播的。
您可以直接在笔记本电脑或台式电脑的浏览器中使用链接访问这些会议。如果您希望使用手机或平板电脑等移动设备进行访问，则需要安装 MS Teams 应用程序。

ManageBac

XIS uses the [ManageBac](#) software platform to track attendance, behavior, and academic performance. All report cards and MAP assessment results are published in PDF format through ManageBac. XIS encourages parents to use ManageBac to continuously track the progress of their children. Email notifications are usually sent when updates are added so please ensure that your registered email addresses are current (see above). XIS 使用 [ManageBac](#) 软件平台来跟踪出勤、行为和学习成绩。所有成绩单和 MAP 评估结果都通过 ManageBac 以 PDF 格式发布。XIS 鼓励家长使用 ManageBac 持续跟踪孩子的进步。添加更新时通常会发送电子邮件通知，因此请确保您注册的电子邮件地址是最新的（见上文）。

Email 电子邮箱

All faculty, staff and students have a name@xischina.com.cn email address. Teachers can access parent email addresses through ManageBac which is linked to the Open Apli software system used to manage student information. Any communications sent by email (ManageBac notifications, Newsletters etc) rely on the Open Apli database. 所有教职员工和学生都有一个 name@xischina.com.cn 的电子邮件地址。教师可以通过 ManageBac 访问家长电子邮件地址，ManageBac 链接到用于管理学生信息的 Open Apli 软件系统。通过电子邮件发送的任何通信（ManageBac 通知、时事通讯等）都依赖于 Open Apli 数据库。

When communicating by email with XIS staff, please followup if you do not receive a response within 1-2 business days. We have had issues with parent emails being filtered by school servers so

please call the Secondary School office if you have not received a response. 通过电子邮件与 XIS 工作人员沟通时，如果您在 1-2 个工作日内没有收到回复，请跟进。

我们遇到过家长电子邮件被学校服务器过滤的问题，因此如果您没有收到回复，请致电中学办公室。

Newsletters 校刊

Each week, the Secondary school publishes a newsletter that is distributed to parents by email and WeChat. The Newsletter reports recent events and activities on campus and provides calendar information on future happenings.

每周，中学都会发布一份校刊，通过电子邮件和微信发送给家长。

校刊报道校园内最近发生的事件和活动，并提供有关未来事件的日历信息。

WeChat 微信

The school has two WeChat accounts: one is a public account where schoolwide news and events are shared. Registered parents may join with the QR Code: 学校有两个微信账号：一个是公众号，分享全校新闻和事件。已登记的家长可扫描二维码加入：



The second official XIS WeChat group is a private group specifically for secondary parents who are automatically added upon enrollment to XIS. 第二个官方微信是入学后自动添加的中学家长专用群。

WeChat messages are generally sent out to the community via the school secretaries. All messages must be approved by the principal. The Secondary secretary also has grade level WeChat groups used to provide updates and information as required. Teachers do not participate in any WeChat groups. 微信消息一般是通过学校秘书发给学校社群的。所有消息必须得到校长的批准。中学部秘书还有年级级别的微信群，用于根据需要提供更新和信息。教师不参加任何微信群。

School Website 学校网站

The school website gives general school information, calendars, and news updates. The website address is <http://www.xischina.com>. 学校网站提供一般学校信息、日历和新闻更新。网站地址是 <http://www.xischina.com>.

6.4 Communicating Concerns with Teachers and Administration 与教师和行政部门沟通疑虑

The school aims to create strong and positive communications links between parents, teachers and the Secondary administration team. The best way to have your concerns addressed is to first go to the person most directly involved with your concern. Conversations with the Principal or Head of School should be reserved for only those occasions when working with the primary contact person has not been successful.

学校的目标是在家长、教师和中学行政团队之间建立强大而积极的沟通联系。

解决您的疑虑的最佳方法是首先去找与您的疑虑最直接相关的人。

与校长或校长的对话应仅在与主要联系人沟通不成功的情况下进行。

We strongly encourage parent attendance at Parent Teacher Conferences, Student-Led Conferences, Open House, parent workshops and other events designed for parents to meet and talk to the teaching faculty and administration.

