




TEAM EVALUATION REPORT
In collaboration with NEASC.

International School of Beijing

Beijing | China

Daniel Rubenstein | Head of School

Evaluation Team Visit Dates | 11 – 17 March 2023



Introduction

The quality and rigour of CIS International Accreditation is recognized by Ministries and Departments of Education and by independent national associations responsible for the evaluation of schools and universities around the world. Learn more about global recognition of CIS International Accreditation at www.cois.org/GlobalRecognition.

The CIS global membership community includes more than 1300 schools and universities in 116 countries. Our vision is to inspire the development of global citizens through high quality international education: connecting ideas, cultures, and educators from every corner of the world. www.cois.org

School Context

Brief History of the School

The International School of Beijing enrolls students between the ages of 3-18. It was the first international school in Beijing and is recognized as a leading learning community. It began as a school of eight students and two certified teachers in the hallway of a diplomatic apartment compound. In 1980, amid the growth of other diplomatic communities, the American, British, Australian Canadian and New Zealand embassies formally founded ISB.

In 1988 the school moved into the Lido campus on the North-East side of Beijing. It went on, in 1991, to become the first school in Beijing to offer the full International Baccalaureate Diploma program with its first graduating class in 1993.

In January 2002, ISB was permitted to accept expatriate students outside the diplomatic community. The school moved into a purpose-built, 32-acre campus in Shunyi District in the North-East of Beijing outside the fifth ring road, near the Capital airport. In 2013, building development saw the addition of the Fitness and Tennis Center (the Domes).

In 2016, the Dual Language program was launched in Elementary school. An ambitious development project led to the opening of new campus facilities in 2019-20. These included an ES Arts Center and Theatre, early years learning center, MS/HS Design and Art center and a MS/HS Performing Arts centre.

In 2020-21, after an 18-month community consultation, we adopted a refreshed Mission and Vision as we celebrated 40 years of ISB.

While we have three sections of the school, the Elementary School is functionally divided into two parts, the Lower Elementary School (LES) which includes Early Years program through Grade 2, and Upper Elementary School (UES) which is Grades 3-5. Middle School (MS) is grades 6-8 and High School (HS) is grades 9-12.


Enrollment Figures and Trends for each division over the last three years

Total student enrollment at ISB has remained fairly constant over the last three years, with a significant reduction for one year in 2020-21 due to the impact of the COVID-19 pandemic. Numbers are currently increasing.

Enrollment Breakdown - Number of Students					
Snapshot: January 17, 2023					
Section	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary School (ES)	788	819	737	758	766
Middle School (MS)	431	460	438	479	447
High School (HS)	517	506	450	476	483
Total (ES+MS+HS)	1736	1785	1625	1713	1696

Student and Faculty Demographics Trends

Regarding student demographic, since 2015-16 there has been an increase in the number of Chinese or Chinese with permanent residence in other countries being enrolled in the school. At



the same time, the number of students from the United States has decreased from 45% to 30%. Our South Korean population has increased somewhat from 15% to nearly 20%. (see Chart: Changing Proportions of Nationalities in ISB Student body over 10 years)

Faculty Demographics

The following charts represent a breakdown of the 2021-22 ISB faculty (n=236) by demographic factors.

Notable characteristics of overall ISB faculty:

- Nearly half of faculty are from the United States.
- There are more females on faculty, with the female: male ratio approaching 2:1.
- The most prevalent age category is 40-49 year-olds, with the majority (62%) of ISB faculty being over age 40, and 98% over age 30.
- Just more than half of faculty are in their 2nd – 5th year at the school (52%), with 31% having been around longer and 17% being in their first year at the school.
- The vast majority of faculty are expatriate hires (85%), with half of the overall faculty being overseas expatriates.

see CHARTS 1-5 Faculty Demographic pie-charts for Age, Gender, Hire Status, Nationality and Time at ISB

Summary of Governance

The all-volunteer Board of Trustees (BoT) is a 12-member group. Nine members are elected and three are appointed. The BoT oversees the operation of ISB according to the Association's Bylaws. All parents with children enrolled at ISB automatically belong to the Association and are entitled to vote for the elected members of the Board.

The BoT is responsible for: developing and approving school policy; overseeing ISB's financial health; recruiting, supporting, evaluating the head of school (HoS); and setting strategy for the future.

Each year the Board sets goals to fulfill its responsibilities and established standing committees to manage its work. The Board holds regular scheduled meetings, and members of the ISB community are invited to attend the open sessions. The annual general meeting (AGM) in April is open to all parents. The Board's two standing committees are the resources committee and the strategic governance committee.

Summary of School Location and Campus

ISB is situated on a 32-acre campus in the Shunyi district outside the fifth ring road and about 30 kms from the centre of Beijing, 30 minutes from the Beijing Capital airport and close to line 15 of the subway. It is an area which has seen reasonably rapid housing and transport development and contains a number of international schools and expatriate-style housing compounds.

The campus contains one large building which houses all three divisions of the school alongside various administration and facilities offices. The teaching spaces have been designed or renovated to support high-quality teaching and learning, collaboration, child safeguarding and well-being.

In the three-story, main buildings, there is an early years center, an elementary theatre, MS/HS design and art center, MS/HS performing arts center, film suite, 12 science labs, cooking lab, a 640-seater MS/HS theater and black box. The West side of the campus houses the large facilities offices and maintenance plant.

Connected to the main building, there is a large two-story, purpose-built sports dome which covers 8,500 square meters. This houses six tennis courts, a 200m running track and artificial turf pitch, a weight room, fitness gym, spin and dance studios. There are also four other gyms, including one with a climbing wall. A six lane, 25-meter pool serves the whole school. Outside there is a 665-seater stadium, a 400m running track, artificial turf rugby and soccer fields and baseball

diamonds. This last year we completed our renovation of the Outside Learning Environment (OLE) in the Elementary school.

The North gate side of the campus, which is the main and official ingress, has parking for 50 school buses and 60 vehicles. Entry to the building is through electronic turnstiles activated using ID cards. A second entrance, at the West gate, accepts a small number of staff vehicles and large numbers of students arriving on foot or by bike from nearby compounds.

The two library media centers, with more than 82,000 volumes and over 160 magazine subscriptions. ISB has a one-to-one MacBook laptop program for each student in grades 2- 12.

A pharmaceutical-grade (H-14) air filtration system ensures exceptionally high air quality in all our indoor areas, averaging an AQI level of 1 throughout the school.

Regional and Economic Circumstances

As part of the strategic plan process, consultants identified some trends which inform the school's plans going forward. One is the relative decrease in foreign families in Beijing, possibly set to fall further due to covid-19 and political landscape.

Another factor identified was the demographic change in our admitted families, compared to that when the school was founded forty years ago.

The third influence concerns ongoing changes in the regulatory environment. Challenges may be faced in both the level of oversight of curriculum and the potential introduction of Individual Income Tax. It is also possible that ISB may benefit from the potential reduction in international school places in Beijing as third tier schools exit the market.

SEE CHARTS 1-3: Regional and Economic Circumstances: External Environment, Regional and Economic Circumstances: Shifting Community, Regional and Economic: regulatory Environment Circumstances

Summary of Curricular Programmes

Our curriculum standards are sets of learning outcomes that focus on deep, complex skills like analyzing, evaluating, and creating. At ISB, we have selected internationally recognized standards that are backed up by research and that set challenging goals for our students. Our curriculum is scaffolded to ensure they achieve these goals.

The standards have been selected from a number of different sources. These include Common Core for English and Math, Next generation Science Standards (NGSS) for Sciences, C3 (College, Career and Civic Life) Standards for Social Studies, Ontario Canada Standards for Physical Education and Health, National Core Arts Standards for Visual and Performing Arts, American Council on the Teaching of Foreign Languages (ACTFL) for World Languages. Our Chinese language program, which has three pathways, uses a combination of ACTFL, Common Core and Chinese National Curriculum Standards.

Our approach to curriculum design curriculum is research-based and strives to embed our Approaches to Learning: SEL, Service Learning, Inquiry, C6 Biliteracy Framework, Design and Personalized Learning.

The Dual Language Program in elementary school provides opportunity for students to achieve bilingualism and biliteracy, academic proficiency in both program languages (Chinese and English) and socio-cultural competency.

We offer a full International Baccalaureate Diploma Program (IBDP) for grades 11 and 12 alongside an ISB Pathways program utilizing school-based curricula. A small number of Advanced Placement (AP) courses are offered alongside online options such as Global Online Academy (GOA) and Virtual High School (VHS). All students graduate with an ISB High School Diploma.

Summary of Language Programs

In order to serve students from diverse cultural backgrounds, we offer three pathways for Mandarin Chinese. These are based on student language background and family culture. The three pathways are: Chinese as an Additional Language (CAL), Advanced Chinese (AC) and Chinese Language and Literature (CLL). At IBDP level, we offer Mandarin *Ab Initio* alongside Mandarin B and Chinese A Language and Literature.

In addition, from grades 6-12, we offer French, and Spanish for second language learners. Students may take IB courses in French B, Spanish *Ab Initio* or Spanish B.

Summary of the school's accreditation history with other agencies

ISB's first accreditation was with the Western Association of Schools and Colleges (WASC). ISB is currently accredited by three bodies: China's National Centre of School Curriculum and Textbook Development (NCCT), Ministry of Education, China, the Council of International Schools (CIS), and the New England Association of Schools and Colleges (NEASC). NCCT accreditation was first awarded in 2003. CIS-NEASC joint accreditation was first awarded in 2006. Joint CIS-NEASC-NCCT accreditation was most recently awarded in late 2016 following the completion of the Self - Study (CIS, 8th edition) in March 2016 and the Team Evaluation Visit in November 2016. This was followed by a CIS-NEASC preparatory visit in Dec 2021.

List significant changes since previous accreditation or preparatory evaluation

- The new ISB strategic plan was ratified and adopted in June 2022 and serves as a guide for the school's priorities.
- Government plans for Individual Income Tax (ITT) for expatriates has been postponed. The relevant government authorities will revisit this in 2024.
- The Board of Trustees has worked to strategically increase diversity on the Board. (PPTs and redacted Board minutes of discussion from Daniel) (Board candidates for April 2022 photo).
- There is a focus to ensure a smooth handover between departing and incoming faculty including the matching of professional and personal buddies/mentors.
- At the point of writing, hiring and retention of qualified and experienced faculty and staff is nearly finished for 2022-23.
- In 2021-22 we had a larger intake of faculty and staff and we worked to ensure there was flexibility in recruitment to cover different possible plans due to Covid-19, whilst ensuring the quality of our faculty and staff.
- The elementary school Outside Learning Environment (OLE) was renovated in summer of 2022.
- Covid-19 measures remain an ongoing, and quickly changeable, challenge to the operation of the school, requiring a dedicated allocation of human resources. However, China has now started relaxing policy, so we wait to see how this unfolds in Spring of 2022.
- In Dec 2022, the school has been operating on campus face to face apart from a four-week period online due to the Covid-19 pandemic (Nov 21 – Dec 16, 2022) when we were directed to go online. We have opened in-person as of Jan 2023.

Summary of the Action Taken and Impact based on the CIS Preparatory Evaluation in December 2022.

The prep visit recommendations are listed below. Since then, the Senior Leadership Team (SLT) have met to consider how to address them. The necessary CIS actions have been prioritized into categories and assigned to those responsible with a timeline. (ISB ELT Priority Work March 2022). Items categorized as 'important, urgent and continuing' are being addressed started in April 2022 with some expected to continue into 2022-23. A second category is 'important but not urgent'. These are tasks which are critical to our success but without pressing deadlines. Examples include research projects, project planning and process development. ISB has had a significant Leadership change in the 2022-23 year and a new school-wide Strategic plan devised and now being implemented. Some of the CIS actions were judged best to initiate once new leadership is in place. (ISB Priority Work SLT updated Oct 2022)

Domain A Standard 2 - The learning leaders continue to build staff understanding of the Learning at its Best Framework so that it becomes embedded in the learning program.

Domain A Standard 1 & 5 - The board and ELT introduce a regular cycle of review of the guiding statements to ensure they remain relevant and appropriate for the school community.

Domain A Standard 3 - The ELT finalize the global citizenship document and implement strategies to develop awareness and understanding so it can guide practice across the school.

Domain A Standard 3 - The ELT and faculty develop means to measure students' development as interculturally competent citizens.

Domain B Standard 1 - The Board of Trustees develop and implement strategies to increase the diversity of trustees to be more inclusive and representative of the school community.

Domain C Standard 1 - Student support services (SSS) assess the staffing and other resources provided for language and learning support needs in order to plan for the needs of the changing student body.

Domain C Standard 2 - The curriculum leaders support the continued implementation and assessment of and within the SEL program.

Domain C Standard 2 - The curriculum leaders evaluate and clarify the documentation guidelines of the written curriculum with a focus on organization and consistency.

Domain D Standard 2 - The ELT to evaluate the amount of resources provided, including staff, for students with needs as the school becomes increasingly inclusive.

Domain D Standard 2 - The SSS team to develop clear structures around how to support the learning for EAL and LS students in all areas of the school.

Domain D Standard 3 - The learning leaders review the resources and ensure they are culturally appropriate and reflect the cultural backgrounds and experiences of the students to make learning more relevant and meaningful.

Domain E Standard 3 - The Director of Activities monitors the activities program in order to ensure it includes activities that reflect the interests and needs of students to maintain a high level of student engagement.

Domain F Standard 1 (Major) – The ELT and Director of HR develop an employment policy that includes the school's recruitment processes and screening procedures to provide transparency and clarity.

Domain F Standard 2 - The ELT and Director of HR strengthen screening procedures by requesting criminal records from all countries where a prospective employee has worked in the well-being interest of safeguarding students.

Domain F Standard 3 - The ELT and Learning Leadership Team refine the professional learning program for teacher assistants to support student learning.

Domain G Standard 3 - The ICT Director and committee continue to research possible Learning Management Systems in order to better support the learning programs at the school.

Synchronised accreditation

Yes

School Overview

Student Admissions and Attrition

Student admissions

Enrollment Figures and Trends for each division over the last three years

Enrollments of returning Chinese with foreign Permanent Residence cards, started in 2014. Since then, the number of expatriates has decreased in China, Beijing, and the amount of US passport holders enrolled has essentially been replaced with this new segment which now stands at 14% of our population.

Over the last 4 years we have brought in an average of 283 new students per year after reviewing around 723 applications. More than ever, those are not at a normal semester start. Rolling enrollment is important.

Enrollment Breakdown - Number of Students

Snapshot: January 17, 2023

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Student and Faculty Demographics Trends

Regarding student demographic, since 2015-16 there has been an increase in the number of Chinese or Chinese with permanent residence in other countries being enrolled in the school. At the same time, the number of students from the United States has decreased from 45% to 30%. Our South Korean population has increased somewhat from 15% to nearly 20%.

SEE CHART: Changing Proportion of Nationalities in ISB Body Over 10 years

Student mobility and attrition

At the end of 2020 we saw a sharp drop in applications and above normal withdrawals, this was the start of COVID-19 and long periods of online learning and uncertainty. Since then, our attrition has been low and applications have slowly increased, but not quite back up to 2019 levels. We also have seen a decrease in students applying for and transferring to boarding schools due to the hardship surrounding travel and quarantine. The balance has created a gentle increase in student numbers over time. We are happy to have 1696 students enrolled today (January 17, 2023.)

Over the past 5 years, students leaving ISB have varied from the average of 270 annually to a marked increase at the end of 19-20 of 367 due to effects of COVID-19 travel and border restrictions. The trend returned to somewhat normal in 2020-21, followed by 2021-2022 school year with a decrease of leavers of around 265. For the current school year, 83 students withdrew as of the end of semester one.

Leavers can be attributed to five distinct categories. The largest group each year are those families transferring to another country. That can be due to the end of assignment in China or change in work location for one of the parents. The second largest group are those students transferring to boarding schools abroad. These are normally at the end of middle school going into high school

from Grade 8 to grade 9. A smaller category are those students transferring to other schools in Beijing. This can be due to financial reasons or looking for a different academic environment. Other reasons to transfer out can be personal or medical reasons.

ISB captures data from each family when they withdraw from school asking about their experience at ISB and if we could do anything to improve. That data is kept in our school information system PowerSchool and reviewed annually by Admissions, Marketing and Communications teams. Please see the Admissions Update powerpoint in the evidence (Admission Update for Accreditation)

See CHARTS 1-2 Student mobility and attrition - over 5 years; reasons for leaving

Faculty and Administration

Faculty composition

Faculty Demographics

The following charts represent a breakdown of the 2021-22 ISB faculty (n=236) by demographic factors.

Notable characteristics of overall ISB faculty:

- Nearly half of faculty are from the United States.
- There are more females on faculty, with the female: male ratio approaching 2:1.
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- Just more than half of faculty are in their 2nd – 5th year at the school (52%), with 31% having been around longer and 17% being in their first year at the school.
- The vast majority of faculty are expatriate hires (85%), with half of the overall faculty being overseas expatriates.

Trends in Faculty and Administration

The faculty and administration of ISB currently includes 229 individuals, representing an 8% decrease from 249 people in 2020-21, and 243 the year before that. During that 3-year time the gender, age, and degree composition of the faculty and administration have remained relatively steady with only a few notable shifts:

Gender

The faculty has held a consistent ratio of roughly two female faculty members to every male (64%/36%) in recent years while the administration has seen an increase in the proportion of female administrators from 50% to 57%.

Age

Tracking age groups shows a relatively stable distribution the last three years with administrators having more representation in older age groups than faculty, unsurprisingly given the greater levels of professional experience called for in those roles. While there are no major changes, administrators had the most shift over time from younger age groups into the 50+ category. Faculty saw a small uptick in 30-40 year-olds and concomitant decline in the 50+ category. These slight changes are likely mostly driven by individual aging from year to year, especially with relatively lower rates of leavers in recent years. This was also driven by new legislation limiting work visas to the under 60 years old. (see Leaver section)

Academic Degree

The breakdown of highest academic degrees held by faculty and administrators remains steady over the three years with a small swing in percentages from bachelors to masters among faculty.

SEE CHARTS 1-3 Trends in Faculty and Administration - Age, Gender and Academic Degree

Faculty mobility

Faculty Who Have Left the School

Over the past three years, ISB has seen the amount of faculty leaving each year go from a low number related to COVID-19 factors in the 2019-20 school year to rising numbers in subsequent years. Prior to the COVID-19 pandemic, the faculty turnover rate was between 10-15%.

The main reason reported for faculty leaving is relocation, a routine phenomenon in international schools such as ISB. The natural rhythms of this process were significantly disrupted by the uncertainty and restrictions brought on by the pandemic, which led to lower-than-normal amounts of relocation in 2019-20. There was some increase in relocations in the next school year, accompanied by an additional and unprecedented COVID-19 factor of faculty members who were abroad not being able to return to China to continue their employment. In this 2021-22 school year, relocation is returning more fully and with added numbers as people now enact relocation plans that had been on hold and in response to heightened government restrictions on travel. While COVID-19 was the main driver of leaving trends recently, there is also a small uptick in retirements to note.

See Charts 1-2 - Trends in Faculty and Administration - Reasons for leaving and Total leaving faculty

School-wide Students' Achievement Information

Academic achievement

External Assessments of Academic Achievement and Aptitude.