我们强烈鼓励家长参加家长教师会议、学生主导的会议、开放日、家长研讨会和其他旨在让家长与教师和行政部门会面 and 交谈的活动。

XIS recognizes the need for proper communications between and among students, teachers, parents, and administration. To assist in achieving this goal, the following general procedures are recommended for all concerned parties: XIS

认识到学生、教师、家长和行政部门之间需要进行适当的沟通。

为帮助实现这一目标，建议所有相关方采用以下一般程序：

1. Contact the person responsible first. When the concern is about a student's coursework and academic progress, the best person to contact first is the class teacher. If you have questions about the DP program, contact the DP coordinator. Consult the "Who do I ask?" table on the next page for detailed information to help you find the primary contact person for your concern. 先联系负责人。

如果要了解学生的课程作业和学业进步时，最好首先联系班主任。如果您对 DP 课程有疑问，请联系 DP 协调员。请参阅“我问谁？”

下一页的表格中的详细信息可帮助您找到您所关注的主要联系人。

2. Any problems that cannot be resolved through a communication with the primary contact person, or questions of a more general nature concerning the operation of the school, should be directed to the Secondary

Principal.任何无法通过与主要联系人沟通解决的问题，或有关学校运作的更一般性质的问题，都应直接向中学部主任提出。

3. For further unresolved concerns, parents can reach out to the Head of School.

Appointments can be made by calling the main school number +86 592 625

6581.对于进一步未解决的问题，家长可以联系校长。可以拨打办公室电话 +86 592 625 6581 进行预约。

Who do I ask . . ? 我问谁 ?

| Topics 主题 | I should ask....我应该问... | Contact Information 联系方式 |
|------------------------------------|--|---|
| Absences & Attendance 缺席和出勤 | Myra Chen Secondary Office 中学部办公室 | myrachen@xischina.com.cn +86-592-6256581-126 |
| Admissions 招生 | Julia Su Admissions Coordinator招生办主任 | juliasu@xischina.com.cn +86-592-6256581 |
| After School Programs (APs)课外活动 | Lu Gang Activities Coordinator 活动协调员 | reggielu@xischina.com.cn |
| Athletics体育 | Ed Go Athletics Director体育主管 | edmundgo@xischina.com.cn |
| Address Change修改住址 | Julia Su Admissions Coordinator招生办主任 | juliasu@xischina.com.cn +86-592-6256581 |
| Bus Transportation校车交通 | Wendy Lin Transportation Coordinator交通协调员 | wendylin@xischina.com.cn +86-592-6256581 |

| | | |
|---|--|---|
| Certificate of Enrollment 入学证明 | Julia Su Admissions Coordinator招生办主任 | juliasu@xischina.com.cn +86-592-6256581 |
| Counseling & College Applications心理咨询和大学 申请 | Terrey Hoosain Secondary Counselor中学部心理顾问 | terreyhoosain@xischina.com.cn |
| Courses and Homelearning课程和作业 | Individual Teachers 各科老师 | See faculty directory |
| Discipline 纪律行为 | Cal Stuart Secondary Principal中学部主任 | calstuart@xischina.com.cn +86- 157-11551076 |
| English Language Acquisition英语语言习得 | Vickie Cai ESL HoD ESL主管 | vickiecai@xischina.com.cn |
| Finances and Tuition 财务学费 | Linda Lin Finance Director 财务主管 | lindalin@xischina.com.cn |
| Grades & Reports 分数和成绩单 | Individual Teachers 各科老师 | See faculty directory |
| Graduation毕业 | Cal Stuart Secondary Principal 中学部主任 | calstuart@xischina.com.cn +86- 157-11551076 |
| Topics 主题 | I should ask....我应该问... | Contact Information 联系方式 |
| Health Information 健康信息 | Mary Yang School Nurse 学校护士 | maryyang@xischina.com.cn |
| IB Diploma Programme DP课程 | James Sutcliffe IB DP Coordinator DP协调员 | jamessutcliffe@xischina.com.cn |
| IB Middle Years Programme MYP课程 | Laura Bell IB MYP Coordinator MYP协调员 | laurabell@xischina.com.cn |
| Library图书馆 | Librarian图书管理员 | |
| Lost and Found, Lockers 失物招领，储物柜 | Myra Chen Secondary Office 中学部办公室 | myrachen@xischina.com.cn +86-592-6256581-126 |
| SAT/PSAT | Terrey Hoosain Secondary Counselor中学部心理顾问 | terreyhoosain@xischina.com.cn |
| Technology 科技 | James Gleeson Technology Coordinator 科技协调员 | jamesgleeson@xischina.com.cn |
| Week Without Walls 校外研学 | Tim Ackers Student Life Coordinator 学生事务协调员 | timackers@xischina.com.cn |
| Withdrawal from School 退学 | Julia Su Admissions Coordinator招生部主任 | juliasu@xischina.com.cn |



School email is the most appropriate way to contact teachers! 学校邮箱是联系老师最合适的方式！

Teachers want to hear from and work with parents to ensure student growth and improvement. XIS encourages face-to-face meetings with parents when significant or repeated issues arise. The Secondary School secretary can help with coordinating meeting times with parents and providing translation as required. The Principal can assist with any issues that may arise.

教师希望听取家长的意见并与家长合作，以确保学生的成长和进步。XIS

鼓励在出现重大或反复出现的问题时与家长进行面对面的会谈。

中学秘书可以帮助协调与家长的会面时间并根据需要提供翻译。

中学部主任可以协助解决可能出现的任何问题。

Please use these guidelines to help our communication network to run as smoothly as possible:

请使用这些准则来帮助我们的通信网络尽可能顺畅地运行：

- Use phone calls or face-to-face meetings as much as possible. Letters and e-mails are a good backup, but they also can cause unintentional conflicts when the writer's intent is unclear or misinterpreted;尽可能使用电话或面对面的会议。
信件和电子邮件是很好的备份，但当作者的意图不明确或被误解时，它们也可能导致无意的冲突；
- Appointments 预约会议
 - Call or e-mail ahead to make an appointment. If you arrive at school without one, we cannot ensure that the person you want to see will be available or prepared to discuss your concerns.提前打电话或发电子邮件预约。
如果您在没有人的情况下到达学校，我们无法确保您想见的人有空或准备好讨论您的疑虑。
 - Follow up. If you don't receive a response within 24-hours, e-mail or call again. Your message may have been lost or filtered by the school's email servers.跟进。
如果您在 24 小时内没有收到回复，请再次发送电子邮件或致电。
您的消息可能已丢失或被学校的电子邮件服务器过滤掉。
 - When you make the appointment, let us know if you wish to use one of our translators.当您进行预约时，请告知我们您是否希望我们提供一名翻译。
 - Please arrive for your appointment on time. It is not possible to pull teachers from classes to meet with you outside of the arranged schedule.请准时到达您的约会。
在安排的时间表之外，正在上课的老师无法从班级中出来与您见面。
- Please do not use Wechat groups as a way to air grievances or to talk about other parents, teachers or students. If you chat impolitely or inappropriately on Wechat groups, the Principal and/or Head of School may need to meet with you regarding our principles for being a part of the XIS community;请不要使用微信群来表达不满或谈论其他家长、老师或学生。
如果您在微信群中不礼貌或不恰当地聊天，校长和/或校长可能需要就我们作为 XIS 社区一员的原则与您会面；
- Remember that we all have the same goal i.e., to provide your child with the best possible education in the safest possible environment. Polite and respectful conversations by everyone will help all parties meet that goal more successfully;请记住，我们都有相同的目标，即在最安全的环境中为您的孩子提供最好的教育。
每个人进行礼貌和尊重的对话将有助于各方更成功地实现该目标；

- Feel free to call us when something has gone well. We need to know when you're not happy, but we'd also certainly like to know when we've succeeded.当事情进展顺利时，请随时给我们打电话。
我们需要知道您什么时候不开心，但我们当然也想知道我们什么时候成功了。