The school utilizes a set of external assessments to track students' proficiency in literacy, math, additional language acquisition, and content-area learning. Our assessment approaches gauge how well students are able to demonstrate key academic skills with assessments geared toward their grade-level and academic development steps administered at consistent times during the school year. This generates data on student progress over time and relative to standardized benchmarks, which we use to support targeted planning of curriculum and instruction.

A central component of our external assessment strategy is the Measures of Academic Progress (MAP) assessment. This assessment serves as an important external data point for us and it supports teachers to differentiate and adjust instruction to suit the needs of our students. MAP assessments are given to students in Grades 3 through 9 in the areas of language skills, math, and reading.


MAP data over the past three years has been consistently above the US Norms. In addition, math has been consistently above the EARCOS region comparison. This trend is also seen with reading in Grade 6 through 9 and language usage in Grade 4 through 9. Comparing to our own historic data, the mean RIT scores for all grade levels in both math and language usage have remained mostly consistent over the last three years although we have seen a slight decline in reading RIT scores in Grades 3-5 and 9. We have identified reading and word study as areas for growth for Grades 3 through 8 and are providing targeted professional learning to support this work.

Broader achievements

Other Types of Student Achievement

Our after-school sports program serves students at all grade levels, with elementary, middle school and high school teams taking part in most events within ISAC, our Beijing/Tianjin international school league.

Additionally, our high school teams compete in the Association of China and Mongolia International Schools (ACAMIS), China Cup, and Asia Pacific Activities Conference (APAC) organizations, with travel opportunities for various competitions within Asia. Many of these opportunities have been on hold during COVID, but this has forced us to think creatively to create like experiences for our students on a more localized level. We have been fortunate enough to run a full competitive programme across the full range of sports for over a year at time of writing.



Our co-curricular performing groups complement our performing arts curriculum by offering technical skill development, the opportunity to perform in groups and the exploration of styles and genres not covered in curricular classes. Band, Choir, Dance, Jazz, Orchestra and Theatre are all available across the school, with ISB being a key member of the Association for Musics in International Schools (AMIS) and International School Theatre association (ISTA) organisations to push our top students, while offering our HS participants the APAC Fine arts experience.

Our After School Activities (ASA) program runs for 3 sessions each school year, offering more than 70 different activities in each session, and serving 80% of students between grade 1 and grade 8. In MS and HS, we have over 30 clubs and service opportunities, ranging from coding to debate, from ultimate frisbee to World Scholars Cup. Our Duke of Edinburgh International Award program currently serves almost 50 HS students, and our Model United Nation (MUN) program offers conference experience to over 150 students each school year, with our own BEIMUN conference heading into its 30th year in 2023. We have close ties with many local NGOs and arrange weekday and weekend visits through our Nightingale Charity Club (NCC) and Rotary INTERACT groups, and our HS Net Impact club is currently heavily involved in the development of our own ISB Sustainability Roadmap here on campus.

The Local and Regulatory Environment

Regulatory environment

Regulatory Environment

ISB, originally an Embassy School, was founded in 1980 under the sponsorship of five embassies of the United States, Britain, Australia, Canada, and New Zealand. In December 1996, ISB was restructured as an independent school for foreign children and registered with the Beijing Municipal Commission of Education (BMEC). The Shunyi Campus was officially opened in 2002. The only government restrictions on school licensure and operations is that students of the School shall be the children of foreign citizens with legal residence permits in China and other such students as may be authorized to attend the School according to the related laws and regulations of the Peoples Republic of China.

The school Constitution

ISB's constitution encompasses the nature, organization structure, management, finance management, and mission and enrollment of ISB. In the constitution, a clear understanding was established that ISB is a non-profit education organization that offering education for children of foreigners who live and work in China. The ISB campus would be the only campus, and no branch locations would be added.


Governance Structure

The Head of School manages ISB and is supervised by the Board of Trustees. The members of the Board of Trustees are elected from the parents of the students in school. They join the board voluntarily with no pay, and their term of office is two years. The Board of Trustees is responsible for making and approving school policies, supervising the financial situation of the school, recruiting, and evaluating the Head of School, and setting up the strategic plan.

The school is a non-for-profit organization fully recognized by the Chinese authorities as a foreign school that operates with careful attention to the rules and regulations of the host country. The Shunyi Education Commission is the local authority that regulates ISB, with Beijing Municipal Commission of Education (BMEC) and the Ministry of Education (MOE) having ultimate authority related to ISB operations. Under the regulation, ISB is an inclusive school that seeks to enroll children of foreigners working and living in Beijing, covering 15 grades including early years, elementary school, middle school, and high school.

Health and Safety and Compliance Policies

To ensure compliance with campus health and safety policies, ISB follows all laws and regulations of host countries. The local authority has granted ISB with the Cafeteria Operation License, the Swimming Pool License, and the Water Usage license.



ISB has published campus health policies for community health. The school's individual emergency action plan helps children with life-threatening conditions such as severe allergies, asthma, diabetes, or seizures. During COVID-19, the school set up procedures for students with fever. ISB also has nurse offices that are qualified to treat minor injuries and illnesses, perform first aid, administer medications, maintain student health records, advise parents, staff, and students on health-related issues, and carry out screening for height, weight, vision, hearing, and scoliosis for specific grade levels.

Outsourced services

For the food and logistics service, ISB outsources to Sodexo, a global hospitality company for catering and facilities management. For commuting service, ISB outsources to SakTran company for the school buses operation. ISB outsources to a number of different companies for several extracurricular activity programs and coaches.

Child Protection and Safeguarding Policies

ISB endorses the UN Convention on the Rights of the Child of which our host country, the Peoples Republic of China, is a signatory. ISB has implemented the child protection policy and procedures to build up a safe environment for students who may experience abuse or neglect in their lives. ISB updated the Child Protection handbook in 2021 (ISB Child Protection Handbook) . The school has also formed the Child Protection Response Team and the Child Protection Advisory Team to ensure the implementation of the policy. Besides, the school has also set up a reporting system that expects all staff to report any suspected incidents of child abuse or neglect. Administration leads the follow up of any such report. Lastly, ISB has student education, parent education, training of faculty and staff to increase community competencies in recognizing and responding to child maltreatment.

Regulatory relationships

ISB, originally an Embassy School, was founded in 1980 under the sponsorship of five embassies of the United States, Britain, Australia, Canada, and New Zealand. In December 1996, ISB was restructured as an independent school for foreign children and registered with the Beijing Municipal Commission of Education (BMEC). The Shunyi Campus was officially opened in 2002.

School license

See attached ISB School License and Summary of Government Oversight.

The only government restrictions on school licensure and operations is that students of the School shall be the children of foreign citizens with legal residence permits in China and other such students as may be authorized to attend the School according to the related laws and regulations of the Peoples Republic of China.

Regulatory compliances

See above.

The CIS Community Survey

Analysis of community survey data

Response rates of each group to the survey

Response rates were calculated based on how many individuals completed at least one item in the body of the survey, and rates aligned to what is often seen with other ISB surveys:

- Alumni, furthest removed from the daily life of the school, had the lowest response rate at 10%.
- Parents were also in the lower ranges at a 21% response rate that was relatively consistent across divisions with MS parents slightly higher (24%) and HS parents slightly lower (18%).

Other stakeholders with more daily interaction with the school had significantly higher response rates:

- Board – 92%
- Faculty – 58%
- Support Staff – 68%
- Students – 74% overall, which included a declining pattern from lower grades (Gr5 – 81%, MS – 88%) into higher grades (HS – 53%) We were running a 3-day, schoolwide fringe festival during the days when HS took the survey. This lowered the response rate.

Significant Strengths of the School as Perceived by the Constituents

Responses were analyzed to gauge the agreement level (average percent of respondents reporting agree or strongly agree on statements associated with the domain or standard) and relative rating (average difference between the rating for a statement and the respondent's average rating across all survey items). Several areas of strength were evident in the results:

Main themes of strength in survey data are respondents feeling grounded in guiding statements that clearly convey school goals and values and appreciating the school's facilities and resources as strong assets for the educational program. The highest agreement level was reported for statements associated with Domains A and G (92%). They also had the highest relative ratings, meaning the most respondents gave higher ratings for those domains compared to their overall average. Within those domains, these patterns of evident strength were most pronounced for Standards A1 and A3 and G1, G2, and G3.

Domain E also showed evidence of strength, with an overall agreement level of 91% and a positive relative rating, meaning more respondents than not rated Domain E statements higher than their average. In particular, standards E2 and E4 stood out with the most evidence of strength within this domain.

Significant Opportunities for Improvement as Perceived by the Constituents

For opportunities for improvement a main theme seen across responses is how the academic program meets a range of learning needs. Domains C and D have the lowest agreement level (88%) and have negative relative responses, meaning more respondents than not gave ratings for these domains lower than their average across the survey. Within those domains, standards C2, D2, D4, and D8 showed up as areas with the most evidence of needing improvement.

Additionally, while Domain H was in the mid-range of agreement levels, the fact that it was the domain with the lowest relative rating flags it as an area constituents perceive having opportunities for improvement.

Gap Analysis of any Significant Differences Among the Perceptions of the Constituent Groups

Calculating agreement level and relative ratings for each stakeholder group highlights further patterns to consider. A consistent pattern is faculty showing lower agreement levels across domains, being the stakeholder group with the lowest or second-lowest rating in all but Domain G. This emerges most notably in Domain B where faculty had an overall agreement level of 74% while other groups were all above 90%.

Another example of a stark group difference shows up with alumni in Domain E with a 79% agreement level while all other groups are above 91%. Additionally, within Domain F, while agreement levels are not as varied (85%-94%), parents (85%) and Board members (90%) both have their lowest agreement level in this domain and both have negative relative responses while other groups are positive.

Analysis of the Results from Statements Related to the Core Standards

Analyzing core standards alone results in some shifts to the results seen when considering all standards. The agreement level for Domain G rises 5 percentage points, Domains E and F rise negligibly, Domains A, C, D, and H all fall slightly by 1-2 percentage points, and Domain B drops more significantly by 7 percentage points. There is a similar pattern of shifts by domain looking at relative ratings of core standards.

Even with these shifts, the main patterns noted above are mostly stable. Considering core standards, the evidence of strength for Domain G stands out even more while Domain A and Domain E have relatively similar evident strengths. Domains with evidence indicating opportunities for improvement remain the same, with the addition of Domain B falling to the lowest agreement level and relative rating when considering core standards alone.

Notes on Context during the CIS survey opening time for stakeholder respondents:

- CIS Survey was open 15-29th March 2021
- Parents were not allowed on campus due to COVID--19 restrictions (also true for Parent Teacher Conferences (PTC))
- Sudden, repeated, whole-school COVID-19 testing on campus at short notice
- Some key administrators, students, and staff were forced into lockdown/quarantine
- All interschool sports ceased meanwhile
- Grade 12 mock IB exams took place for two days of this window
- Faculty and Grade 5 and MS students were given protected time to take the CIS survey
- Parents were emailed and weekly reminders were sent to faculty and staff via school wide communication in ISB Weekly

Community survey actions

Actions that Have Been Taken or Planned as a Result of the Survey Findings

The Steering Committee and Head of School have discussed the survey data. The new strategic plan incorporates areas of strength and concern from the survey. These were reflected in the Strategic plan presentation shared with all staff in April 2022 (ISB Strategic Plan PPT). Specifically, areas relating to Domain C and D are one strong focus of the new strategic plan. Once the strategic plan is ratified (end of April 2022), the school divisions will be devising action plans to reflect student focus and parent connections.

As a result of the CIS survey as well as additional data from stakeholder focus groups and peer school analysis, ISB leadership noted three areas that were elevated by the stakeholders as areas in need of attention.

As a response to the notable gaps and challenges, ISB crafted three strategic focus areas:

1. Focus on the core academic program ensuring challenging and joyful learning for all.

2. Utilize our community resources to empower all students with purpose and compassion.
3. Ensure life-long peer relationships in our inclusive community

1. **Focus on the core academic program ensuring challenging and joyful learning for all.**

All stakeholder groups: parents, students, staff, and alumni, are agreed that the core academic program, as defined by the programs that have a culminating IB exam, is the unifying reason for attending ISB. The quality of teaching and learning in these core courses is the critical factor for ISB's success. ISB had spent years developing standards aligned curriculum and now was the time to elevate teaching methods. In addition, the COVID years has caused higher levels of faculty turnover and made recruiting overseas faculty more difficult, especially in areas of secondary math and science, learning support and English as an additional language. Recruiting, training, and retaining excellent teaching is a critical priority for ISB to maintain its tradition of excellence.

2. **Utilize our community resources to empower all students with purpose and compassion.**


While the core academic program is the top priority for most of our families and students, co-curricular activities is a critical part of the ISB experience. Our students, families, staff, and alumni told us again and again about the transformative experiences that they had on the pitch, stage, court and in the debate-room. With a state of the art 32-acre campus and a long-tradition of excellence in APAC, ISB's co-curricular program allows students to represent the school in meaningful performances and competition in the larger community. Through a process of sampling many different activities and consistent encouragement and skill development, ISB will ensure each student finds an area of passion and a life-long activity to gain confidence and skill.

3. **Ensure life-long peer relationships in our inclusive community.**

As an international community with rapidly shifting demographics, ISB has heard the call to ensure that all community members are establishing peer relationships across national, cultural, and linguistic lines. Part of being in an international community is the opportunity to learn from, befriend and be enriched by peers from a different background. During this period of post-COVID recovery, ISB will develop specific expectations, events, programs and accountability to ensure that students, staff, parents and alumni are creating and maintaining strong peer relationships outside of their most specific identity group.

The Board of Trustees are engaged to actively increase diversity of representation on the Board (See Domain B report). In 2022, the Board of Trustees actively recruited candidates for elected and appointed Board positions to enhance the diversity of the Board. As a result of these efforts, Board membership now includes members of the Korean and US Embassy communities. To ensure future flexibility in managing the composition and balance of the Board of Trustees, the Board is investigating and considering the benefits of increasing the number of appointed Board positions. If it is determined that there is merit to increasing the number of appointed positions on the ISB Board of Trustee, the Board may propose that the community consider and support such an adjustment.

It should be noted that COVID has disrupted our ability to come together on campus for part of the 2021-22 school year and part of the 2022-23 school year. In the 2022-23 school year we have had 20 days of online learning, prior to the PRC government removing COVID restrictions. Our community returned to in-person learning with over 90% attendance on January 2, 2023. We expect the remainder of the year to be in-person and for our school community to return to



normal in-person operations including our full co-curricular offerings.

With the re-opening of China, we are very confident that our main pressure point of hiring overseas faculty will be eased. We have already seen this occur with a rapid increase in applications for roles and staff members who have left asked about returning to ISB. We are hopeful that enrollment will increase in the coming days and months, but it is too soon to determine.

While ISB and Beijing is experiencing a springtime awakening, many in our larger host country and some in the ISB community are anxious at the speed at which changes have occurred and the resulting risks. Some community members are still working through traumatic experiences over the past three years. One critical task is to bring some closure to the past 3-years of COVID pandemic and to ensure that ISB is rapidly pivoting towards its strategic focus areas to ensure the strongest ISB emerges during this period of China's re-opening.

It should be noted that we have not conducted annual CIS Community Surveys. We conducted one CIS Community Survey in 2021 for our stakeholders.

Domain A – Purpose and direction

A1

The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)

School Response

Exceeds

ISB's 2019-2020 annual report [Annual Report 2019-20.pdf] provides an overview of how the school's current guiding statements [ISB Mission Vision Values from Annual Report.png] were created and later introduced in 2020. The guiding statements comprise the school's mission and vision statements. These statements were generated following a detailed and inclusive process comprising all constituent groups in the school's community.

These guiding statements are manifested around the school (in main hallways, meeting rooms and classrooms). All staff and parent meetings begin by restating the guiding statements. This also extends to events involving students. In the CIS Survey results, over 90% of all respondents agreed or strongly agreed that "The school's guiding statements (mission, vision, values, & strategic intent) are appropriate for this school."

Importantly, these statements form the basis of in-school professional development [LAIB - LLT September 28th Facilitation Process.pdf]. New documents created since the guiding statements were ratified, make specific reference to the school's mission and vision. The infographic poster, "Learning at its Best" [Learning at its best poster] is an excellent example of this. This poster details the school's approach and priorities to learning and is the school's guide to professional growth for teachers. It is also on display around the school and in classrooms. It forms the basis for faculty and leadership discussions and strategies for curriculum, planning and learning.

There are several examples of how the guiding statements are embedded in our school and can be described as follows. Firstly, at the beginning of the 2020-21 school year, many teachers were not on campus to provide face-to-face instruction and it was necessary to adapt instructional strategies. The latter was revised, making specific reference to the guiding statements and this is evidenced in the Partnered Instruction model [MSHS – PartneredInstruction – EN.pdf] for Middle and High School.

The school recently completed a significant reconstruction of the academic buildings to support the implementation of our mission and vision and to support student learning. The continued development of our Design Center, integral in supporting our design, inquiry and personalized learning approach, is evidence of the role these guiding statements play in influencing our strategic planning. This is true also of programmatic developments such as the creation of ISB's life-centered education program (LCE) and our intention to be a fully inclusive institution [Draft Learning Support Handbook.pdf].

The mission and vision also form the basis of our teacher profile [ISB Teacher Profile Website.pdf] and this is referred to constantly during our recruitment process so that we can identify candidates with philosophies that align with our guiding statements.

Our child protection handbook [CP Handbook Revised July 2021.docx] and specifically our corporal punishment policy have been significantly developed in recent years, and these are important guides for our community. The employee code of conduct [ISB Employee Code of Conduct_updated Jun 2019.docx] sets the foundation for the "strong relationships" at the core of our mission.

When commencing the process of developing a new strategic plan, the Board of Trustees (BT) employed the services of a consultancy with significant international school experience to review and assess the extent to which the school's constituent groups understand the guiding statements and understand their relevance to the school [20220226 Board Meeting Agenda

v0.6 Guests.pdf].

The BoT, together with the Head of School, have undertaken steps to review the guiding statements during meetings in the 2021-22 academic year. There is a commitment to formally review the school's guiding statements towards the end of the next strategic plan cycle (3 years) and re-open conversations with all constituent groups, utilizing the services of an external consultant.

Evaluator Response

Exceeds

The International School of Beijing (ISB) is the oldest private, not for profit, independent school in Beijing. At the time of the visit, there were 1,696 learners enrolled from EY3 to grade 12. The student body represents close to 50 countries.

The school has a clearly stated mission and vision that are supported by a set of guiding statements. These drive the school's strategic planning. The domain committees confirmed that the three strategic focus areas of: challenging and joyful learning, purpose and compassion, and lifelong peer relationships and internationalism are constantly being referred to at meetings and gatherings as a reminder of what ISB stands for. They also shared challenges about rolling out the third strategic focus area mentioned above, due to the uncertainties surrounding COVID-19. The community is positive about developing this focus area, as campus learning has resumed.

School publications, lesson observations, and the school premises offered glimpses of how the guiding statements come alive on campus. During focussed meetings, the students' group shared that they felt safe, cared for, and heard, and at the same time felt challenged in a rigorous academic environment.

The self-study narrative, the evidence provided, and conversations with different stakeholders confirmed that student well-being, student learning, global citizenship, and future direction are understood and practiced at ISB. The CIS survey corroborated this belief with a high percentage of stakeholders agreeing or strongly agreeing that their guiding statements are aspirational and understood well. Special mention was made about the outreach efforts during the COVID-19 school closure period to ensure that all students and their families received learning material and were kept socially engaged, albeit online.

The student and staff handbooks clearly state the required information and expectations of life at ISB, and these are in alignment with the school's guiding statements. Prospective parents are informed of the values and expectations of the school at the time of admission.

Commendations

Domain A Standard 1- The board of trustees and educational leadership team for spearheading the outreach program to ensure care and inclusivity for the community during the COVID-19 school closure.

Domain A Standard 1 (Major) - The board of trustees and the ISB community for their strong commitment to be mission driven and vision led, clearly articulating the purpose and direction of the school.

Recommendations

Domain A Standard 1 (Major) - The school leadership continue to develop the school's identified strategic goals with focus on lifelong peer relationships and internationalism in alignment with the guiding principles.

A2

The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)

School Response

Meets

ISB has defined high-quality teaching and learning through a framework that we call "Learning at Its Best" [Learning at its Best Poster.pdf]. This framework is comprised of a set of learning principles, based on the Tripod 7Cs framework for effective teaching [7C Tripod UES School Report_Dec 2020.pdf], and a set of learning approaches that can be observed across the school.

To support the learning principles [Learning Principles – 2022.docx], the leadership team has developed a set of "Look-fors" [Learning at its Best Guidelines.pdf, p8] for each of the eight Learning at Its Best principles. These "Look-fors" have been shared with the faculty at divisional meetings in order to facilitate a common language to discuss the high-quality teaching and learning that can be seen in classrooms [Intro to Learning Principles -Staff Presentation]. "Look-fors" are also used by the senior leadership team (SLT) during classroom observations and walkthroughs to provide clarity and transparency in the feedback given to classroom teachers [Learning Leadership Team Meeting – Look Fors].

Professional learning to support our learning principles and approaches are provided at appropriately differentiated levels across the school for all faculty. C6 Biliteracy training designed to help meet the needs of students with developing English skills with an emphasis on culturally responsive teaching has been provided to all faculty and administrators from 2016 – 2022. [C6 Biliteracy instruction with Jose Medina]. Currently, all faculty will be provided with external training to support Tier 1 language instruction for all students, particularly to ensure the success of our students in the EAL program. In addition, many hours of support and professional development have been dedicated to introducing and implementing our recently developed social and emotional learning (SEL) framework to support students across the school [SEL Framework 2021].

Our student-centered instructional coaching program continues to help teachers improve their instructional practice with an emphasis on the importance of student learning data [Getting Started with Coaching]. Additionally, teachers in all parts of the school conduct standardized student surveys twice per year that provide student perception data on the classroom experience, categorized by the Tripod 7Cs mentioned previously. These data sets are then used by teachers to inform their professional goals, with support from our instructional coaches and their peers.

Evaluator Response

Meets

The school's Learning at its Best Framework embeds the definition of high-quality learning at ISB. The seven learning principles document helps the teachers unpack the definition of high-quality learning for the required subject and lesson. Additionally, the look fors guide supports best teaching practices to enhance student learning at all levels. There is a thorough appraisal system in place to ensure that faculty are supported and trained appropriately. Professional learning and coaching programs form a key part of this process. This approach has been useful during leadership and staffing transitions in the past two years. For example, bi literacy training supports the school wide emphasis of cultural learning, and the recently introduced socio emotional learning program supports students through a culture of care. The provision of the dual language program, life centred learning, and the pathways option are testament to the school's approach to providing a respectful learning experience for all students enrolled.

Challenge and support are offered by individualized learning experiences across the school. Faculty from the various divisions of the school shared many instances where students' social and emotional needs received as much focus as the taught curriculum. This they felt helped to focus on students' individual needs, with a balance of both challenge and support. Lesson observations saw many engaging sessions where students could confidently articulate the why and how of learning. This was not consistent across the school.

Collecting and analysing feedback is another way the school supports its definition of high-quality learning.

Commendations

None at this time.

Recommendations

Domain A Standard 2 (Major) - The educational leadership team develop ways to strengthen and evaluate the definition of high-quality learning to ensure consistency of learning and teaching practices across the school.

A3

The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)

School Response


Meets

Global citizenship and intercultural learning are placed at the core of the school's mission and vision. This is evidenced by the mission statement which states "We are an inspiring international community in Beijing, where thinkers and leaders find their place in the world and serve others." In addition, a core ISB value is "global mindedness".

ISB aspires to integrate inclusion, diversity, equity and anti-racism into our priorities and decision-making processes. They form the basis of the school's Anti-Bias Anti-Racism (ABAR) committee. To help lead these efforts, ISB has recently created and hired the position of Diversity Equity and Inclusion Leader. Through a dedicated staff member focused on Diversity, Equity and Inclusion (DEI) and in partnership with the ABAR Committee, ISB can engage in important conversations between stakeholders of students, families, and staff. The ABAR Committee is comprised of representatives from all sections of the school and undertake regular meetings and focus on raising anti-bias and anti-racism awareness across the school and the wider community. They regularly present at staff meetings as well as share information through divisional and schoolwide communications to help further our shared understanding. [sample MS newsletter; sample 'Staying Connected'; sample agenda?]

The school's K-12 social-emotional learning (SEL) curriculum expressly promotes the theme of social and cultural competence. One of the SEL anchor standards summarizes this succinctly as follows: "Recognize how culture and race impact their identity and how to develop positive relationships with people of multiple cultures and races." Our SEL curriculum uniquely places special emphasis on service (referred to as purposeful action) as a vehicle for developing a sense of thoughtful and compassionate global citizenship.

Strong relationships also form an important aspect of our strategic plan and has been highlighted as one of our schoolwide goals for 2022-23, labeled 'as ensuring strong life-long peer relationships in our inclusive community.' Work has started across all three divisions to build on existing relationships and systems of collaboration. The Senior Management Team (SMT) has created working groups to explore how this schoolwide goal can be achieved. In elementary school, lunchtimes have changed so that all grades have time together and there are opportunities for



interaction outside the classroom including the library, the design lab and a large space specifically where students can go to play board games.

In addition, ISB is committed to integrating the UN's sustainable development goals (SDGs). They are actively and specifically being interwoven into our curriculum and service work. Building on this community pledge, the school has a multi-year Sustainability Action Plan centered around the three priorities of people, planet, and purpose. "Green" modifications to our physical plant, such as electric buses and school vehicles and a new rooftop garden; numerous clubs and initiatives around sustainability; and community celebrations are highlights of the work achieved thus far as we continue to "think globally and act locally." [Sustainability Impact Report]. Much of this work has been student-initiated in middle and high school or has been guided by the Purposeful Action competency in our SEL framework in elementary school.

Our aim is to help students develop an appreciation and deep respect for the diversity of people across the world: to live out our core values of global mindedness, respect, and service. This is an active community conversation and an area for significant staff development. Student-led clubs such as PRISM and Greenkeepers allow them opportunities to focus on global- and international-mindedness through outlets that appeal to their own passions and interests. In the CIS Survey data, over 90% of students responded positively about their own personal growth related to global citizenship as well as the school's role in helping that growth.

Building on these foci, the BoT and SMT have finalized the school's definition of global citizenship, and this is now available on the school's website (<https://www.isb.cn/learn/curriculum/ey-12-service-learning>). The concept of global citizenship has been woven into the curriculum across the school. It is the title of a social studies unit in Grade 5 in which students explore what makes a good global citizen, how to develop as good global citizens and what influences peoples' positions on both civic and global issues. It is also the focus of interdisciplinary courses in high school, aiming to help students develop a social conscience and analytical skills to be positive influences of change by providing them with a direct service-learning opportunity in Beijing. Students learn about the impacts of development through political, economic, and geographic lenses while working to understand the local parallels. Connections to global citizenship have been made between global citizenship and ISB's sustainability policy and work, supporting responsible global citizenship in the curriculum and co-curricular activities.


Work continues implementing strategies and developing awareness, including the rolling out of Purposeful Action which forms part of the school's SEL curriculum as well as other SEL domains. Plans are being discussed to coordinate this work with other ISB initiatives that increase awareness and understanding of Learning at its Best and SEL proposals. Learning at its Best is a footprint of the school's approach and priorities to learning and is the school's guide to professional growth for teachers. It is displayed throughout ISB.

Evaluator Response

Exceeds

ISB's definition of global citizenship is closely aligned with its guiding statements that focus on the areas of equity, openness, empathy, and respect. The skill of recognizing one's place in the world to make an actionable impact is supported through the school's sustainability action plan. This document highlights the specific focus areas that the school has chosen. These are aligned with the UN sustainable goals. The committees and subcommittees have review timelines and meet often. The Domain A self-study committee shared how this initiative was started at ISB, and how students are now actively engaged in this area - from submitting proposals to actioning them.

The newly adopted social emotional learning (SEL) framework focuses on student well-being and support. This is in the process of being embedded into the curriculum framework and has become a point of pride for the leadership and faculty, due to its inclusive nature.



Anti-bias anti-racism (ABAR) is another initiative that has great potential for the 21st century learners at ISB. It addresses issues of anti-racism and respect for diversity. The ABAR committee's master action plan highlights some actionable areas with clear timelines. Conversations during domain meetings further explained that it has been put into practice for the staff and students, with plans to involve the parents at a later stage.

Ample evidence was found around ISB's service learning initiatives. This is an area that the educational leadership team and the faculty hope to leverage as students are now fully back on campus. Various examples of student voice and choice were seen during learning observations, both in indoor and outdoor learning spaces.

The evidence from the self study report and the visit suggests an improved rating from that indicated by the school.

Commendations

Domain A Standard 3 - The school leadership team and the faculty for embracing the anti-bias anti-racism initiative as they strive to make processes at ISB more equitable, diverse, and inclusive as these are areas that greatly impact student learning and well-being.

Domain A Standard 3 - The educational leadership team for enabling the sustainability action plan that supports environmental stewardship at ISB, in partnership with the students and the wider community, in a planned, continuous, and impactful way.

Recommendations

None at this time.

A4


The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

School Response

Meets

ISB is committed to the care and well-being of the entire school community as a means of nurturing a culture of care that aligns with our stated mission and vision of "build[ing] strong relationships" and "empower[ing]... compassion." 83% of faculty and over 95% of support staff agreed or strongly agreed in the CIS Survey that "the school's guiding statements and their ethical basis influence how the school operates." Ethos is evident in our community commitments to social emotional learning [SEL Framework], to faculty and staff wellness, to online safety for students [ISB ES Responsible Use Agreement] [ISB MSHS Responsible Use Agreement] [ISB Family Tech Agreement] and to our parent education program [ISB Parent Education 2022-23]. We continually emphasize the value of "strong relationships," recognizing that those relationships are the basis of great learning, of mutual respect for others, and safety for everyone, but especially for children. Our newly formed strategic plan has a specific focus on continuing to develop strong relationships and connections across the school community, with particular emphasis on continuing to promote global citizenship through the ongoing development of intercultural relationships. [ISB Strategic Plan DRAFT April 2022]

Child protection policies [ISB Child Protection Community Information], and corporal punishment policy [ISB Corporal Punishment Policy] make explicit reference to the UN Convention on the Rights of the Child. Regular training in child protection [ISB Child Protection Training paper-based version] with all employees are conducted at the beginning of each academic year to ensure widespread understanding and compliance with child protection guidelines and procedures. Attendance forms for these training sessions and the signed code of conduct forms serve as mechanisms for tracking the completion of these sessions [ISB Employee Code of Conduct].



We have recently begun more deliberate work in the areas of anti-bias and anti-racism (ABAR) [Anti-Bias and Anti-Racism Committee Purpose Statement- final version]. Our ABAR Committee represents staff across the school and has provided information and education to our staff and faculty. This includes, among other things, providing informational presentations during staff meetings and instituting an anonymous reporting process for acts of bias and racism [ABAR Teacher Leader Presentation Aug 2021]. The 11-person committee is undergoing training on a monthly basis through the Near East South Asia Council of Overseas Schools' (NESA) DEI(B)J Level II learning series for the second year in a row.

Evaluator Response

Meets

The mission, vision, and guiding statements underpin the culture of care and well-being that the ISB community is committed to providing to its students. The phrase "building strong relationships" was quoted at various meetings reiterating the values of respect and equal opportunity for all. Values such as these are mentioned in the newly rolled out SEL framework that refers to the UN Convention on the Rights of the Child, and are also in alignment with the CIS Code of Ethics. Conversations about these are ongoing, and there is a concerted effort to embed these across all areas of the school. The detailed child protection policy and ABAR committee statements are notable examples. These showcase the depth of understanding and commitment towards child safeguarding that are carried out through a set of well articulated procedures.

The recent support of the community during the COVID-19 closure period is another example of how the school took proactive measures to stay connected with students and their families under challenging circumstances.

Commendations

Domain A Standard 4 - The board of trustees and the senior leadership team for being proactive in their approach towards student learning, and the well-being of the entire community during COVID-19 school closure.

Domain A Standard 4 - The school leadership team for developing a comprehensive child protection policy and a set of related procedures that ensure student safeguarding at all levels in the school.

Domain A Standard 4 - The social emotional learning team for their effort and commitment towards instilling the values of respect, equity, and inclusiveness among the student body through a well-articulated framework.

Recommendations

Domain A Standard 4 - The board of trustees and the leadership team continue to monitor the effectiveness of the different safeguarding practices at school and review them on a continuous basis.

A5

Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

School Response

Meets

ISB's 2019-2020 annual report details the recent process by which our new guiding statements were developed and subsequently agreed upon by the school's staff and wider community.

ISB has reviewed and updated our strategic plan, spearheaded by the Head of School (HoS) in partnership with the BoT. This has been an extensive process which involved obtaining the

thoughts and opinions of not just leadership and staff, but also students and the wider parent community. A consultancy group has been employed to support this work. The strategic plan is reviewed and refreshed on a 5-year cycle.

In conversation with the HoS, ISB is committed to the regular implementation of a climate survey by an outside agency to help determine (and provide data on) to what extent our school is using the guiding statements to drive the stated purpose and direction as well as how well we are meeting the needs of our community in relation to our mission and vision. This review will occur in year 3 of the 5-year cycle relating to the strategic plan.

As part of the current strategic plan work, the BoT was presented with data obtained by outside consultants. This involved all constituent groups. It also included both quantitative and qualitative data. Using this information, the Board and Head of School determined that the current guiding statements are effective, and no changes are required at the present time.

Evaluator Response

Meets

Representatives from all stakeholder groups had the opportunity to take part in the development and adoption of the present guiding statements. An external agency was asked to evaluate this process. The three main strategic focus areas are clearly linked to the mission and vision of the school.

It is a common view that it might be too early for a review of the guiding statements, especially since on-campus learning has just restarted. Members of faculty and the leadership shared that the future review would revolve around listening to people's views, gathering information, and understanding what the community feels and needs. At the time of the visit, most constituent members were well versed with the phrases *challenging and joyful learning* and *finding your place in the world*. Being data driven, the school involves all stakeholders through surveys. This in turn encourages them to look at current trends and research to take the school forward.

Commendations

Domain A Standard 5 - The school leadership team, for gathering data regularly from all stakeholder groups to inform future school improvement processes.

Recommendations

Domain A Standard 5 - The board of trustees and the school leadership team develop a review cycle for the school's guiding statements to ensure that it is kept current and relevant.

A6


The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

School Response

Meets

ISB's admission process is clearly defined and public on the school website [ISB Admissions Webpage]. This process shares the four general priorities for admissions as well as the policies for students who qualify for learning or language support. This process is reviewed regularly, and any admissions policy changes are approved by the Senior Management Team and the Board of Trustees as necessary.

The Director of Admissions leads a process for the admissions committee to evaluate each application to determine if a candidate meets our admissions criteria and if the school can meet the needs of the student [Admissions Decision Process ES Revised March 2022] [HS Mid-Year Admissions Process]. This includes regular meetings with principals and counselors to review application files. It also includes a family interview consisting of standardized questions, for both



the parents and the student, to help further the family's understanding of our mission, vision, and values, and to better understand their commitment to our beliefs as a school [Admissions Family Meeting Questions]. The head of school reviews all cases in which admission for a student is not recommended by the admissions committee, providing further checks and balances to ensure consistency in the admissions process.

An important aspect of the admissions process is consultation with the Director of Student Support Services and the student support services department to ensure that ISB can provide the appropriate level of support for any prospective students with learning support needs. In addition, ISB's life centered education (LCE) program is a specialized program for students with intellectual disabilities. This program allows ISB to further support the needs of our community and to provide an inclusive and appropriately supporting learning environment for our students. [ISB Student Support Services Handbook (Draft)] There are clear qualifying criteria to be considered for the LCE program, including staffing considerations, to ensure appropriate levels of support for all admitted students.

Evaluator Response

Meets

ISB has a robust, well articulated, and monitored admissions policy that is published on the school website. There is a clear chain of command and ensuing procedures to ensure that the process is fair for all applicants.

The admissions team confirmed that individual meetings are held to ensure that the values and culture of ISB are understood by prospective parents. Agreements are signed to ensure that parents understand the expectations of the school.

The board of trustees and the leadership team recognize that the school needs to ensure that they can meet the learning and socio-emotional needs of all students enrolled. Students with learning or language support go through a detailed process that involves the heads of the respective departments to ensure that once enrolled, the school can cater to their specific levels of support.

ISB strives towards being truly international and a concerted effort has been put into developing opportunities that celebrate equity, diversity, inclusion, and environmental stewardship for all its learners and their support systems. Evidence suggests that the change in student demography over the past decade has allowed for conversations around what being international means to ISB. At the time of the visit, the admissions team confirmed that all students enrolled hold foreign or non People's Republic of China passports.

Commendations


Domain A Standard 6 - The school leadership team for enabling, and the admissions team for executing, a clear and structured admissions process.

Recommendations

Domain A Standard 6 - The director of admissions evaluates the outcome of admission decisions regularly in the context of the guiding statements and the level of success for all enrolled students.

Domain Summary – School Response

Following an extensive process using consultants, No Tosh, ISB's revised guiding statements were formally introduced in 2020 and they have now permeated through the school and community. In the CIS Community Survey, 92% of all respondents agreed that the guiding statements are used to steer the school's purpose and direction. Furthermore, they have been used to update the school's teaching and learning framework, known as learning at its best. This strategy enabled the school to connect important threads including social emotional learning, service learning, inquiry, design process, personalized learning and the school's C6 biliteracy and bicultural strategies. This framework, developed by OOL signals a clear pathway for the future of learning at ISB available to



all stakeholders. In addition, the school's global citizenship definition has been finalized and provides a clear definition to support the school's guiding statements.

Next steps for this domain involve the following.

- For standard A1, the board and head of school have committed to formally reviewing the guiding statements as part of the strategic plan process.
- For A2, learning leaders are continuing professional development for all faculty to embed the learning at its' best framework which informs teaching and learning.
- For A3, the SMT will develop and implement strategies to develop awareness and understanding surrounding the global citizenship document for all stakeholders.
- Also for A3, SMT and faculty will also develop means to measure students' development as interculturally competent citizens and this will be related to the school's social emotional learning (SEL) curriculum.
- For A5, Board and SMT have committed to a regular cycle or review of ISB's guiding statements to ensure they remain relevant and appropriate for the school community.