6.5 Attendance 出勤

Understandings

- Punctuality and attendance are an expectation for all students. 准时和出勤是对所有学生的期望。
- Students are expected to be in school before 8:30 AM each morning. 学生应在每天早上 8:30 之前到校。
- All absences and tardies are documented on the student report card. 所有缺勤和迟到都记录在学生成绩单上。
- Excessive tardies may result in after-school or Saturday detention. 过度迟到可能会导致课后或周六留校。
- A poor attendance record may jeopardize student participation in extra-curricular activities that involve missing more school (for example athletics tournaments). 出勤记录不佳可能会危及学生参加课外活动，因为参加课外活动可能会更多的缺席（例如田径比赛）。
- Students with excessive absences may be ineligible for academic awards, and run the risk of not having course credit awarded or repeating a school year. 缺勤过多的学生可能没有资格获得学术奖励，并有可能无法获得课程学分或留级。

General Procedures for Absences - Parent Responsibilities 缺勤的一般程序 - 家长的责任

- If your child is going to be absent for any reason contact Myra Chen at 625-6581 or 625-6583 or by email, myrachen@xischina.com.cn before 9:00 AM on the day of the absence; 如果您的孩子因任何原因缺席，请在缺席当天上午 9:00 之前致电 625-6581 或 625-6583 或发送电子邮件至 myrachen@xischina.com.cn 联系 Myra Chen；
- Advance notice of planned absences is recommended. Teachers will be notified and will work together with students to minimize the impact of the absence. 建议提前通知计划缺勤。
教师将收到通知，并将与学生一起努力，以尽量减少缺勤的影响。

Late Arrival/Early Departure 迟到/早退

- Students who arrive late must sign in at the Secondary Office. 迟到的学生必须在中学办公室签到。
- If your child is departing early, please contact Myra Chen and inform her of the situation. Students require parental permission to leave campus early. 如果您的孩子提前离开，请联系 Myra Chen 并告知她情况。学生需要父母同意才能提前离开校园。
- If a student becomes ill during the school day, the school will contact parent(s) and inform them of the situation. If the school decides that the student should go home, it is the parents' responsibility to pick up their child. Parents should ensure that contact details are up to date in case we need to call you to let you know that your child is sick or injured. 如果学生在上课期间生病，学校将联系家长并告知他们情况。

如果学校决定让学生回家，家长有责任接孩子。
家长应确保联系方式是最新的，以防我们需要打电话通知您您的孩子生病或受伤。

Health and Safety 健康和安全

Your child's health and safety are very important to us. 您的孩子的健康和对我们非常重要。

- Full-time, qualified medical staff work for the school; a doctor is also available across the street at Yingcai School. 全职、合格的医务人员为学校工作；街对面的英才学校也有医生。
- If your child is injured at school and needs medical attention, our nurse will contact you and arrange for you to meet her and your child at the appropriate hospital or clinic. 如果您的孩子在学校受伤并需要就医，我们的护士将与您联系并安排您在适当的医院或诊所与她您的孩子会面。
- If your child feels unwell during the school day, the nurse can check the student's health and either administer treatment, allow the student to rest, or return the student to class. 如果您的孩子在上学期间感到不适，护士可以检查学生的健康状况并进行治疗、让学生休息或让学生返回课堂。
- If there is any concern that your child is too sick to be in school or is contagious, the nurse will contact you and ask you to come to school and pick up your child. 如果担心您的孩子病得太重而不能上学或具有传染性，护士会与您联系并要求您来学校接您的孩子。

Parent Responsibilities 家长的责任

Keep your child at home if they are feeling unwell, running a fever (37.5 C) , or have any symptoms which you even suspect might be contagious. 如果您的孩子感觉不适、发烧 (37.5 C) 或有任何您甚至怀疑可能具有传染性的症状，请让他们呆在家里。

- Take your child to a doctor or medical clinic if you have any concerns about your child's health or need directions about how long to keep your child out of school. 如果您对孩子的健康有任何疑虑，或者需要关于让您的孩子离开学校多长时间的指示，请带您的孩子去看医生或去诊所。
- Contact the nurse if your child is taking any medication. 如果您的孩子正在服用任何药物，请联系护士。
- Contact the school immediately if your child is diagnosed with a contagious illness so that we can inform classroom teachers and other students. 如果您的孩子被诊断出患有传染病，请立即联系学校，以便我们通知任课老师和其他学生。
- Keep your contact details up to date in case we need to contact you in an emergency 及时更新您的联系方式，以便我们在紧急情况下需要联系您