Domain Summary – Evaluator Response

The mission, vision, and guiding statements at ISB underpin all processes that are involved in running a successful school. The current statements were developed with input from all the constituent groups, something that the community is proud of. This was mentioned multiple times during meetings and in the evidence provided as part of the self study report. The leadership is forward focused and supportive. Decision making at various levels depends on current and future needs and this in turn supports the purpose and direction of the school, as well as student learning and well-being. The board of trustees and the head of school have identified the need for a review cycle of the guiding statements in alignment with the school's strategic plan. Regular communication with parents is seen as a strength of the school.

The school's Learning at its Best Framework is aligned with how ISB defines high-quality learning. This framework highlights the importance of current and relevant learning and teaching practices, supported by research, adequate professional development, and the use of the school's internal surveys and meetings. This area offers scope for continuous development in keeping with the needs of the students enrolled.

Driven to be the best international school in Beijing, the board of trustees and leadership continually look for opportunities to better serve the school. Global citizenship, the fourth driver of CIS, has been identified as an area with great scope post COVID-19 restrictions, with a chance to link it with the various service learning and environmental stewardship initiatives already underway at the school. Acknowledging the change in the demography of students in the past decade, developing intercultural competencies is also an area that will receive focus. The SEL framework has already set some target areas. Efforts are being made to ensure that the community understands equity, diversity, and inclusiveness.

Student safeguarding is paramount at ISB. Learning and support programs, pedagogy, wellness initiatives, extracurricular activities, facilities, and technology support student safety and security, and are reviewed in a prioritized manner to meet student needs. These are in alignment with the UN Convention on the Rights of the Child and the school's guiding statements. The school's sustainability action plan supports environmental stewardship for its 21st century learners.

Domain B – Governance, ownership and leadership

B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

School Response

Exceeds

The ISB board of trustees (BOT) is made up of a total of 12 members, 9 of whom are elected and 3 appointed. To truly represent the community and reflect the demographics of the student population, the BOT has worked to strategically increase diversity among its members by appointing two new members, one from a Korean background and the other from a USA embassy background. All new trustees are inducted to their roles through a workshop on governing the international school and all trustees participate in regular governance training to ensure best practices are followed.

Much of the BOT's work is done through two standing committees and other special ad-hoc committees. The standing committees comprise the resource committee and the strategic governance committee, which evaluates and supports the effectiveness and sustainability of strategic governance and leadership. These 12 volunteers are responsible for setting and approving school policy; overseeing ISB's financial status; recruiting, hiring, supporting, and evaluating the head of school (HOS); and guiding the strategic direction of the school. The new ISB strategic plan was ratified and adopted in June 2022 and serves as a guide for the school's priorities. The BOT also provides appropriate and ethical leadership that ensures both the progress and protection of the school and its programs, consistently referring to the mission, vision, core values, and strategic initiatives to maintain focus.


The roles and responsibilities of governance, leadership, and management are clearly defined by the [Articles of Association], [ISB Bylaws], and [Organizational Charts]. [The Board Policy Chapters 1 and 2] also include an explicit section about the roles and responsibilities of both the board as a whole and its individual members. The BOT's roles and responsibilities were clearly communicated via various channels within the community, well understood and respected by the community, and reflected in the BOT's operational practice evidenced by the data collected through the CIS survey. In the [CIS survey data], 72.7% of the BOT members, 76% of faculty, and 92.5% of the support staff expressed agreement in this area.

The Board Policy and Bylaws identify specific elements of ethical behaviors, which are fully aligned with the CIS Code of Ethics, as inherent to the role of each member. The Bylaws include sections explicitly addressing the rights, responsibilities, and expectations that board members and staff act in an ethical manner. Board members are committed to upholding these values as they monitor and guide the direction of the school. Each board member is required to sign the [ISB Trustee Code of Conduct] and the [Trustee Confidentiality Agreement] prior to the commencement of their governance and leadership role.

Evaluator Response

Exceeds

Information about the board is publicly available on the school website which helps to inform the community about the purpose of the governing body. The role and responsibilities of governance, leadership, and management of the board are clearly articulated in the articles of association, ISB bylaws, and organizational charts. The ISB board policy document, chapters 1 and 2, defines how the board itself operates and guides the administrative procedures and policies created by the head of school. The board policy document specifies and differentiates the respective roles and responsibilities of governance and leadership. It also stipulates guidelines for the operation of the board including expectations of board trustees and methods of operation thereby providing clarity regarding the board's operations. New trustees are inducted to their roles through professional development in leadership and governance. Trustees participate in regular training to ensure best



practices are followed. This helps to build understanding of their roles and responsibilities, and allows them to contribute to the board's work from the commencement of their appointment.

The board currently consists of 12 members, nine of whom are elected and three appointed. There has been some discussion as to whether this is the best model for the future of the school. In 2018/2019 a generative conversation was conducted to explore alternative thinking on how to conduct ISB board operations differently. Goals were to enhance efficiency and effectiveness and to expand the potential pool of trustees by working differently. The composition of the board was also the subject of discussion in November 2021. At this stage the board has not decided to change the way in which the board is constituted.

As part of the strategic planning process, consultants identified some trends which inform the school's plans going forward. One is the relative decrease in foreign families in Beijing, possibly set to fall further due to COVID-19 and the political landscape. Another factor identified was the demographic change in admitted families, compared to that when the school was founded forty years ago. The third influence concerns ongoing changes in the regulatory environment. Challenges may be faced in both the level of oversight of curriculum and the potential introduction of individual income tax. It is also possible that ISB may benefit from the potential reduction in international school places in Beijing as third tier schools exit the market.

Responding to these trends as well as the unknowns that may arise will present challenges for the board of trustees. It is important that the board is constituted so that the number of trustees is sufficient enough to ensure a broad spectrum of high level expertise is represented on the board while, at the same time, small enough so that the board is agile and able to operate at maximum efficiency to best serve the school in the future. It may be timely to review the composition of the board, the term of office of trustees, the mixture of elected and appointed members, the number of trustees, and diversity which more closely matches the composition of the student population. It is important for the board to be agile and flexible to respond quickly and efficiently with high level advice to ensure the school is well placed to meet future challenges. The present model constrains the board to three appointed members and nine elected members. Changing the model to ensure the appointment of specific expertise which meets the school and board's needs with a smaller number of board members would be consistent with the previous discussions and reviews and could be considered.

The ISB board has responded to the recommendation from the preparatory visit by appointing two new members to the board to increase diversity. The members of the board recognize the need for the composition to reflect the demographics of the ISB student population.

There are school organizational charts that show the governance and leadership structure providing clarity for staff. There is a clear delineation of roles that is embedded in policy and respected in practice. This was confirmed during the visit by different constituent groups. The board and head of school have a clear understanding of their respective functions while recognizing their interdependence contributing to the effective oversight, leadership, and management of the school. The head of school job description is specified in his employment contract and clearly defines his responsibilities including the academic program and management of the school.

The board continually reviews its procedures, looks at best practices, and seeks out ways to improve their own performance. The board reflects annually in a formal manner on the effectiveness of its operations. The professionalism and dedication of the board was evident. Board members work diligently in the best interest of the students and the school, and act ethically abiding by the guiding statements and values that are closely aligned with the CIS Code of Ethics.

Commendations

Domain B Standard 1 (Major) - The educational leadership team and board for their high-quality leadership, continued support of the mission of the school, and determination to seek school-wide improvements.

Recommendations

Domain B Standard 1 (Major) - The head of school and board chair undertake a comprehensive review of the board to drive change and ensure it is able to operate at maximum efficiency to best serve the school in the future.

B2

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)

School Response

Meets

The members of the Board of Trustees (BOT) and the Head of School (HOS) have a mutually respectful working relationship. The HOS attends and provides a report for every Board meeting. This report is developed in collaboration with other school leaders to share information, developments, and possible issues that would be of interest to the Board. The BOT's decisions on policy and planning depend on the information prepared and recommendations made by the HOS, and he in turn must develop procedures and implement Board decisions that support student learning, well-being and global citizenship.


Clear roles and responsibilities between BOT, HOS and leadership could be seen in the various strategic and operational [organizational charts] and founding documents such as the [Articles of Association], [By-Laws] and [Board Policy Manual] to support the guiding statements of the school. The [HOS job description] demonstrates the accountability through the HOS' distinct functions, and his [Curriculum Vitae (CV)] illustrates his qualifications.

The BOT ensures that parents are referred to the appropriate administrator when Board members are approached with operational issues. This practice adheres to the BOT policies to ensure that the BOT remains strategic, and that operational or administrative items should be taken to the appropriate leadership team member.

The annual [HOS performance evaluation] conducted by the BOT, and [biannual BOT evaluation] within the Board members are conducted to ensure annual goals (both strategic and operational) are met and align with the school's guiding statements. Optional evaluations were also conducted by the HOS to the wider community in 2021-22, such as the Carney Sandoe & Associates 100-day survey and HOS End of the Year Staff Survey. The appraisal process for the HOS in the CIS survey data demonstrates that the BOT fully agrees (100%) that HOS is effectively appraised on a regular basis as per the written policy. The HOS uses various appraisal feedback to set his goals for the following year, which are communicated during staff and faculty meetings.

In addition to HOS appraisal, both middle and senior leaders partake in an appraisal process. Leaders partake in a uniform [leadership professional growth] 360 survey where all direct reports, 5 leadership colleagues, and 5 individuals from other offices and departments are surveyed annually. The uniform survey is not differentiated for administrative, operational, and learning leadership roles. The senior leaders could participate in a 1:1 meeting with the HOS at the end of the school year.

The community's response to the effectiveness of governance and leadership could be seen in the CIS survey data with 50.8% of faculty, 89.1% parents and 100% of the BOT agreeing that the HOS, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being. There is a general agreement among stakeholders, and the discrepancy in faculty data could be attributed to the challenges of the pandemic. During a period of COVID-19



crisis, the HOS moved to his first international assignment without his family to a new school, culture, and community. Due to COVID-19 restrictions, he arrived at ISB after the school year had started. The CIS survey occurred early on in his transition. Since the survey, there has been significant progress made in this regard to building relationships and strengthening community. This priority is indicated through a pillar of the new strategic plan, and seen through increased consistency in transparency through communication with faculty, staff and parents to address culture, student learning and well-being. He regularly expresses his continued responsibility and accountability for students' education and well-being in alignment with the guiding statement through numerous all-staff meetings, weekly email communications and staff community building events.

Evaluator Response

Meets

The roles of the head of school and board of trustees are clearly defined in documents, and the respective responsibilities are well understood by the community. It was evident from meetings and observations that a high level of trust exists between all members of the leadership group. The head of school and chair of the board meet regularly and demonstrate a mutually supportive relationship with a common understanding about roles and responsibilities. By policy and in practice, the head of school is responsible for student learning, well-being, global citizenship, and the culture of the school overall.

It was evident during the visit that the head of school is the unambiguous leader of the school, in keeping with his role description that includes responsibility for the educational program, management of the school, and student well-being. School representatives informed the evaluators that the head of school is a visible leader who models the school values. He is held in high esteem and has gained the respect and support of members of the school community through his decisive leadership, approachability, and genuine care and concern for them.

The head of school role as the leader of the school is reflected in an organizational chart that shows delegated responsibility and lines of reporting. It provides staff with clarity and understanding of lines of accountability and levels of responsibility. The board and head of school work in partnership, while respecting the delineation of roles, and engage in reflection about the effectiveness of the working relationship that supports the implementation of the guiding statements.

There is an appraisal mechanism for the head of school conducted annually by the board chair which acts as an opportunity for reflection and planning for the year ahead. Middle and senior leaders also participate in an annual appraisal process which includes 360 degree benchmarking involving input from direct reports, other senior leaders, and colleagues from other areas of the school.

The head of school is ably supported by a highly professional, dedicated, and capable leadership team.

Commendations

Domain B Standard 2 - The head of school for being a highly visible leader who models the school values, is held in high esteem, and has gained the respect and support of the school community.

Recommendations

None at this time.

B3

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)

School Response

Exceeds

ISB makes sound educational decisions with clear financial underpinnings and alignment to its guiding statements. The Board of Trustees (BOT) and the Head of School (HOS) continue to provide strategic direction to further sustainable development, including but not limited to the [new strategic plan] underway, [Sustainability Roadmap 2025], and [financial plans] that involve both short-term budgeting and long-term reserve.

The BOT and HOS finalized on three strategic focuses in 2021-2022 for the upcoming five-year strategic plan, engaging with consultants from the International School Services (ISS) where multiple inputs and perspectives were gathered among a variety of stakeholders. Details of the five-year strategic plan, including metrics of success are under continuous development. The senior leadership team devises division-specific goals with initiatives targeted on strategic focuses and shares with mid-level leaders during regular meetings [HS/MS/ES annual plan]. Annual discussions among BOT, HOS and leaders are conducted on allocation of resources to achieve these goals.

New and existing strategic initiatives for the school undergo a regular internal review for budgeting. The Chief Financial Officer (CFO) works closely with the HOS to develop short- and long-term budgets in line with the educational and operational goals. ISB's budgeting process involves a presentation to the resource committee for discussion, where a recommendation leads to full Board review and approval. Annual financial statement auditing is conducted through a third-party auditor to enhance accountability and transparency in operations [EY 2020 audit]. Tremendous efforts and applause for achievements were made particularly during a challenging time of the COVID-19 pandemic to ensure a sustainable financial health of the school, such as meticulous conservative budgeting and extensive financial benchmarking with peer-schools.


Strategic and financial plans are shared with the community through a variety of methods, including but not limited to in-person meetings and online formats (ISB internal website, school publications, special communications via e-mail, board Treasurer's Report at the Annual General Meeting). The high level of transparency in school's educational plans can be seen through strong overall agreements in the CIS survey data among all stakeholders – 91.6% by staff, 91.5% by parents, 75.4% by faculty, 100% by the Board. Similarly, financial plans and appropriate funding of programming is seen in strong overall agreements through CIS survey data by faculty (89.7%) and parents (88.3%), with 90.9% of the Board in agreement that the school operates in a financially responsible manner.

Evaluator Response

Exceeds

Strategic planning has been reviewed and updated to reflect the current stage of development as the school begins to emerge from COVID-19. The financial implications for this development with a view to providing clear financial underpinning for educational improvement has been difficult in a time of great uncertainty. Budget details were provided for the current period of strategic and operational planning demonstrating sufficient funding to achieve goals in the short and longer term. The board is committed to strong school governance in support of ISB's mission and vision.

There have been significant changes in staff recently with 25% and 30% turnover in the past two years. Most of the senior leadership team are new to either the school or their position. Being responsive to immediate changes to an unavoidable just in time method of operating due to COVID-19 has made it difficult to move forward quickly while at the same time ensuring all members of the community understand the school's history, are accurately informed about what is happening now, and understand where the school is going in the immediate and long term future. The school has already recognized the importance of doing fewer things better. Simplifying communication to ensure a limited number of cohesive strategic documents, controlling versions to avoid confusion, revising past processes for easy access to accurate information would be useful.



The school has well established processes in place for strategic and financial planning as well as monitoring performance which are aligned and/or directly derived from the school's guiding statements. The budget is developed by the chief financial officer (CFO) working closely with the head of school to develop short and long-term budgets in line with the educational and operational goals. ISB's budgeting process is overseen by the board of trustees resource committee.

This committee is responsible for ensuring that the school's budgets and spending are aligned with its goals and plans, that expenditure is tracking as expected, that cash flow is positive, and that the school's commitments are met with monthly budget status updates being provided. The board has responsibility for final approval of the budget. In formulating the annual and long term budget the board takes account of the global and local context, ensuring they have in place strategies and monitoring mechanisms to remain competitive and affordable for the community they serve.

Expenditure is carefully monitored using sound accounting processes in keeping with best financial practice and include regular external audits. The most recent school external audit was reviewed by a member of the evaluation team.

The school is in a strong financial position with enough funds to support its operations as well as contingencies for unexpected circumstances.

Commendations

Domain B Standard 3 - The leadership team and board for careful and prudent financial planning and oversight that supports the implementation of the guiding statements, the educational program, and continued improvement of the school.

Recommendations

Domain B Standard 3 (Major) - The head of school and strategic leaders simplify communication to ensure a limited number of cohesive strategic documents to avoid confusion and revise past processes for easy access to accurate information in order to ensure better communication and understanding of school operations.

B4

Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction and continuity.


School Response

Exceeds

ISB's governance is constituted through the [Articles of Association], a legal document required by the Chinese government and the Beijing Municipal Education Commission and fully complying with education and other relevant laws of China. The governance structure and policies are further laid out in the [Bylaws] and the [Board Policy], the two governing documents developed under the [Article of Association] for ISB.

The Board of Trustees (BOT) is responsible for developing and approving school policies, recruiting, hiring, supporting, and evaluating the Head of School (HOS), and setting strategies for school development. The BOT and the school leadership have a clear purpose and well-defined direction in accordance with the Bylaws, the Board Policy, and guiding statements of the school. This is evidenced in [CIS survey data], in which 81.8% of the BOT members, 76.9% of faculty, 85% of the parents, and 90.7% of the support staff expressed agreement or strong agreement. The governance structure is systematically reviewed by the BOT to ensure the sustainability and continuity of the school. The proposal of change to the structure is reviewed and approved annually.

As set forth by the Bylaws and the Board Policy, the election of BOT members takes place annually, under the direction of the chair or an election committee appointed by the BOT. The event is announced to the community through the internal portal and communicated to all



stakeholders via email ahead of time and organized from application and selection to the appointment. As evidenced by a series of [Board Announcements], the BOT follows well-planned procedures in recruiting the HOS. The search for the current HOS started 15 months ahead of the 2021-2022 school year. A HOS search committee consisting of three BOT members was established. The committee selected a third-party consulting firm through a competitive process and approved the creation of a task force of 12 members: 4 board members, 3 parents, who represent each school division, 3 teachers/administrators who represent each school division, and 2 leadership team members. The task force screened and decided on final candidates to put forward for community input. The search committee also ensured input from various wider stakeholder groups including alumni, faculty, staff, leadership, students, and parents. The Board considered all the feedback and input from various sources and ultimately voted on the selection of the final candidate.

The BOT meets regularly during the school year or on request of the board chair or four members of the BOT, to conduct its business and thereby facilitate the management of the school. The BOT operates with standing committees and ad-hoc committees to deal with specific issues. For example, at the onset of COVID-19 in February 2020, the BOT increased meeting frequency to a weekly basis, and the HOS provided weekly updates on the COVID-19 situation to the BOT for timely decisions.

Evaluator Response

Exceeds

The board of trustees is appropriately constituted through the articles of association which can only be amended by the Beijing Municipal Education Commission and the board of trustees. Together with the bylaws these two documents form the constitution of ISB. The bylaws may be amended by the association of parents. The articles of association are fully compliant with education and other relevant laws of China. Overarching responsibility for the school is detailed in the articles of association.

The board complies with legal and statutory requirements and operates within strict guidelines. A legally compliant governance structure enables the school to have a clear and well defined direction. Board policy defines how the board itself operates and guides the administrative procedures and policies created by the head of school. The board policies document has detailed policies and procedures which are embedded in practice. A crisis manual details procedures for a comprehensive range of crises.

School leadership, staff, and the board ensured that student well-being and learning needs were met during the COVID-19 pandemic. The CIS Community Survey showed that over 90% of parents agreed or strongly agreed that the school has a supportive environment for students.

The board policies and procedures provide for continuity for the school in the event of a sudden change impacting on the management of the school.