Parent Absence and Guardianship 父母缺席和监护

This issue is of particular concern to the staff and administration at XIS. We have seen more students left alone for long periods of time. In a couple of instances, students have been injured or sick during the school day, and the school was unable to find a responsible adult to care for the child. No issue is more important to us than your child's safety. We require all parents and guardians to work honestly and consistently with us on making sure that children are safe all day and every day. XIS 的员工和管理人员特别关注这个问题。我们看到越来越多的学生长时间独处。在一些情况下，学生在上学期间受伤或生病，而学校无法找到负责任的成年人来照顾孩子。

对我们来说，没有什么问题比您孩子的安全更重要。

我们要求所有家长和监护人诚实、始终如一地与我们合作，确保孩子们每天都安全。

- All students, regardless of their age, must have an adult parent or guardian residing in Xiamen full time. XIS can have students withdrawn from school until appropriate guardianship has been established;所有学生，无论年龄大小，都必须有一名全职居住在厦门的成年父母或监护人。XIS 可以让学生退学，直到建立适当的监护人；
- The school must know who is responsible for your children at all times;学校必须始终知道谁对孩子的孩子负责；
- Parents are responsible for making sure that the school has updated contact information, especially when traveling. If parents plan to be away for a long period of time, a Guardianship Form can be completed designating a temporary guardian;家长有责任确保学校有更新的联系信息，尤其是在旅行时。如果父母计划长期外出，可以填写监护表指定临时监护人；
- Any action that puts a child at risk in an emergency situation could jeopardize his/her continued enrollment.任何使儿童在紧急情况下处于危险之中的行为都可能危及他/她继续入学。

6.6 Tuition and Withdrawal 学费和退学

Understandings 解释

- All tuition and fees are computed once a year and paid in US dollars; fees must be paid on time. Tuition and transportation fees are prorated for students who are admitted during the school year;所有学杂费每年计算一次并以美元支付；费用必须按时支付。
学年内录取的学生，学费和交通费按比例计算；
- No refund will be granted for students who withdraw after the fourth week of school. Before four weeks, there is a 50% refund;开学第四周后退学的学生将不予退款。
开学后4周内，50%退款；
- Parents are responsible for contacting the school if they plan to withdraw a student;如果家长打算退学，他们有责任联系学校；
- The student will receive a checkout form that needs to be completed to ensure all materials have been turned in and all work is up to date. The school cannot release any school records, report cards or transcripts until this form is completed;学生将收到一张退学表，需要填写该表以确保所有材料都已上交并且所有作业都是最新的。在完成此表格之前，学校不能发布任何学校记录、成绩单或成绩单；
- Student records/transcripts will be sent directly to future schools as requested, only when all financial obligations have been settled;学生记录/成绩单将按要求直接发送给未来的学校，只有在所有财务义务都已解决的前提下；
- Generating the documentation required to move on to a new school can be a large task. It is very important that advance notice and clear instructions are provided to the school especially when unique documents are needed.生成转到新学校所需的文档可能是一项艰巨的任务。
向学校提供提前通知和明确说明非常重要，尤其是在需要特殊文件时。

6.7 Academic Program 学业课程

○

The academic program and paths to graduation are explained in Section 3 of this Handbook. Our curriculum uses internationally recognized standards and follows the guidelines of the International Baccalaureate Programme. 学术课程和毕业途径在本手册的第3节中进行了解释。

我们的课程使用国际公认的标准，并遵循国际文凭课程的指导方针。

The secondary school has a process in place that includes Managebac communications, progress reports, and other notifications to inform parents regularly on student progress and promptly if there are academic concerns. Our goal is to build successful learners grade by grade with an eye on academic goals in the IBDP and post-secondary education. We believe in addressing issues early and supporting learners at every step in their journey to graduation.中学制定了一个流程，其中包括 Managebac