As per the articles of association, bylaws, and board policy, the school has a board of trustees comprising 12 members, nine of whom are elected and three appointed. The board oversees the operation of ISB according to the association's bylaws. The board is responsible for: developing and approving school policy; overseeing ISB's financial health; recruiting, supporting, and evaluating the head of school; and setting strategy for the future. The length of duty is normally two years, with a provision for re-election for subsequent terms. This composition is intended to ensure that there are sufficient levels of knowledge, experience, and stability within the board.

Commendations

Domain B Standard 4 - The head of school, school leadership, staff, and board for their commitment to ensuring well-being and learning needs of students were met during extended lockdowns due to the COVID-19 pandemic.

Recommendations

None at this time.

B5

The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.

School Response

Meets

The leadership team at ISB consistently seeks to understand the cultural context, promote, and develop the intercultural competencies of its members. The Board of Trustees (BOT) strives to increase openness for its operation and diversity among its members. The BOT actively reached out to various groups in the community to have more inclusive and [open meetings]. The number of appointed board members has increased to better represent ISB's current student population. For the 2022-2023 school year, the BOT appointed two [new trustees], one with a USA Embassy background and the other from the Korean community. The Head of School (HOS) and divisional leaders are proactively working at understanding the culture of the school community. He and the leadership team connect regularly with the school community through an internal communication portal, emails, faculty and staff meetings, parent coffees, faculty and staff breakfasts or lunches, classroom visits, and alumni events. The intercultural part of the most recent [strategic plan] was developed in reference to the BOT commissioned [Cultural Analysis] to better understand the needs and desires of the diverse cultural heritages of the school community.

As part of the ISB curriculum, the curricular leadership adopted a social and emotional learning (SEL) framework, with each division of the school developing an SEL scope and sequence that includes a focus on developing intercultural competencies. In addition, leadership at various levels has attended multiple [professional development sessions] about anti-racism, anti-bias, equity, inclusion, and social justice.

ISB has always valued intercultural relationships. When concerns about racism at ISB were brought up by an alumnus two years ago, the leadership took the matter very seriously. Consequently, the Anti-Bias, Anti-Racism (ABAR) committee was formed by members of the leadership team, faculty, and staff. The Student Anti-Bias, Anti-Racism [SABAR] group was also set up as a High School club for students to build capacity, understanding, and insight in a host of areas, with cultural competencies being one of them. ISB is working towards continuous growth in this area, as seen by the ABAR committee conducting [training sessions] in all divisions to bring awareness to all faculty and staff. They've developed a [reporting system] to track incidents that happen to gain a better understanding of where the gaps lie in our community understanding. Starting in the school year 2022-23, a part-time [Diversity, Equity, and Inclusion Leader position] was created to increase the capacity for diversity, equity, and inclusion in the school community. Part of the role is dedicated to continually strengthening the intercultural peer-to-peer relationships within the school community.

The CIS Community Survey was conducted in the school year 2021-2022 during a time when the HOS was new to the role, in addition to a period of online learning due to the COVID-19 pandemic. The results of the CIS survey that the HOS and leadership team have the intercultural skills needed within the school's cultural context were mixed in agreement among the parents, the BOT members, and the faculty. There has been ongoing noticeable progress made in this area since the CIS survey. The HOS is committed to improving the morale among the faculty group by focusing on community-building events, trust-building practices, and greater transparency and communication. This is evidenced in [ISB Strategy and Focuses 2022-2023], including the HOS's 2022-23 priorities on building strong trusting relationships with full faculty and staff. These focuses and priorities were also apparent in [full faculty and staff meetings], [school communications],

[principal action plans], and various social and team-building events that happened this school year.

Evaluator Response

Meets

The intercultural part of the most recent strategic plan was developed in reference to the board of trustees commissioned cultural analysis, to better understand the needs and desires of the diverse cultural heritages of the school community. The guiding statements have been developed following a detailed process of consultation involving the board of trustees, staff, students, and members of the school community. Extensive efforts have been made to ensure that members of the ISB community are aware of the guiding statements and their role in guiding strategic planning and future directions. These statements are widely promulgated around the campus, school communications, social media, and evident in all school documentation.

The school celebrates the culture and history of the ISB community. There is recognition and understanding of the need to cater for the diverse needs of the school community now and as the community changes in the future. There is a recognition that the school needs to focus on awareness and understanding of different cultures in the education of all students. The school community survey has data which could be further investigated with respect to awareness of different backgrounds and cultures, as well as how students learn to interact with people of different backgrounds and cultures.

Alumni

C3; D3. The school's curriculum provided me with opportunities to learn about my own background and culture.

25.4 % Disagree or strongly disagree.

Faculty

A3; D3. The school puts into action its contextual definition of global citizenship.
23.1% Disagree or strongly disagree

A3; C3. Students are effectively learning how to interact with people of different backgrounds and cultures. 32.1% Disagree or strongly disagree

B5. The head of school and leadership team have the intercultural skills needed within the school's cultural context

46.8% Disagree or strongly disagree

C3; D3. The cultural diversity of the school community is used to enrich teaching and learning.

41.2% Disagree or strongly disagree.

C3; D3. The school's curriculum provides children with opportunities to learn about their own ethnic/cultural heritage.

D3; C3. A diverse range of cultural contexts are used to enrich students' learning.

27.3% Disagree or strongly disagree.

The school has taken a number of actions already to seek to understand the cultural context, promote, and develop the intercultural competencies of its members. The board of trustees is

aware of the need to increase openness in its operation and the diversity among its members. The response to concerns about bias and racism have been timely and thorough, with consultation amongst all stakeholders and a genuine commitment to improvement. The school is encouraged to continue the development of intercultural competencies and an understanding of the cultural contexts of all staff and the community.

Commendations

Domain B Standard 5 - The school leaders for their development of a community that is committed to embracing acceptance and diversity.

Recommendations

Domain B Standard 5 - The head of school and school leaders focus on awareness and understanding of different cultures in the education of students.

B6

There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

School Response


Exceeds

The [ISB Staff Handbook] is a comprehensive policy manual that is consistently implemented, embedded in school operations, and well understood by staff on a wide range of topics. Examples of policies and procedures in the manual include child safeguarding as well as storage and use of data. The Human Resources department, in conjunction with the administration, review the Staff Handbook annually and most updated versions are shared on the ISB internal website.

ISB is committed to community well-being by preventing and appropriately responding to child abuse or neglect that is aligned with the UN Convention on the Rights of the Child, which China is a signatory. There is much emphasis and differentiation in training provided to all members of the community. New and returning board members, school leaders, faculty, and staff receive internal training on child protection and safeguarding during the annual in-service orientation led by Child Protection leaders. Training includes recognizing signs of abuse or neglect and reporting of cases for further investigation. External ongoing trainings, such as those offered by CIS, are required by mid-level and senior leaders. Additional deep dives are provided to Child Protection leaders and offered to other leaders should they wish to extend their learning. Child safety trainings are offered by the Safety and Security Director and the team through regular workshops with security personnel and external contractors, such as transportation and catering providers. Scenario activities are utilized during trainings to enhance understanding of the ISB's Child Protection program. Topics such as [corporal punishment] are examined through various parent outreach events including coffee mornings, parenting workshops, and individual meetings with parents led by School Counsellors and other Child Protection Leaders. All community members could whistleblow on misconduct through a third-party [Deloitte Protector Line].

All employees of ISB, including members on the Board of Trustees, must report suspected incidents of child abuse or any other child protection concerns and sign specific child protection [code of conducts] with the HR department. Cases of suspected child abuse may be reported to local law enforcement and the Beijing Municipal Education Commission (BMEC). Reporting and following up on all suspected child abuse incidents proceed in accordance with the reporting procedures detailed in the [Child Protection Policy Handbook], which is reviewed annually by the Child Protection Leadership Team (CPLT) for compliance and effectiveness and to ensure that all current practices are included. ISB is currently transitioning to a new centralized Child Protection and school counseling database called CPOMS, which will help to better organize and streamline our Child Protection practices school wide.

Information and Communications Technology (ICT) Systems require all technology users at ISB to comply with the conditions and guidelines under which such tools are provided and used in the context of ISB's mission, policies, and processes. Robust data protection is seen in ISB's adoption



of the Palo Alto Internet filtering system and multilayer protection scheme which comply with China's Cyber Security Law and Personal Information Protection Law. Moreover, ISB's Information Security Policy also adheres to the General Data Protection Regulation, which is extraterritorial and applicable to all organizations collecting, processing, and managing personal data of European citizens. All users of ISB's information shall manage the use of data files, records, and information in a manner that safeguards and protects the confidentiality, integrity, and availability of such files as defined in the [ISB Information Security Policy].

The ICT department conducts regular network testing and data protection audits to proactively ensure and document network and data securities. From time to time, ICT will also conduct ad-hoc tests such as phishing emails to the wider faculty community to identify needs for future training around data protection and privacy. As ISB is a 1:1 MacBook school, students, faculty and staff utilize multiple devices for learning. Many practices and attention have been put in place during a challenging time such that of COVID-19 to ensure stability of network and data both on and off-campus. Additionally, to ensure the wellbeing of students, starting this school year (2022-2023), faculty are required to communicate with students solely through Microsoft Office 365 portals, and communication such as WeChat groups for class, clubs and activities are restricted. New Board members, school leaders, faculty, and staff receive training on policies related to data protection during induction orientation. The Board's induction and training of child protection policies and practices, as well as data privacy, is illustrated in the CIS survey data with 100% support.

It is clear that ISB places a priority on the wellbeing of all members of the community by ensuring robust policies are documented, applied in practice and continuously revised in areas of Child Protection, safeguarding and data security. From the CIS survey data, 85.8% of staff and 74.4% faculty agree that the school's written policies are applied consistently. Similarly, 100% of the board agrees that the policies related to governing body/board operations are applied consistently.

Evaluator Response

Exceeds

The board of trustees and head of school have developed and approved a comprehensive board policy document that brings clarity to school operations and is well understood by staff. Evidence of this can be found in the staff handbook. This handbook is designed as a living document which is regularly updated. Policies are reviewed on a regular cyclical basis bringing consistency and clarity to school operations.

The board of trustees and senior leaders have had professional development to ensure that they understand effective governance and leadership with respect to their roles, responsibilities, policies, and reporting procedures. There is also a systematic process for the induction and training of new board members, school leaders, and staff in relation to data protection, child protection, and safeguarding. The board's strong focus on child protection and safeguarding to ensure student safety and well-being was evidenced in the board agenda and set of child safety policies and procedures.

The board provides the school with sound direction, strong leadership, and effective support in the current and long-term life of the school. The school has maintained a strong and prudent financial position backed by the board. There are both long and short term plans to support the development of the school and enhance facilities and programs.

The information security policy details how the school manages personal information that it collects. The school has steps in place to protect this personal information from misuse, interference and loss, unauthorised access, modification, or disclosure. Measures include locked storage of paper records, password access rights to computerized records, and responding to any incidents which may affect the security of the personal information it holds.

Commendations

Domain B Standard 6 - The leadership team for developing and implementing a comprehensive information security policy to ensure the confidentiality and integrity of systems and data within ISB.

Recommendations

None at this time.

Domain Summary – School Response

The governance of ISB is clearly structured and articulated through its policies and procedures within the local legal framework. It operates with the continuity of the school in mind. The makeup of the governance body reflects the demographics of the student population and represents the school community. The roles and responsibilities of governance are well documented and communicated. The policies and procedures are regularly and systematically reviewed. As demonstrated in its guiding statement, policies, and operational practices, ISB holds a high standard of ethics that is consistent with the CIS Code of Ethics.

The Head of School (HOS) and the Board of Trustees (BOT) have a mutually supportive partnership through a shared vision and common understanding of the guiding statements. There is a strong working relationship between the HOS and senior leaders to support school improvement for student learning, well-being, and global citizenship. There exists an appraisal process for both governance and leadership to reflect on the alignment of goals and the effectiveness of working relationships. Regular visits to this process will promote effectiveness in learning, well-being, global citizenship, and the school's culture to ensure continuous alignment with ISB's guiding statements.

Strategic and operational plans have clear financial and educational underpinnings and undergo a formal approval process. Multiple rounds of revisions to involve all relevant stakeholders ensure continued alignment and sustainability to the guiding statements. Accountability of school operations and governance are seen in clearly formulated written policies that are regularly reviewed, communicated, and understood by all members of the community. Student learning and well-being are reflected in practice through consistent training and induction of both new and existing stakeholder members (faculty, staff, leaders, and board members) on child protection, safeguarding, and data protection privacy.

Since the implementation of our strategic focus on peer-to-peer relationships in the spring of 2022, the HOS and the leadership team have strengthened communication with faculty and staff as well as the larger school community through various channels and modes. Through the adoption and implementation of an SEL curriculum and awareness promotion of the ABAR work at our school, intercultural understandings and competencies began to be reflected in the day-to-day work and lives of the school community. The BOT also increased the diversity of its composition to better reflect the demographics of the school. ISB is continuing the momentum of these initiatives resulting from the initial successes.

Domain Summary – Evaluator Response

The head of school is the unambiguous leader of the school, in keeping with his role description which includes responsibility for leading the school community, leading teaching and learning, managing school operations, and contributing to a learning community. The board provides the school with sound direction, strong leadership, and effective support in the current and long term life of the school. The school has maintained a strong and prudent financial position backed by the board. There are both long and short term plans to support the development of the school and enhance facilities and programs.

Governance and leadership are strengths of the school. The school community is well served by strong leadership and a commitment to continuous improvement. School leaders model the school values and are trusted by the school community through decisive leadership, approachability, and genuine care and concern for them and their families. Families felt very well supported during



extended lockdowns due to the COVID-19 pandemic. The school staff ensured that the well-being and learning needs of students were met during difficult times.

The school recognizes the need to continue the momentum for change by which the board can be more agile and flexible in order to meet future needs. The impact of COVID-19 and larger than usual staff turnover has meant that there is a need to look closely at communication within the school and simplify operations to ensure better understanding by all staff. The school has made concerted efforts to increase awareness and understanding of different cultures. They are encouraged to continue and be more outward looking in their future efforts.

Domain C - The curriculum – Elementary School

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Exceeds

The ISB mission, vision, and Learning at its Best model serve as a central guide in developing our curricular program. Our office of learning (OOL) includes a director and an elementary school curriculum coordinator. Their roles include working with leadership teams, subject curriculum area leaders (CALs), and faculty to select, develop, implement, and review our standards-based curriculum, assessment, and reporting policies and processes.

ISB uses different technology platforms for housing curricula. EduPlanet contains elementary school (ES) pacing guides, which is also available in ES 365 grade level folders, curriculum maps and assessments. The OOL completes curricula audit each year with subject CALs to ensure that curriculum is articulated, updated, and reflected in EduPlanet. Parents can access our curriculum via the school's website. Almost 90% of parents surveyed agreed with statements to standard C1.

Pacing guides ensure horizontal and vertical alignment between teachers and grade subject areas. Unit previews and reviews are mandatory for every unit in all subject areas in ES. They demonstrate reflection on units taught and how units have been modified based on student and teacher feedback. This documentation is stored in grade-level folders in 365.

Our curriculum enduring understands (EUs) and essential questions (EQs) are shared on our website. We are working to ensure transparency and understanding with our community around the development or change to curriculum through parent education workshops, homeroom weekly overviews and unit descriptions.

ISB does not require teachers to document beyond pacing guides and units. Through conversations with elementary faculty, we know that lesson planning and reflection occur within teams, with support and guidance from our learning support (LS) and English as an additional language (EAL) teachers.

ISB's framework for social and emotional learning (SEL) was developed by modifying the research-based SEL curriculum standards and content from collaborative for academic, social, and emotional learning (CASEL) and the Institute for Social and Emotional Learning (IFSEL) and Learning for Justice (formerly Teaching Tolerance) to address elementary school students' social and emotional needs. The curriculum is in year two of implementation and has a purposeful design to incorporate anti-bias and anti-racism, digital citizenship, and global competency concepts. Grade 3-5 students were surveyed at the end of the 2021-2022 academic year, on the statement, "I enjoy school", 84% of the 301 Gr3-5 students who responded said Agree or Strongly Agree.

In ES PE class is scheduled three times a cycle and use the Ontario Curriculum for Health and Physical Education standards-based curriculum.

During the academic year, 2021-2022 ES introduced a global language screener for EY3-K. On reflection of data from 2021-2022 part of the 2022-2023 ES strategic plan also includes a focus on the science of reading. Aspects of the science of reading research involve focused instruction on content vocabulary and a shift towards systematic phonics instruction. As we begin this work, there is a focus on language and learning for all students.

The impact of the COVID-19 pandemic has made it challenging to build relationships with parents beyond our online learning and has shifted our priorities. We have a full Parent-Ed calendar for 2022-23, which addresses many curricula work and questions parents have raised.

Evaluator Response

Exceeds

International School of Beijing (China) (ISB) has intentionally planned to align the curriculum with the Science of Reading program, social-emotional learning (SEL), global citizenship, and service learning. The curriculum is comprehensive and aligned with the school's guiding statements, which focus on equity, openness, empathy, and respect.

The intentional planning is documented, previewed, and reviewed regularly in a cyclical, annual process. The curriculum includes differentiation strategies and appropriate learning support. It is assessed for effectiveness through regular data analysis, data dialogues, vertical meetings, and check-ins. The curriculum team identifies gaps in the curriculum and addresses them by conducting research, trialing models, and evaluating them through discussion. The faculty shared that data dialogue takes place where accumulated data is analyzed and discussed to further improve the curriculum across the elementary school.

The school uses a variety of standardized assessments to identify students' learning needs, such as the Oxford placement screener and WIDA assessments. The elementary school (ES) library categorizes books using the SEL framework and offers content to promote intercultural, social, and emotional learning. The school provides a wide variety of after school activities (ASAs) that offer opportunities for student leadership in the secondary section where they help coach the elementary school students. This serves as a model for ES students to aspire to. During the visit, the student community indicated that they had abundant choices of activities to participate in, covering areas such as sports, art, service learning, music, etc. ISB has a comprehensive and aligned curriculum that meets the full range of student needs and abilities. The intentional planning, regular data dialogues, and assessments ensure the effectiveness of teaching and learning. The school is committed to global citizenship and interculturalism, and continuously addresses gaps and areas for improvement in its curriculum through regular dialogues and data collection.

Commendations

Domain C (Elementary School) Standard 1 (Major) - The educational leadership team for the use of data dialogues to inform student progress thereby strengthening student learning across the elementary school.

Domain C (Elementary School) Standard 1 - The library team for meeting the needs of the diverse student body by categorizing books of different languages using the SEL framework.

Recommendations

Domain C (Elementary School) Standard 1 - The educational leadership team continues to prioritize the process of implementing research-based strategies to ensure high-quality learning is happening for all groups of elementary school students.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Exceeds

The early years (EY) framework at ISB is modified from British Columbia (BC) Early Learning Framework. The EY teachers at ISB are intentional in using the living inquiries, pathways, and reflective questions to "offer provocations to think about children, learning, and practicing. The components of the curriculum framework are, living inquiries, pathways, critically reflective questions and observable learning". Currently the EY team is working with the

assistant principal to strengthen documentation.

The elementary school (ES) uses common core standards (CCS). All subject areas have pacing guides. Pacing guides must include, standards, enduring understanding (EUs) and enduring questions (EQs), and content, language and cultural objectives.

This year in the ES there is a strong focus on oral language development, this is in connection with the ES strategic plan. Recently the ES admin team and grade level team facilitators met to discuss how they can share and document content specific documentation. School professional learning (PL) time has also been differentiated to ensure EY, specialists teachers and homeroom teachers are receiving targeted professional development in relation to intentional planning and documentation of content specific vocabulary.