通讯、进度报告和其他通知，以定期通知家长学生的进度，并在出现学业问题时及时通知家长。

我们的目标是逐年培养成功的学习者，着眼于 IBDP 和高等教育的学术目标。

我们相信尽早解决问题并在学习者毕业的每一步都为他们提供支持。

Parents can support learning in many ways:家长可以通过多种方式支持学习：

- Ask your child to explain what they are learning at school. The answer should never be “nothing”;让您的孩子解释他们在学校学习的内容。答案永远不应该是“没有”；
- Provide a quiet place to study at home that is free of distractions;在家里提供一个安静的学习场所，不受干扰；
- Provide a computer and reliable internet access;提供电脑和可靠的互联网接入；
- Log in to ManageBac to view assignments and feedback;登录ManageBac查看作业和反馈；
- Discuss assignments and feedback with your child. Help them identify strengths and areas to improve. Work together to set reasonable academic goals;与您的孩子讨论作业和反馈。帮助他们确定优势和需要改进的领域。共同制定合理的学术目标；
- When reports go home, discuss with your child his/her progress. Remember to praise good effort and progress towards learning goals;当成绩单发送回家时，与您的孩子讨论他/她的进步。记得表扬为实现学习目标而付出的努力和进步；
- Attend parent-teacher conferences or make an appointment to talk with your child’s teacher about any concerns expressed in the report card to find out how you can best support your child at home;参加家长会或预约与您孩子的老师讨论成绩单中表达的任何疑虑，以了解您如何在家中最好地支持您的孩子；
- Support your child in developing structures and strategies for staying organized and managing their time effectively.支持您的孩子制定结构和策略，以保持井井有条并有效地管理他们的时间。

6.8 Behavior 行为

XIS expects a high standard of behavior of all students. Students, staff, and parents at XIS value our strong sense of community and place great importance on the bonds of trust, honesty and mutual respect. Behavior standards created a structured and supportive learning environment. Discipline when necessary, is aimed at helping students learn from their mistakes.

XIS 期望所有学生的行为都达到高标准。XIS

的学生、员工和家长重视我们强烈的社区意识，并非常重视信任、诚实和相互尊重的纽带。

行为标准创造了一个结构化和支持性的学习环境。必要时的纪律旨在帮助学生从错误中吸取教训。

The Code of Conduct and behavior expectations are outlined in the [School Policies and Procedures section](#) of the Student Handbook.

学生手册的[学校政策和程序部分](#)概述了行为准则和行为期望。

We address disciplinary issues swiftly; yet we are measured and thoughtful before assigning consequences. Any disciplinary actions take into account what is best for the overall learning community

我们迅速处理纪律问题；然而，在决定后果之前，我们是经过深思熟虑的。任何纪律处分都考虑到如何对整个学习社区最有利。

6.9 Life at School 学校生活

Library 图书馆

Understandings 解释

- Borrowing books from the library is considered a privilege.从图书馆借书被认为是一种特权。
- Students must be in "good standing" (no overdue items, no money owed) to check-out library materials.学生必须“信誉良好”（没有逾期物品，没有欠款）才能借出图书馆资料。
- Overdue notices are sent to students and parent frequently. No fines are charged. In exchange, students are expected to respond quickly to any notification of overdue items. If there are questions, speak with the librarian.逾期通知会经常发送给学生和家长。不收取罚款。作为交换，学生应快速响应任何逾期项目通知。如有疑问，请与图书管理员交谈。
- Students must pay for damage to or loss of library materials. The replacement cost will be twice the current price, based on library vendor cost as import duties are very high.学生必须为图书馆资料的损坏或丢失支付费用。重置成本将是当前价格的两倍，基于图书馆供应商的成本，因为进口关税非常高。
- Report cards will be withheld for students who are not cleared of charges in the library.对于未清除图书馆费用的学生，将扣留成绩单。
- Parents can register for a parent account, which allows up to ten items to be checked out for two weeks. This parent account is in addition to the student check out.家长可以注册一个家长账户，最多可以在两周内查看十件物品。此家长帐户是学生结账的补充。

Afterschool Programs (APs) 课外活动

Three sessions of APs are offered through the academic year. Before each session, an Information brochure is provided to explain offerings and how to sign up. Grades 6-8 students are expected to participate in the Afterschool Program. High School students (grades 9-12) may choose to participate in APs, other after school activities (clubs) or leave campus. As a parent, please: 整个学年提供三期 AP。在每期活动之前，我们会提供信息手册以解释活动项目和如何注册。6-8 年级的学生将参加课外活动。高中学生（9-12 年级）可以选择参加 AP、其他课后活动（俱乐部）或离开校园。作为家长，请：

- Review the choices available to your child and help him/her make good decisions.查看您孩子的可用选择并帮助他/她做出正确的决定。
- Make sure that all of the paperwork (and fees if any) are turned in on time.确保所有文书工作（以及费用，如果有的话）都按时上交。
- Encourage your child to continue to attend all AP sessions, even if the AP is initially difficult or the child is discouraged. This will help your child learn perseverance.鼓励您的孩子继续参加所有 AP 课程，即使 AP 最初很困难或孩子气馁。这将帮助您的孩子学习毅力。
- Be aware that grade 9-12 students are not allowed to remain on campus during AP time unless participating in a supervised activity. Any unsupervised students will be asked to leave campus. Transportation is not the responsibility of the school. 请注意，除非参加有人监督的活动，否则 9-12 年级的学生不得在 AP 时间留在校园内。任何无人监管的学生将被要求离开校园。离开学校的交通不是学校的责任。

Special Events, Field Trips, Tournaments 特殊活动 · 郊游 · 比赛

Throughout the year, we hold a number of events for the XIS community. Some examples include a beginning of year picnic, winter and spring concerts/performances, a Lunar New Year celebration and sports tournaments. We encourage your attendance in support of your children.

全年，我们为 XIS 社区举办了许多活动。包括开学野餐、冬季和春季音乐会/表演、农历新年庆祝活动 and 体育比赛。我们鼓励您出席以支持您的孩子。

Understandings 解释

- XIS cannot always provide transportation to or from these events. XIS 无法始终提供往返这些活动的交通。
- Teachers work hard with students to make sure that the events will be rewarding for your children. 教师与学生一起努力工作，以确保这些活动对您的孩子有益。
- Please attend - these events are great opportunities to support your children. 请参加——这些活动是支持您孩子的绝佳机会。
- Return the slips we send home so that we can plan for transportation, seating and food. 提交我们寄回家的回执，以便我们可以计划交通、座位和食物。
- Observe the following rules for good audience members and spectators: 成为良好的观众成员，请遵守以下规则：
 - Turn off mobile phones. If you must keep them on (because you're a doctor, for example), turn them to silent mode and leave the performance area to speak on the phone. 关掉手机。
如果你必须让它们一直开着（例如，因为你是医生），请将它们调到静音模式，然后离开表演区打电话。
 - Be polite and attentive throughout the performance, not just during your child's part. Congratulate your child when the performance is over. Focus on what went well and not on what s/he may not have done well. 在整个表演过程中要有礼貌和专心，而不仅仅是在您孩子的表演中。
表演结束时祝贺您的孩子。
专注于进展顺利的事情，而不是他/她可能做得不好的事情。
 - Make sure that all comments are positive and respectful to your child and all other participants. 确保所有评论都是积极的，并且尊重您的孩子和所有其他参与者。
 - Be aware that your behavior represents our school as much as our students' behavior does! 请注意，您的行为就像我们学生的行为一样代表我们学校！
 - Observe the rules of good sportsmanship 遵守良好的体育道德规则
 - Do not speak to the coaches or players on either team. Do not speak to the referees during play. 不要与任何一支球队的教练或球员交谈。比赛期间不要与裁判说话。

Gifts at School 学校礼物

Understandings 解释

- Although teachers enjoy getting gifts, they do not expect to receive them from parents. 老师们虽然喜欢收到礼物，但他们并不期望收到来自父母的礼物。

- Giving a gift is a generous gesture, but it should have no relationship to any expectations of favored treatment for your children. 赠送礼物是一种慷慨的姿态，但它不应与您对孩子的任何优待期望有任何关系。
- If you would like to give a gift, please do not give cash. 如果您想赠送礼物，请勿赠送现金。
- Teachers and school staff will be embarrassed if the gift you give is too expensive. We suggest that no gift should cost more than US\$50 or 300RMB. This will help protect you and the XIS employee from unwarranted and needless misperceptions. 如果您送的礼物太贵重，老师和学校工作人员会感到尴尬。我们建议任何礼物的价格都不应超过 50 美元或 300 元人民币。这将有助于保护您和 XIS 员工免受无根据和不必要的误解。
- Only give a gift when your heart is in it. Don't do it because you think it's expected. 只有当你真心想要表达感谢时才送礼物。不要因为你认为这是被期待的事而去做。
- Make the gift personal. A box of homemade cookies might be more welcomed than an item which cost more. 让礼物个性化。一盒自制饼干可能比价格更高的商品更受欢迎。
- Always include a note. Teachers often save these personal notes as reminders that they are valued. 始终包括一张卡片。教师通常会保存这些个人卡片，以提醒他们自己很受重视。