ISB places inclusion, diversity, equity and anti-racism front and center of our purpose and direction. They form the basis of the school's anti-bias, anti-racism (ABAR) committee. Currently, in ES, the documented social and emotional learning (SEL) curriculum reflects well-being and explores diverse personal, community, cultural, and global perspectives, attitudes, and values to develop intercultural competencies. One of the SEL anchor standards summarizes this succinctly as follows: "Recognize how culture and race impact their identity and how to develop positive relationships with people of multiple cultures and races." Relationships also form a strong part of our current strategic plan. Our SEL framework uniquely places special emphasis on service (referred to as purposeful action) as a vehicle for developing a sense of thoughtful and compassionate global citizenship. In ES we have also included links to SEL in preview documents to prompt teachers to intentionally plan for SEL integration across all subjects.

Part of the preview of units process is to look for areas we can connect to our SEL topics. The librarians have created a catalog of books available in the library that connects to all SEL units of study. The language arts subject area representatives (SARs) are working on changing mentor texts to ensure relevancy to our students. When purchasing books, we make a conscious effort to find texts that represent our diverse student body. Our purposeful action unit of study is in its first year of implementation, and through the unit review process, tweaks will be made accordingly.

Our administration currently advertises available online professional learning, as mentioned above. An SEL survey was given to all grade 3-5 students to gather data on their understanding and beliefs of the SEL units taught. Tripod, the school's professional growth model is an anonymous survey that the students from K-12 take, it gives the teachers data on how the students feel their learning is going and areas of improvement for the teacher.


Content, language, and cultural objectives are documented and displayed in classrooms, so students understand what, how, and why they are engaging in the lesson. Students in the English as an additional language program or in our learning support program have individualized learning plans, and homeroom teachers and specialists have access to these plans. Homeroom teachers and specialists also meet with EAL and specialists' teachers to discuss student's plans. Every year the curriculum area leaders (CALs) work with the ES curriculum coordinator to review grade-level documentation and expectation regarding organization and guidelines expected. Toward the end of every academic year, CALs work with SARs to review and evaluate grade level documentation and decide what needs to be edited or revised.

Evaluator Response

Exceeds

ISB has demonstrated a strong commitment to meeting the academic, linguistic, social, emotional, and cultural diversity of its students through its inclusive curriculum and co-curricular activities. The school has implemented intentional planning to ensure that the curriculum aligns with its guiding statements, which include a focus on the Science of Reading program, SEL framework, global citizenship, service learning, and cultural objectives.

To meet the diverse range of student needs and abilities, ISB provides various resources, such as data dialogues, formative feedback, and differentiation strategies, and regularly assesses the



effectiveness of teaching and learning through grade-level meetings and vertical alignment meetings. The school's intentional planning of its complementary programs includes preview and review cycles for each unit, with a clearly documented curriculum for learning, and cultural objectives.

ISB's commitment to global citizenship and interculturalism is evident through its various initiatives, such as the global citizenship unit, which focuses on embedding local Chinese culture into the curriculum. Teachers shared a grade 5 unit on reduce, reuse, recycle. The SEL framework is used in the library to categorize all books, thereby promoting intercultural learning. The school is also working on examining resources for sensitive areas, such as gender bias and body positivity, and making a shift in the content to ensure that students can understand themselves and other cultures.

ISB identifies gaps in the curriculum through research and evaluation, in an effort to keep the curriculum current and relevant. However, the school also acknowledges that research does not always fit reality and is willing to trial models, and evaluate them, to ensure the best outcomes for its diverse student population.

Commendations

Domain C (Elementary School) Standard 2 - The educational leadership team for their efforts in providing a variety of learning opportunities to meet the needs of all students.

Recommendations

Domain C (Elementary School) Standard 2 - The elementary school faculty continues to look at avenues to promote intercultural competency skills and embed it into the written curriculum.

C3


Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Exceeds

ISB values and fosters Global perspectives and Intercultural learning, which is stated in our mission of being an "international community". ISB has our own definition of Global Citizenship, which is visible on our school website. We embedded our Global Citizenship statement in all our teaching and learning at ISB. We have an anti-bias, anti-racism (ABAR) team that focus on inclusion, diversity, and equity. The ABAR framework is integrated through our social-emotional learning (SEL) curriculum. One of the SEL anchor standards summarizes this succinctly as follows: "Recognize how culture and race impact their identity and how to develop positive relationships with people of multiple cultures and races." Strong relationships also form an important aspect of our strategic plan and has been highlighted as one of our schoolwide goals for 2022-23, labeled 'as ensuring strong life-long peer relationships in our inclusive community.' For the academic year 2022-2023, elementary school (ES), lunchtimes have changed so that all grades have time together and there are opportunities for interaction outside the classroom including the library, the design lab, Outside Learning Environment (OLE), and the ES theater.

We implemented a purposeful action unit in our SEL curriculum focusing on actions and contributions to local or international communities. In early years (EY), intercultural learning is embedded across multiple frameworks in their flipbook. In ES, grade level teachers plan intercultural learning opportunities using the unit preview protocols, then using the review protocols to reflect the effectiveness. Content, language, and cultural objectives (COLOCOS) have a component highlighting the culture perspectives for all lessons. Grade level teachers also work closely with the ISB's experiential learning office and plan for diverse off-campus trips together to best support students' academic and intercultural learning within the local community. Even with the COVID-19 restriction, the Grade 5 team had an overnight trip for community building. The Grade 4 team went on a day trip as part of their inquiry unit on Earth Changes.



ISB values the host country's culture and language, as well as fostering a multilingual community. The Chinese language program is offered school-wide, from EY to Grade 12. The program recognizes the importance of grounding students in the context of the local culture to give them a better sense of how the language reflects and pulls from the history and culture. ISB also offers a two-way dual language (DL) program from EY 3 to Grade 5, which not only offers students and their families the equity of both languages and culture, but also promotes the bridge, understanding and collaboration of both parties. A diverse range of books in multiple languages is available in our library. We value students' home language at ISB. A welcome display board printed in different languages outside of the ES office. Prior to COVID-19, parent volunteers and published authors have been invited to read stories to students in their home languages. Grade level teams create vocabulary bank, units overview newsletters and classroom anchor charts in multiple languages to facilitate students' academic learning, as well as multilingual awareness.

ISB has a 1:1 iPad program for all students from EY3 to Grade 5. ISB developed a Responsible Use Agreement (RUA), which is discussed both in school and at home. All families must sign the agreement, keep a copy at home and return one back to school. ISB has two cybrarians who vertically align the tech skills and apps across EY and ES. Technology skills are integrated into grade level planners and applied for teaching and learning at ISB. ISB offers two specific parent education opportunities around digital citizenship. This event is offered in English, Chinese and Korean. Almost 90% of parents surveyed agreed with statements to standard C3.

Evaluator Response

Exceeds

ISB's intentional planning for global citizenship, intercultural learning, and digital citizenship is also guided by the principles of anti-bias and anti-racism (ABAR). This is in alignment with the school's definition of global citizenship. The school recognizes the importance of promoting a learning environment that is inclusive, equitable, and culturally responsive.

Through the integration of ABAR principles in the curriculum, ISB aims to challenge biases and stereotypes and provide opportunities for students to develop intercultural competencies and engage in social justice issues. For example, in the global citizenship unit, students are taught about the history and impact of colonialism and are encouraged to critically examine their own perspectives and biases. The cultural objectives also promote the celebration of diversity and cultural awareness. Additionally, the school has made efforts to embed local Chinese culture into the curriculum and address areas of bias and prejudice through ongoing review and reflection.

By incorporating ABAR principles, ISB's curriculum not only prepares students for life beyond school but also equips them with the necessary skills and mindset to be active and responsible global citizens who promote equity, justice, and inclusivity in their communities. Now that COVID-19 restrictions are lifted, the curriculum team feels confident that more opportunities for students to explore their intercultural learning can be incorporated into the curriculum. The curriculum was adapted to ensure good practices in digital citizenship during the COVID-19 school closure as the use of devices was essential for continuous student learning and well-being. The school plans to implement the single sign-on login system for Dragon's Gate. Interviews with parents indicated that the new interface is anticipated to be more effective.

Commendations

Domain C (Elementary School) Standard 3 - The ICT director for making available various learning platforms that meet the needs of students of all ages during school closure.

Recommendations

Domain C (Elementary School) Standard 3 - The ICT director continues to develop the single sign-on login system to meet the needs of users.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Exceeds

The review process in the elementary school (ES) is systematic and planned and there is a common understanding amongst the ES faculty of the process itself. The ES Curriculum coordinator and curriculum area leaders (CALs) from each subject area, review the curriculum throughout the year and changes are made by reviewing with subject area representatives (SARs), teachers, and administrators. SARs can plan and record updates on grade level pacing guides. These updates inform and constantly re-evaluate the teaching and learning of all students across all year groups by regular unit reviews and previews.

Through analyzing elementary school data, admin recognized a need to develop a phonics and word study scope and sequence to serve the students and their needs. This was created towards the end of the academic year, 2021-2022.

During unit reviews and previews teachers add comments to help inform teachers of what went well, and what could be changed to improve the learning in future. The unit overviews, planning guides and previews ensure that teachers' planning is articulated and reevaluated. Teachers follow up with this during vertical team meetings and with the ES curriculum coordinator, make the necessary changes to the unit.

The Curriculum review cycle addresses each academic area to ensure that it supports physical, intellectual, and social/emotional needs. COVID-19 had caused interruptions in this timeline. ISB's documented learning principles provide a research-based foundation for how students learn best. These principles are based on Tripod's 7C framework of effective teaching. Surveys are conducted with students on a biannual basis and these results are analyzed during teacher meetings.

ISB is in its second year of implementation of a Social Emotional Learning (SEL) curriculum. The SEL curriculum has been developed by a team of teachers/counselors and administrators across the whole school. As with other curriculum areas the SEL curriculum is regularly reviewed with changes made to timeline and content.

ES faculty and administration are aware of the need to improve documentation to highlight differentiation in classrooms. The school is currently evaluating this process to make effective changes. The ES curriculum coordinator and administration team are also in talks to discuss how we can better document the curriculum to be able to quickly access and view units of study across all areas.


Whilst essential understandings (EUs) and essential questions (EQs) are displayed on the website and within classrooms, the parent survey and discussion with parents highlights that they are still unsure of what is going on in classrooms on a day-to-day basis. Currently the ES faculty share weekly overviews and snapshots of student learning via the online learning profile, Seesaw. Admin and the curriculum team also facilitate parent coffee mornings to educate parents about our curriculum and the ES strategic goals. The ES faculty and admin are engaging in conversations to determine how we can better improve upon how ES shares formative and summative data with parents.

All subject area content and language objectives are introduced and displayed in classrooms to ensure students are aware of what they are learning, why they are learning it and what it is they need to demonstrate to show their understanding of the topic taught.

Evaluator Response

Exceeds

It is evident that ISB has a well-sequenced curriculum that promotes students' access and progression. The school has effective curriculum coordination, and the curriculum is articulated horizontally and vertically for all groups of elementary students.



During conversations, it was revealed that the school has a cyclical, annual process for reviewing and reflecting on the curriculum, during which documents may change. This demonstrates the school's commitment to regularly re-evaluating the horizontal and vertical articulation of the curriculum in light of all students and their needs, as well as changes determined by external sources. During parent interviews, it was observed that there was appreciation for the comprehensive and detailed student report card they receive each semester.

Furthermore, the school's intentional planning and sequencing of the curriculum is evident through the consistent use of data dialogues, previews, and reviews to identify areas of improvement and ensure continuity and alignment across all levels. During the planning process, teachers identify priority areas such as phonics for lower elementary, science, and reading for literacy, SEL, global citizenship, and service learning, all of which are aligned with the school's guiding statements.

ISB has a thorough and well-coordinated curriculum that is articulated horizontally and vertically, promoting students' access and progression. The school's commitment to re-evaluate and refine the curriculum aims to ensure that it remains relevant and effective in meeting the needs of all elementary students.

Commendations

Domain C (Elementary School) Standard 4 - The educational leadership team for constantly reviewing and re-evaluating the curriculum to ensure that there is both horizontal and vertical alignment in the written curriculum.

Recommendations

None at this time.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.


School Response

Exceeds

ISB's elementary school (ES) curriculum is being evaluated, reviewed, and developed on a constant basis in response to multiple outside influences and with consideration of student learning outcomes. The curriculum monitoring and evaluation is done through unit previews and reviews. The protocols and expectations for unit previews and reviews are documented by the office of learning (OOL) and facilitated by the subject area representatives (SARs). To keep the lessons and instruction relevant and reflective of best practices, the OOL has set a scheduled curriculum review cycle. It allows faculty to promptly respond to the changing external influences, such as the ongoing COVID-19 pandemic, and refine instructional practices to meet the needs of ISB families when learning on-line.

To inform the review and development of the curriculum, faculty teams use both qualitative and quantitative measures of student learning and well-being. Data on literacy and mathematics skills is collected three times during the school year and is reviewed by teams in planning for differentiated instruction, modifications to unit plans, and pacing guides. MAP testing allows staff to measure responses needed for intervention. Data collected with WIDA language proficiency assessment allows classroom teachers and EAL specialists to plan for and utilize different co-teaching models to support multilingual learners. With the integration of the social and emotional learning (SEL) curriculum, the school has sought different ways to gather data about the impact this program has had on our students from the student's perspective.

Students are given opportunities for agency through the choice of reading and writing topics, research projects in science and social studies as well as purposeful action initiatives integrated into units of study. Our director of data and analytics supports ISB in its review of data trends and needs.



Professional learning opportunities are offered at differentiated levels during Wednesday principal meeting times, for all faculty to support curriculum innovations, the exploration and sharing of new learning methods. Teachers engage in ongoing professional learning through Lunch & Learns, teammates, teaching teammates sessions (TTTs), and book studies. Instructional coaching program continues to help teachers to improve their instructional practices. In response to the changing demographics and to help meet the needs of students with developing English skills, a C6 Biliteracy training has been provided to all faculty over the past few years. Professional learning opportunities extend not only to teaching, but also support staff. Instructional and teaching assistants have been offered professional development in literacy, behavior management, child protection and safeguarding. This academic year ES appointed a support staff professional learning coordinator to support and facilitate PL for TAs and IAs.

Professional learning translates into curriculum revision and innovations. Based on data, we are currently making changes to our reading program incorporating research-based practices from the science of reading.

Two innovative teaching programs have been introduced. A Life-Centered education program was established in 2020 and caters to the needs of students with learning differences. The dual language program promotes academic achievement by supporting language development in English and Mandarin and cross-cultural competence.

To prepare our students for emerging trends and contemporary issues in the world, the ES offers leadership and global citizenship opportunities to our elementary students.

Evaluator Response

Exceeds

ISB's elementary school curriculum is constantly previewed and reviewed to ensure it is responsive to external influences and student learning outcomes. The office of learning (OOL) facilitates curriculum monitoring and evaluation through unit previews and reviews. This follows a scheduled curriculum review cycle and allows for prompt response to adapting to the current needs of students.

It is evident that the ES curriculum review and development process is comprehensive and systematic. The school uses both qualitative and quantitative measures of student learning and well-being, which include assessments of literacy and mathematics skills, MAP testing, and the WIDA language proficiency assessment. Different activities are planned for student agency allowing for voice and choice, all of which are integrated into the units of study. Moreover, ISB's commitment to keeping the curriculum up to date with emerging trends and contemporary issues reflects the guiding statements.

The curriculum is also strengthened by specific professional learning opportunities for all faculty. The school's dual language program and life centered education (LCE) program are examples of how the school is meeting the needs of students with different backgrounds and learning needs.

Commendations

Domain C (Elementary School) Standard 5 - The elementary school principal and staff for their commitment towards previewing and reviewing curriculum on a regular basis to keep the programs current and relevant.

Recommendations

Domain C (Elementary School) Standard 5 (Major) - The elementary school principal and staff continue to use student outcomes and relevant data to support learning as they are now back on campus.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets

ISB's complementary programs comprise of numerous activities that run after and during elementary school (ES) hours. Programs are overseen by the director of student activities and the activities office. ISB also offers experiential learning opportunities overseen by the experiential learning office (ELO).

The student activities and co-curricular programs have their own [mission statement](#) that aligns with ISB's [mission and vision](#). There is a strong focus on commitment, respect, and having fun. A big focus for all student teams and clubs has been to create a welcoming community to support the involvement of every student who is interested in joining.

Our after-school activities (ASA) are designed to encourage kindergarten through grade 8 students to try a variety of offerings. There are three sessions in a year, each lasting nine weeks. The activities offered fall into the following categories: performing arts, movement and games, life skills and service, and STEAM. In the CIS Community Survey, 80-90% of ES parents agreed that ISB offers a breadth of co-curricular activities for students.

ES field trips are planned throughout the year in collaboration with the ELO and Grade level teachers to complement the curriculum. The COVID-19 pandemic has had an impact on co-curricular and experiential learning opportunities. ISB continues to work with local authorities to plan and carry out experiential learning opportunities in compliance with regulations.

Global citizenship and intercultural learning are placed at the core of the school's mission and vision. This is evidenced by the mission statement which states "We are an inspiring international community in Beijing, where thinkers and leaders find their place in the world and serve others." In addition, a core ISB value is "global mindedness". ISB has defined Global Competence and looks at it through our social-emotional learning, social study and service-learning frameworks. These frameworks are used in both curricular and co-curricular/complementary programming. 90% of the parents surveyed agreed with the statement that the school provides activities outside of the curriculum that supports their child's well-being and development.

Activities at ISB are reviewed regularly. In the ES, the popularity and efficacy of activities is measured by year-to-year enrollment. Due to increased enrollment in ASA, ISB has enlisted external providers to accommodate all students. The activities office plans to continue monitoring enrollment to determine which programs should be continued or discarded.

Evaluator Response

Meets

ISB provides a range of after school activity (ASA) programs and activities that foster lifelong learning, well-being, and global citizenship for elementary students. The program and processes are well documented. The school offers an extensive range of activities that include music, art, drama, and sports, which complement the formal curriculum, allowing students to explore their interests, try new activities, and develop their skills.

ISB's ASA programs and related resources are designed to meet the diverse needs and abilities of the students in alignment with the guiding statements. The school plans a range of services to support their well-being, including counselling services and pastoral care. The CIS Community Survey indicated that parents were satisfied with the variety of activities offered to support their child's formal learning.

The school's service learning programs and experiential learning trips are planned in detail to provide practical opportunities and allow students to engage with and make a difference in the local and global community. Students are encouraged to take part in environmental initiatives such as the school's recycling program and other activities, which are in alignment with the school's sustainability framework. Through these programs, ISB fosters lifelong learning and global citizenship, enabling all enrolled students to be included, and to have learning extended beyond

the classroom.

The ASA programs are regularly reviewed to determine the effectiveness, and student interest in, specific programs to improve student voice and choice and their high-quality learning experiences.

Commendations

Domain C (Elementary School) Standard 6 - The student activities coordinator for offering a large number of ASA programs to enhance student choices that impact the overall student learning and well-being.

Recommendations

None at this time.