Lost and Found 失物招领

Understandings 解释

- The school cannot be held responsible for loss or theft of any items. 学校不对任何物品的丢失或被盗负责。
- Students are encouraged not to bring valuable items to school. 鼓励学生不要将贵重物品带到学校。
- Lockers are provided to securely store personal belongings during the school day. 提供储物柜以在上学期期间安全存放个人物品。
- Found items are kept in a cupboard near the cafeteria. 失物招领处在自助餐厅附近的橱柜中。
- It is helpful for students to put their name on personal items. 将自己的名字写在个人物品上对学生很有帮助。
- At many school events, we set up tables of found items for parents to check. Any items unclaimed by the end of the reclaim session are donated to charity. 在许多学校活动中，我们会设置找到物品的表格供家长检查。会议结束时无人认领的任何物品都将捐赠给慈善机构。

Food at School 学校的食品

Understandings 解释

- Many students bring a packed lunch to school. Refrigerators and microwaves are available for food storage and reheating. 许多学生自带午餐到学校。冰箱和微波炉可用于食物储存和加热。
- During lunch time, both a Western and Asian lunch are available for purchase in the cafeteria. To obtain a cafeteria card, contact the Secondary office secretary. 午餐时间，自助餐厅提供西式和亚洲式午餐。要办理餐卡，请联系中学部办公室秘书。
- Food deliveries from outside vendors are not permitted for Health and Safety reasons. 出于健康和安全原因，不允许来自外部供应商的食品。

6.10 Volunteering 志愿

Understandings 解释

- Parents are welcome to come to school any time. Parents don't need to wait for a special event to come visit us. But please, call Ms. Myra and let us know you're coming. 欢迎家长随时来校。父母无需等待特殊活动来拜访我们。但是请打电话给Myra女士，让我们知道您要来。
- Volunteering is a great way to get to know the school and the other parents. 志愿服务是了解学校和其他家长的好方法。

Parents can volunteer to help in a number of ways,
including: 父母可以通过多种方式自愿提供帮助，包括：

- Serving as a class parent or PTSA representative 担任班级家长或 PTSA 代表
- Sharing special knowledge with the class joining special event organization groups – eg: Holiday bazaar, Spring Fling, International Day, Career Day
与加入特殊活动组织团体的班级分享特殊知识——
例如：假日集市、春季狂欢、国际日、职业日
- Providing food or time for events (School BBQ picnic, ACAMIS tournaments, International Day, etc.). 为活动（学校烧烤野餐、ACAMIS 锦标赛、国际日等）提供食物或时间。
- Serving on special committees for accreditation 在认证特别委员会任职
- Translating 翻译
- Serving as a substitute teacher, if you have previous classroom experience and hold a bachelor's degree. (compensation provided)
作为代课老师，如果你有以前的课堂经验并持有学士学位。（提供补偿）
- Supporting English language acquisition learners 为英语学习者提供帮助

Parent Responsibility 家长的责任

- Speak to your child's classroom teachers if you have something you'd like to share (e.g. your culture, career or expertise). 如果您有什么想要分享的（例如您的文化、职业或专业知识），请与您孩子的任课老师交谈。
- Speak to the appropriate principal if you want to help with school projects or offer an AP. 如果您想帮助学校项目或提供 AP，请与相应的主任联系。
- Speak to the officers of the parent special events groups if you would like to become involved with their wide range of fund-raising and support activities. 如果您想参与他们广泛的筹款和支持活动，请与家长特别活动小组的负责人联系。
- Understand that if you are working in classrooms, everything you hear and see in connection with students is of the utmost confidence and should not be shared with other adults or students. 请理解，如果您在课堂上工作，您所听到和看到的与学生有关的一切都是绝对保密的，不应与其他成人或学生分享。