Domain Summary – School Response

Strengths

As the evidence above demonstrates ISB's elementary school's (ES) documented curriculum is clearly articulated and offers challenging and engaging learning to all. Collaboration amongst teachers in the ES during unit previews and reviews using each subject area's pacing guides ensures teachers are aware of standards required for the unit and how the unit is sequenced. Unit reviews also provides an opportunity for teachers to document their reflections on what went well within the unit and what needs to be changed or altered.

Collaboration within grade level support departments is an area of strength as this enables all team members to contribute to planning and provides time for LS and EAL to contribute and support differentiation.

In the ES we gather data twice a year from the upper elementary students regarding the impact of our SEL program. This ensures that the units being taught, and our professional learning, meet the needs of our community.

ISB values the importance of vertical and horizontal alignment. Time and resources such as regular common planning meetings and dedicated personnel in the Office of Learning are given for curriculum development, review, and refinement.

Areas for Development

As Beijing and China come out of zero-COVID-19 we hope that we will begin to engage in curricular opportunities for students to re-engage in learning off-campus, this includes service learning opportunities as well as co-curricular opportunities with other Beijing and China based schools, and then with schools in other countries.

Although ISB considers our Es school documented curriculum and associated systematic processes to be a strength, there is a need to consider where we teachers are documenting differentiation in stage 3.

Even though there are action plans that look at more cultural relevance, embedded SEL and anti-bias anti-racism and service and experiential learning opportunities, we continue to develop our curriculum review tools to support approaching unit development with an anti-racist lens.

ISB is committed to "challenging and joyful" learning for all students. In order to support our EAL and LS students, we need to continue to work to ensure that the learning support processes and documentation are implemented with fidelity to allow all enrolled students access to our curriculum and experience success.



Domain Summary – Evaluator Response

ISB has a comprehensive curriculum and an instruction process that reflects its commitment to meeting the diverse needs of its students. The intentional planning, regular data dialogues, assessments, and evaluation ensure that teaching and learning are effective and relevant. The school offers a range of complementary programs and activities that foster lifelong learning, well-being, and global citizenship for the students.

ISB's commitment to meeting the academic, linguistic, social, emotional, and cultural diversity of its students is evident through its inclusive curriculum and co-curricular activities.

ISB has a continuous process to help identify gaps and areas of improvement in the curriculum. Research based strategies, current worldwide trends and internal surveys are used to ensure that the curriculum remains of a high standard for all groups.

Domain C - The curriculum – Middle & High School

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Exceeds

The ISB mission, vision, and Learning at its Best model serve as a central guide in developing our curricular program. Secondary school provides access to a curriculum that challenges and supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning. The Director of Learning and Secondary School Curriculum Coordinator in the Office of Learning (OOL) work with leadership teams, subject Curriculum Area Leaders (CALs), and Middle and High School (MS, HS) faculty to select, develop, implement, and review our high-quality standards-based curriculum, assessment, and reporting policies and processes.

With our student demographic and learning needs changing, our Director of Student Support Services and the Director of Learning in the OOL are working to assess the language and learning needs of our students to adequately support secondary and Life Centered Education (LCE) staffing and other resources including curriculum and facilities.

ISB uses different technology platforms for housing curricula. EduPlanet contains ISB's highest level vision of our aligned curriculum and shares curricula maps, power standards, enduring questions/understandings and common assessments. All documentation for IBDP courses is also documented in Microsoft365 and ManageBac.

Scope and sequence documents ensure horizontal consistency between teachers and vertical alignment between subject areas, creating student learning opportunities that increase in challenge and complexity. Staff dialogue indicated the need for greater systematic alignment, access, and consistency, in our documented curriculum and workspaces. Dragons Exchange (DX), our learning management system, and Microsoft365 folders have new workspaces for greater collaboration to ensure staff can align documentation and give greater access to each other's work.

ISB's curriculum is shared on our website (www.isb.cn/learn and <https://www.isb.cn/learn/curriculum>). We are working to ensure transparency and understanding with our community around the development or change to curriculum through parent education workshops offered in multiple languages. The impact of the COVID-19 pandemic has made it challenging to build relationships with parents; this is a high strategic priority. We have a full Parent-Ed calendar for 2022-23, which addresses many curricula work and questions parents have raised. (<https://www.isb.cn/learn/isb-learns-parent-education-series>)

Students' physical education needs are met by our robust secondary Physical Education and Health program with Grade 6-10 students receiving equal PE time as other core subject areas.

The Life Centered Education (LCE) Program offers a curriculum that is specifically tailored to meet the highly individualized needs of each student in an appropriate and engaging manner. Core academic skills in the areas of reading, spelling, written expression is taught while LifeSkills are woven throughout the course of the day. Social and emotional learning are addressed through the use of Zones of Regulation, morning meetings and integration into the wider ISB community for specialist classes, lunch and recess.

ISB's framework for Social and Emotional Learning (SEL) was developed by adapting the research based SEL curriculum standards and content from the Institute for Social and Emotional Learning (IFSEL) and Learning for Justice (formerly Teaching Tolerance) to address secondary school students' social and emotional needs. The curriculum is in year two of

implementation and has a purposeful design to incorporate anti-bias and anti-racism, digital citizenship, and global competency concepts. (<https://www.isb.cn/learn/curriculum/sel-philosophy-statement>)

Student and teacher groups review the effectiveness of the implementation of the SEL framework and the learning in their other classes useful, using a purpose-built survey to ensure that up-to-date and relevant content is carefully chosen to meet our student learning needs. Dedicated time for ongoing faculty training highlights the support and commitment of this program. Feedback from our stakeholders indicates that our community values the importance of dedicated SEL time. In the CIS survey data, 85-90% of MS and HS students and 90-100% of MS and HS parent respondents agreed that ISB supports them socially and emotionally.

Evaluator Response

Exceeds

The *learning at its best* model defines high-quality learning at International School of Beijing (China) (IBS) middle school and high school (MSHS), which forms the central core of the curricular design. Evidence provided on EduPlanet, Dragon Exchange, and Microsoft 365 curriculum documentation indicates that curriculum leaders and teachers are developing appropriate scope and sequence of learning activities to engage students in learning, with explicit links to the articulated vision of high-quality learning included in stage I of the curriculum documentation.

Conversations with students and parents indicated that the ISB MSHS curriculum meets the intellectual, physical, social, and emotional needs of all enrolled students as they progress through school and are well understood by stakeholders. Parents and students receive an introduction to the curriculum at the time of enrollment. The secondary school curriculum coordinator, subject curriculum area leaders, and subject teachers share curriculum guides and subject contents on Dragon Exchange, through emails, in hinge/transition meetings, and subject choice fairs. Conversations with parents and students confirmed that these meetings provide information for them to make subject choices. There seems to be a stronger push for grade 11 students to take the IBDP rather than pathway courses which form the school-developed and standard-based curriculum in MSHS.

The MSHS has six full-time learning support staff supported by six full-time instructional assistants and five full-time English as an additional language (EAL) teachers who co-plan and co-teach with mainstream teachers to support students learning. In high school, students with EAL needs attend EAL lessons in addition to their mainstream English classes. The life centered education (LCE) will discontinue in MSHS after the currently enrolled students in the program graduate from middle school.

Conversations with students corroborated that documentation of language programs promotes opportunities for students to have success in their learning relative to their abilities. For example, the Chinese program developed a three-pathway curriculum to cater to and extend students' existing linguistic abilities.

The social and emotional learning (SEL) curriculum is at the heart of the school's curricular program for supporting the social, emotional, physical, and intellectual needs of the students. The SEL curriculum is standard-based, age-appropriate, and vertically aligned to address the five identified areas of child development needs. The CIS Community Survey results show that 91% of students surveyed agreed or strongly agreed that "My school supports me socially and emotionally". 94% of parent surveyed agreed or strongly agreed that "My child is supported social and emotionally".

Commendations

Domain C (Middle & High School) Standard 1 – The educational leadership team for leading the development and implementation of a clear definition of high-quality learning in the learning at its best model enabling teachers to create engaging and suitably challenging learning activities for all students.

Recommendations

Domain C (Middle & High School) Standard 1 - Student support services team continue to assess the staffing and other resources provided for language and learning support in order to plan for the needs of the changing student body.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Meets

ISB offers a rigorous, standards-based curriculum. (<https://www.isb.cn/learn>) Our mission, vision and 'Learning at its Best' serve as a central guide to developing our curriculum program. ISB's new strategic plan has highlighted the continued importance of our core academic program, ensuring challenging and joyful learning for all students. ISB curriculum provides students with opportunities to learn, develop, and apply critical thinking, evaluating, interpreting, synthesizing, and problem-solving skills.

ISB is committed to transparent learning goals for all stakeholders. (<https://www.isb.cn/learn/curriculum>) The school website offers an overview of our curriculum in various disciplines, including reference to secondary students' significant concepts and skills, which is updated annually. As a standards-based school, units align with prioritized standards, establishing clear goals guiding instruction. Assessments and rubrics align with standards and strands, and teachers use schoolwide common proficiency language when providing feedback. In the CIS survey data, 80% of MS parent respondents and 70% of HS parent respondents agreed that the ISB curriculum meets their children's needs.

EduPlanet houses Stage 1 (learning goals) and 2 (assessments) of ISB's Curriculum. The ISB unit preview checklist helps teachers to organize their units and clarify shared goals, so students have equitable learning outcomes and implement our school-wide learning principles concretely. Stage 3 (teaching and learning pedagogy and process) continues to be a priority, with common planning time and divisional and curriculum time scheduled for teachers to address differentiation and personalized learning for students.

The Office of Learning (OOL) supports subject departments through unit previews which share clear guidelines on curriculum planning, assessment practices and grade/reporting indicators. In the CIS Survey data, 60% of the secondary faculty agreed that "The curriculum provides for the full range of learning needs of students at the school." As teachers become more familiar with these guiding documents, systems and support, we are confident that vertically and horizontally will strengthen our alignment.

ISB's framework for social and emotional learning (SEL) has been a priority for the last three years. The SEL framework uses five priority areas for our students to focus their learning and the framework is vertically aligned and age appropriate. The SEL standards have been aligned with our health units to offer deeper access to some topics. All units have been uploaded to EduPlanet and published on our website. ISB has developed its dedicated assessment survey tool for student feedback on the SEL program. Annual student focus and feedback groups reflect on our SEL unit review process, and teachers' complete surveys each semester to offer feedback on unit relevance.

The socio-cultural competence units in the SEL curriculum support students in developing their ability to empathize with the perspectives and identities of others, interact positively with diverse peoples and communities, and recognize inequity and bias. In the MS, a unit on "Building a Welcoming Community: Equity" focused on listening carefully and nonjudgmentally, shared strategies for countering bias, and how "EveryBody Deserves Kindness". [evidence] Further review, curriculum writing, and faculty training remain priorities.

Evaluator Response

Meets

There is evidence that the documented curriculum provides opportunities for significant access, challenge, and differentiation for all enrolled students. Conversations with students confirmed that contents, assignments, and assessments are differentiated and modified to meet needs of students with different styles of learning and learning abilities. In the CIS Community Survey, over 89% of students surveyed agreed or strongly agreed that "What I learned in my classes last year is helping me this year".

The ISB MSHS offer three tracks for secondary students to meet graduation requirements, including the IB diploma, the IBDP certificates, and the ISB secondary pathway program. In the CIS Community Survey, 78% of parents surveyed agreed or strongly agreed that the academic curriculum met their child's needs. The parent survey data indicates that the school can benefit from more parent education about curriculum design and educational programs that support students learning.

Conversations with teachers and parents corroborated the review of curriculum documentation on Dragon Exchange and EduPlanet, and that documentation of teaching and learning pedagogy, and processes such as differentiation, do not always make it to the curriculum documentation stage 3.

The SEL program sets out anchor standards, essential questions, and enduring understanding for students' development and well-being with each grade level in the MSHS. Priority areas and overarching concepts include social and cultural competence, self-awareness, purposeful action, nurturing relationships, and self-management. The SEL curriculum has a purposeful design to incorporate anti-bias and anti-racism, digital citizenship, and global competency concepts.

Conversations with students and parents confirmed that the secondary curriculum offers engaging opportunities for students to learn about and to celebrate culture diversities. Timetables and schedules in the MSHS allows grade 11 and 12 students to have free periods to study independently or in groups.

Commendations

Domain C (Middle & High School) Standard 2 (Major) - The office of learning, and social and emotional counsellors for planning and implementing the socio emotional learning program to support the social, emotional, physical, and intellectual needs of the student.

Recommendations

Domain C (Middle & High School) Standard 2 (Major) - The middle and high school curriculum leaders evaluate and clarify the documentation guidelines of the written curriculum, with a focus on organization and consistency in documenting stage 3 teaching and learning pedagogy, and process, to ensure differentiation occurs.

Domain C (Middle & High School) Standard 2 - The director of learning and communication, and marketing director investigate the need expressed in the CIS survey to provide better parent education about curriculum design and educational programs that support student learning.

C3


Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Meets

ISB has designed and articulated service learning to foster international and intercultural understanding across academic disciplines for all graduates.

(<https://www.isb.cn/learn/curriculum/ey-12-service-learning>) Taking compassionate action to serve local and global communities is one of the standards in our Social Emotional Learning (SEL) framework along with being embedded in the school mission and vision. To prepare students for



diversity in our local community, as well as their responsibilities as citizens in the world, ISB's experiential learning office works closely with teachers to infuse relevant learning opportunities into both academic curriculum and co-curricular activities. Currently, this includes the Grade 8 Capstone project; High School Action Research Course working with a local migrant community (Picun 皮村); High School Art and Chinese learning trip to the Beijing Palace Museum; Roots and Shoots service learning and Habitat For Humanity brick drive.

Global perspectives and intercultural learning are embedded in our mission of being an "international community". Inclusion, diversity, equity and anti-racism are the focus of our learning community and our high school student Anti-bias and Anti-racism (ABAR) committee. Learning for Justice standards and learning resources related to global mindedness are embedded directly in multiple International Baccalaureate diploma Programme (IBDP) English A and Chinese A language courses, as well as our social studies curriculum. Additionally, to honour the language and culture of the host country, our Chinese Language and Culture Center (CLCC) seeks to build meaningful connections with the local and broader Chinese community. The Chinese culture integration coordinator works collaboratively with faculty and staff to promote authentic learning experiences and intercultural understanding to enhance students' cultural competence. In the CIS survey data, 81% of secondary school faculty agreed or strongly agreed that, "Local contexts, places and cultures are used to enrich student learning". It should be noted that COVID-19 has directly impacted our ability to travel or to welcome guests onto campus; it remains a priority to seek out opportunities to directly learn with local and global places and cultures and people.

At ISB, we strongly believe that multilingualism is an asset to be nurtured in our classrooms. Our language programs strategically and intentionally celebrate and extend students' existing linguistic capacity. By welcoming the whole multilingual child, and supporting their growth, we send a powerful message that students from diverse linguistic and cultural backgrounds contribute to the vibrancy of our International community.

Taking our Chinese program as an example, we have developed a three-pathway curriculum, adopting both Chinese national curriculum standards and proficiency language standards from the American Council of Teaching Foreign Languages (ACTFL), to cater for the diverse learning needs of our students with different language profiles. More than 35% of our graduates have been awarded IBDP bilingual diploma including both English-Chinese and English-Korean in the past few years, which is evident that our students can achieve academic proficiency in both English and their mother tongues.

Beijing offers us abundant resources to enrich student learning. Connecting with international communities in Beijing, inter-school language events, language and culture related student clubs, and bilingual magazines, are complementary ways to showcase student language talents. Many faculty members of the school are learning host country language through staff Chinese lesson and exploring Chinese culture via "Chinese and Chill" activities such as traditional festival celebrations in school, workshops about cultural artifacts, and field trip to places of historic interest or local delights.

ISB has a 1:1 laptop program for all secondary students. Digital citizenship is an important part of our curriculum. ISB uses a Responsible Use Agreement for all students and integrates digital citizenship into our SEL curriculum. Privacy, online safety, and ethical and legal implications of being a digital citizen are some topics that students explore. The lessons/units are co-planned by our secondary school counselling team, EY-12 educational technology coordinator, and grade-level mentoring coordinators, to ensure alignment and nurture students to be thoughtful, responsible netizens who are empowered to skillfully navigate digital environments to enhance their learning. In addition, ISB offers Parent Education opportunities to learn more about Digital Citizenship to partner with families. In the CIS survey data, 93% of our secondary student body surveyed agree or strongly agree they are learning, "How to be a responsible digital citizen when using technology" at ISB.

Evaluator Response

Meets

Review of curriculum documentation corroborates conversations with students and parents that articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives, and intercultural learning. For example, grade 10 action research in the service learning fieldwork course engages with a local migrant community aiming to empower students to become culturally and globally responsive and responsible. Chinese courses use ACTFL 5C standards to integrate culture and language learning within the local context. Students are involved in trips and projects such as Panda Week and the preparation of UNESCO cultural heritage application of Beijing historical sites. The Chinese courses provide comparative analysis and discussion between different cultures. In this way, students can not only understand Chinese culture and other cultures, but also develop the ability to respect and appreciate different cultures in comparison, providing a good foundation for global citizenship.

The SEL curriculum encompasses unit themes around intercultural understanding and taking compassionate actions to serve local and global communities, which is aligned with the school's mission statement to build an inspiring international community in Beijing. Conversations with parents and students confirm that the differentiated curriculum in languages such as Chinese enables students to access content and to develop skills at appropriate levels of difficulty. In the CIS Community Survey: 85% of parents agreed or strongly agreed that the cultural diversity of the school community is used to enrich their child's learning; 87% of parents agreed or strongly agreed that school's curriculum provides their child with opportunities to learn about their own background and culture; 88% of parents agreed or strongly agreed that the school appropriately provides development of multilingual learning. Faculty data disagrees significantly with this perception: students are effectively learning how to interact with people of different backgrounds and cultures, 32.1% disagree or strongly disagree; the head of school and leadership team have the intercultural skills needed within the school's cultural context, 46.8% disagree or strongly disagree; the cultural diversity of the school community is used to enrich teaching and learning, 41.2% disagree or strongly disagree.

The school actively integrates the concepts of digital citizenship within the formal curriculum and throughout daily school activities. Learning outcomes in curriculum guides provide evidence for the development of digital citizenship and skills in the use of technology for learning. During COVID-19 the ISB published protocols and guidelines for online learning to safeguard students in an e-learning environment and to guide students to use the Internet and digital devices responsibly. There are also expectations and there is advice for the use of electronic devices in the responsible use agreement as well as in the SEL curriculum. In the CIS Community Survey: 93% of parents agreed or strongly that the school helps their child use information technology and social media in a responsible way; 95% of students survey agreed or strongly agreed that they are learning about how to be a responsible digital citizen when using technology.

Commendations

None at this time

Recommendations

Domain C (Middle & High School) Standard 3 - The director of learning and divisional principals address the faculty's negative perceptions with respect to intercultural understanding and cultural diversity of the school community being used to enrich teaching and learning .

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Exceeds

The ISB website, which is visible to the whole community, gives access to the vertical and horizontal curriculum for all grades divided by subject. This gives details like Enduring Understandings and Essential Questions of each unit for parents and the public to view. In our Office of Learning (OOL) there is one person dedicated to the secondary curriculum's development, evaluation, and alignment. Coordinated by the OOL, in collaboration with subject teachers, the Eduplanet platform is used to document each unit's enduring understandings, essential questions, and assessments that are aligned to build upon each other. Established curricular standards are used in each subject that ensure rigor and consistency across grade levels. CIS survey data shows that more than 80% of teachers agree/strongly agree that the curriculum assures appropriate continuity and progression. Additionally, survey data shows that 83% of students strongly agree/agree that the curriculum they've learned in the past has supported their current learning.


The school has purposefully set aside Professional Learning days and periodic afternoons to vertically align the curriculum. Horizontal alignment of the curriculum, within subject areas, is given time by carving out common planning time in the MS and HS schedules every other day for 70-90 minutes so that all teachers of a given subject can meet and ensure consistency of delivery, assessment and feedback between various teachers. Curriculum Area Leaders (CALs) are scheduled to meet vertically to communicate shifts in instruction, evaluate planning documentation and share practices and protocols for moderation. The Social-Emotional Learning (SEL) curriculum in HS and MS is appropriately aligned both horizontally and vertically.

Further horizontal alignment action is shown in the writing initiatives by our English as an Additional Language and Learning Support teams in High School. Teacher leaders organized argumentative writing language to be aligned between Science, Social Studies and English. Additionally, interdisciplinary initiatives in High School encourage further horizontal collaboration between different subjects. We offer both interdisciplinary courses and projects. Unfortunately, due to the COVID-19 pandemic, some of the past year's interdisciplinary projects were halted but are continuing to restart. In MS we use the Humanities model for social studies and English being taught in one course by one teacher.

Specific parent education events/series inform families about the vertical alignment of their child's curriculum. As it is a new process there is still development to be done to include all subjects and grades. ISB offers these sessions in English and is working to offer these sessions in Chinese and Korean.

The curriculum for any given subject can be changed every five years using a careful process (link to a 5-year review cycle). Teachers, Office of Learning staff, Anti-Bias and Anti-Racism representatives and students participate in giving feedback on the current curriculum along with researching like schools' curriculum using similar standards in order to meet our students' needs. Using innovative programs like the adoption of the OpenSci Ed curriculum and HS new math curriculum are examples of ISB's commitment to serving our students. After the racially charged events of 2020, the high school social studies curriculum was reviewed and adjusted to become more culturally responsive and anti-racist.

Pathways is an option for G11-12 students to fulfill their graduation requirements at ISB without taking the International Baccalaureate diploma programme. This is not just a program for students receiving learning support. This program supports the graduation requirements for an ISB diploma and allows students to create a personalized pathway through HS. Pathways is a collective way to describe non full-IBDP students. Some students take some IB courses for certificates or can fulfill their graduation requirements without taking any DP courses. Students have more opportunities for experiential and project-based learning based on student interest while fulfilling the ISB diploma requirements. This program is based on subject area-standards and for students who receive learning support, their Individualized Education Plans Additionally, as ISB has become a more learning inclusive school we have begun to offer a modified curriculum, including self-contained courses, for some students in grades 6-12 to best meet the needs of students.



As the COVID-19 pandemic has resulted in a dynamic environment, both politically and socially, ISB has responded in a few ways. In terms of school closure possibilities looming with each outbreak of COVID-19 cases, each department has narrowed down their standards to 'priority' standards, recognizing that online learning often results in a slower pace of teaching and learning. Additionally, more politically sensitive topics in the curriculum have been reviewed by government affairs to be certain ISB respects the political and social norms of the host country. At times, access to some books and texts has been a challenge, but teachers adapt their units to still meet the desired learning outcomes.

A variety of elective courses are offered in both MS and HS. The MS enrichment program offers various ungraded courses to students. Students enroll in one course of their choice per quarter. Student feedback for the Social Emotional Learning curriculum is collected, using surveys and focus group conversations, in order to better design the curriculum in response to student needs.

In supporting students in their transitions and their ability to transfer learning from one area of the school to the next (grades 5-6 and 8-9), teachers, school leaders and counselors work on organizing 'hinge meetings' and implementing preparation days for students to preview next year's curriculum. An example of this comes from math where in grade 8 students preview the grade 9 course options for math as a part of easing the transition and be placed in the best fit course.

Evaluator Response

Exceeds

Review of documentation corroborates findings from conversations with teachers and curriculum area leaders (CAL) that curriculum horizontal and vertical alignment meetings take place at different levels. In the MSHS Chinese department, teachers who teach the same subject for the same level of classes meet for one hour in every eight-day cycle to plan together. Curriculum leaders and teachers in the department meet monthly to review vertical alignment of the curriculum. Departments conduct annual departmental review of curriculum at the end of each academic year to determine any changes and adjustments to the curriculum.

Review of curriculum documentation on Microsoft 365, EduPlanet, and Dragon Exchange confirms that curriculum vertical alignment documentation in MSHS provides clear scope and sequence with standards in place to enhance links and continuity between different divisions of the school. Teachers are supported by using the three curriculum stages in the unit preview process to design and document teaching and learning. CALs and teachers set content, language, and culture objectives for lessons to explicitly explain to students what, why, and how they are learning. Observation in MSHS classrooms and review of unit previews indicate that consistent practice of clarifying to students the content, language and culture objectives will improve teaching and learning by making learning objectives visible and clear to students.

The ISB anti-bias anti-racism (ABAR) committee forms one curriculum group that works to ensure that teachers have the tools to address ABAR-related topics with support in designing unit plans and instruction.

Commendations

Domain C (Middle & High School) Standard 4 - Division principals and assistant principals for effective curriculum coordination that is articulated horizontally and vertically for all groups of students.

Recommendations

Domain C (Middle & High School) Standard 4 - The learning leadership team ensures that learning objectives are clarified and implemented with consistency across divisions and subject areas to enhance student learning.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

ISB's curriculum is being addressed and evaluated on a consistent basis across various vested parties and in response to multiple influences. MAP assessment data, Grades 3-9 are used to help influence decisions around curriculum development. In the MS Humanities program MAP data indicated a need to focus on reading and writing. Feedback from faculty and students has prompted changes in the MS Science curriculum. The department looked at best practices for supporting student learning, including more significant inquiry practices. OpenSciEd was adopted to ensure that the scope and sequence aligns appropriately.

The creation of a Pathways program in Grades 11-12, in response to student need, gives students a rigorous alternative to the IBDP with opportunities for innovative courses like Impact Project and Mass Media and Literacy, Social Justice and... which have been developed internally giving students greater agency in meeting graduation requirements.

In order to continue to respond to our students' needs, common vertical assessments teachers regularly analyze the vertical progression of the curriculum, reflecting on the intentional increase in rigor from year to year, with special emphasis on the hinge points between divisions. A full-time data analyst has recently been employed at ISB and has been able to help organize data for this process in the past.

The Office of Learning has a yearly action plan for curriculum audit. There is a scheduled curriculum review cycle that strives to keep units and instruction relevant, topical, and reflective of best practice. The curricula audit ensures that the high-quality teaching happening daily in classrooms is clearly articulated, updated, and reflected in EduPlanet. This is helpful when external influences, such as the ongoing influence of COVID-19 impact the current practice in the classroom and higher than usual turnover of staff. Most obvious here was the development and refinement of the in-person versus on-line educational experience. In the summer of 2020, teams in each subject area across the whole school further streamlined the 'priority standards' to be met while teaching for long periods of time online, recognizing that all curriculum/content is difficult to effectively deliver in unusual circumstances. Furthermore, the audit process in 2021-22 helped to ensure that the handover to 70+ new faculty was smooth and consistent.

In most departments, teachers have common planning time so that taught curriculum and student learning are aligned between sections of the same course. Teachers revise Stage 1 and 2 curricula during the unit overview process. MS and HS faculty plan using understanding by design (UbD) and within many departments' teacher/student reflection occurs, but this is not systematic. Improving curricula documentation could include having further systematic student agency or faculty-wide transparent differentiation practices and wider opportunities for teachers to share through ongoing professional learning conversations.

CIS survey data shows that 88.8% of secondary faculty agree/strongly agree that ISB encourages innovation of teaching strategies and assessment techniques. Teachers are provided with various opportunities to learn from each other through Teammates Teaching Teammates, Lunch and Learns and a professional learning stipend which can be used on educational resources to extend their learning like purchasing books, attending conferences, and subscriptions. ISB actively supports research innovations in learning, including MSHS faculty attending the 2019 Innovative Learning Conference in San Francisco.

Evaluator Response

Meets

Meetings with the secondary school curriculum coordinator and review of documentation confirm that the ISB MSHS is adopting a new curriculum review cycle changing from a five-year review process to a five-stage review process to allow for flexibility and agency in curriculum review and updates. The director of learning and secondary school curriculum coordinator just completed a first round of curriculum mapping, in collaboration with CALs, to identify which stage each department and curriculum area is at currently. In the CIS Community Survey, 85% of the faculty

surveyed agreed or strongly agreed that systematic review of the school's curriculum ensures appropriate continuity and progression.

Conversations with teachers, support staff, parents, division leaders, and the director of data and analytics indicated that there are established systems and practices to collect and analyze data from all stakeholders to inform and improve practices. The SEL feedback surveys and the Tripod student surveys collect, analyze, and share data on student well-being as well as teaching and learning to present current realities and to identify gaps to bridge. Assessment data from MAP and WIDA inform classroom teaching, student learning, and future curriculum development.

In the CIS Community Survey, 89% of faculty surveyed agreed or strongly agreed that the school encourages innovation of teaching strategies and assessment techniques.

Commendations

None at this time.

Recommendations

Domain C (Middle & High School) Standard 5 (Major) - The director of learning and secondary school curriculum coordinator continue to implement the new curriculum review cycle model to allow for flexibility and agency in curriculum review and updates to meeting the needs of students.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response


Exceeds

ISB's complementary programs comprise a full range of activities during dedicated Middle School (MS) and High School (HS) scheduled time, overseen by the Director of Student Activities and the Activities office. Programs that support learning within ISB's curriculum are overseen by a Strategic Learning Coordinator and Experiential Learning Coordinator who coordinates MS trips and HS Experiential Learning Opportunities (ELOs). Classroom teachers are also involved in learning opportunities, including local projects with migrant communities, service-learning partnerships, and environmental stewardship.

The Student Activities (<https://www.isb.cn/co-curricular>) and HS clubs each write a mission statement that aligns ISB's mission and vision. There is a strong focus on Commitment, Respect, and Fun. Student teams and clubs focus on creating a welcoming community to support every student who is interested in joining. Students take after-school activities (ASAs) from kindergarten to Grade 8. After-school sports run over four seasons for MS and three seasons for HS students. HS Clubs run during scheduled Dragon Time within the school day. Sports teams are differentiated to offer recreational or competitive opportunities to meet students at their current level and experience. The Secondary school offers various performing arts activities, and students join the activity group that best matches their skills level and experience. All activities are available on our website and are communicated through assemblies, parent communications, and student daily notices. In the CIS survey data, more than 80% of parents, secondary school students and faculty respondents agreed or strongly agreed that "ISB offers activities outside of classes that match our students' needs."

Our ASA program is designed to offer short programs allowing students to try a large variety of offerings and then participate in fewer activities but with greater depth in secondary school. The activities fall into four categories: movement & games, performing arts, life skills & service, and Science, Technology, Engineering, Arts, and Mathematics (STEAM). Programs have clear guidelines, coach and supervisor handbooks are updated annually, and the activities office works with external providers to ensure we only offer solid and student-engaged activities.

Our student demographic is changing, and with that has come a changing demand for certain



sports/activities in our programs. There has been a marked increase in students signing up for ASAs with a range of paid and free opportunities offered by external providers and ISB staff. ISB encourages more teachers to provide a comprehensive range of high-quality offerings for students. Students' ASA sign-up data and instructors' performance are monitored while reviewing activity providers. Popular activities are encouraged to continue through all three sessions. Our core activities require specific skills and experience from the staff leading them, which continues to be a priority for recruitment and training.


MS and HS run their own Student Council (STUCO), which is highly visible at all student-related events. MS STUCO invites every interested student to join and sit on committees or sub-committee groups responsible for some aspects of student life. MS STUCO then elects an executive committee who among other duties, meets with MS leadership on issues like dress code, feedback on MS building projects like the playground as well as interviewing prospective principals and giving feedback. STUCO runs assemblies, creates MS student opportunities for socializing, theme weeks, and Smile week. HS STUCO has a rigorous selection and voting process and successful candidates are involved in different committees that take on roles - including student affairs, rallying school spirit/fundraising, main events, and public relations. HS STUCO meets with HS leadership regularly and uses student survey data, via padlet, to drive conversations about student needs.

The COVID19 pandemic has significantly impacted any student activity/trip outside of Beijing. Student trips are constantly reviewed and updated to ensure they meet the ever-changing government requirements. MS trips are planned for Autumn and Spring and focus on social-cultural competence, fun, physical exploration, and bonding with new friends in challenging activities. Students and teachers offer feedback after each trip, which is shared with teachers, students, and third-party providers to improve each experience. HS students take part in an ELO each year. The ELO Handbook describes the framework that the experiences are organized around, with students choosing from three focus areas: Service, Exploration and Challenge.

The COVID-19 pandemic has impacted all our programs. There are plans to grow and align service learning and intercultural opportunities and partner further with community groups. This has been challenging due to current restrictions but remains a priority for ISB. The school continues to try and offer what it can while adhering to the authority's regulations and expectations. HS sports teams, performing arts groups, and clubs would typically travel to tournaments, seminars, MUN events, and HFH sites, but this has not been possible in the last three years. ISB has worked to grow alternative Beijing-based opportunities or created and participated in events online. The INTERACT Club continues to work with the Beijing Rotary Club. The Nightingale Charity Club is engaged with the Love and Hope Center. TESOL has had to stop Sunday classes for kids but is still running strong with English lessons for contract workers and in Session 2 2022 will start an ASA reading with ES students.

ISB offers leadership opportunities to as many HS students as possible by running groups of meetings for clubs at the same time as each other. Each sports team, HS club, STUCO, and performing arts group have student leadership positions. Student leaders are offered differentiated leadership training. Sports captains are invited to ongoing leadership workshops to have conversations, training and mentoring on how to be an influential captain. ISB clubs with student executive committees have leadership training (evidence), including financial training and long-term and short-term planning. HS Peer Helpers are involved in training as they prepare to work with incoming students. MS has a Student Ambassador program that mainly runs at the start of the school year. Ambassadors do one training course at the end of the previous year and then attend New Student Orientation before the first day of school.

ISB encourages and supports student community social events through its complementary programs. Students actively plan and participate in events, including dances, prom, pizza and film nights, and a talent show. Seasonal sports teams organize team dinners and social get-togethers to foster community. Each year, our parent-teacher association (PTA), in partnership with the school and third-party providers, organizes and runs a Spring Fair, one of our most significant community events. MS and HS clubs and STUCO offer activities, games and performances.



Global citizenship and intercultural learning are placed at the core of the school's mission and vision. ISB has defined Global Competence and looks at it through our social-emotional learning and service-learning frameworks. These frameworks are used in both curricular and co-curricular/complementary programming. Our Service-Learning page on the website has our ISB global competency definition. <https://www.isb.cn/learn/curriculum/ey-12-service-learning>

ISB encourages student-based activities that foster environmental stewardship. The Green Impact club, evolving from Green Keeper and Net Impact, is a club which helps foster students' environmental stewardship. Earth Week is also an environment-related activity which encourages students to ride bikes to school and home and reduce power use by turning off the lights in some school hallways. <https://www.isb.cn/about/sustainable-isb> In ISB's continuing quest to provide students the freedom to explore, the school took further steps to make its campus a living laboratory. To provide our students with unique opportunities to understand the balance between people and planet, ISB is pleased to announce that construction of a rooftop garden was completed in August 2022.

Activities at ISB are constantly reviewed. The current two-year plan includes grouping activities that are very similar so that students can look for opportunities across different focus areas. (Evidence: High School Club Graphic) This process allows us to streamline our offerings to students better and share faculty, community resources and expertise. We have core activities that run annually with established links to community, national and international organizations such as MUN, HFH, STUCO, yearbook, pride week, and charity fashion show. There is a straightforward process for any student or teacher to start a new activity, including a trial period to ensure that the activity is viable and meets the student body's needs. Club executive positions are either voted in by students using a transparent, well-defined election process or are selected, using criteria, by the teacher/staff advisor. Future actions include prioritizing student feedback opportunities in HS Clubs and reviewing the feedback opportunities we offer students. A recent MS student-run and founded Mental Health Awareness Club have plans this academic year for more parent and student education activities. Their work last year culminated with the creation and promotion of a website which was developed and maintained by students. <https://www.msmentalhealthawareness.com/>

Evaluator Response

Exceeds

It was evident in the interviews with parents and students that the ISB offers a wide breadth of programs and activities which complement the formal curriculum. The ISB Dragon Time, clubs, trips, and seasonal sports coordinated by the activities office and experiential learning office provide a wide range of opportunities for students to pursue their passions, to develop leadership skills, and to build community. Student leaders and captains of sport teams receive training, organized by the activities office, on how to become effective leaders. Clubs such as the Green Impact club are led by student executives with the support of staff. In the CIS Community Survey: 88% students and 89% parents surveyed agreed or strongly agreed that activities offered outside of classes match interests of the students; 85% of the faculty survey agreed or strongly agreed that the school offers a breadth of programs and activities to meet students' needs.

Interviews with students confirmed that the high school student council (STUCO) representatives are elected to serve the community as voices of, and for, students, and as a bridge between the student body and the school administration. The high school STUCO members sit on committees where important community discussions take place and important decisions are made.

With the lift of COVID-19-related restrictions, there are more opportunities for travel and experiential learning. The activities office will take a closer look at the programs offered with a focus to strike a balance around the four pillars which are athletics, performing arts, clubs, and service groups, and after school activities.

Commendations

Domain C (Middle & High School) Standard 6 - The director of student activities and the division principals for supporting programs which are intentionally planned to allow students to

demonstrate leadership in student agency, community development, and environmental stewardship.

Recommendations

None at this time.

Domain Summary – School Response

Strengths

ISBs strategic plan has prioritized “challenging and joyful learning for all” and drives the next stages of development and implementation of curriculum work. The use of a common language that describes our beliefs around high quality learning and clear connections to our professional growth framework and associated look-fors and stronger alignment across the school has further strengthened our approach to curriculum.

Documented curriculum and use of systems for further collaboration between subject departments and grade levels continues to be an area of focus as we continue to use standards to drive our unit development and assessment. ISB continues to prioritize our work to build professional growth in meeting the needs of EAL learners and establish systems and structures that are consistent across the school to meet the needs of our students.

ISBs continued commitment to our SEL framework has been a priority in continued curricular development and professional growth as we unpack and teach more challenging topics and adapt them based on feedback from stakeholders. A continued focus on developing and refining our SEL program and bi-annual collection of data from students to assess the impact of this program and ensure that the units being taught and our professional learning/teacher implementation time meet the needs of our community.

ISB places importance on horizontal Interdisciplinary learning experiences in our HS. These courses offer students cross-disciplinary opportunities and experiences outside of regular curricular courses. ISB works hard to offer all secondary students access to differentiated co-curricular interests, both teacher/staff and student run, all year. HS clubs cover a large range of focus areas, with growing demand in Service and Sustainability.

Time and resources such as regular common planning meetings and dedicated personnel in the Office of Learning are given for curriculum development, review, and refinement.

Areas for Development and Planned Actions

As Beijing and China come out of zero-COVID-19 we hope that we can work to seek more curricular opportunities for students to re-engage in learning off-campus, this includes service learning opportunities as well as co-curricular opportunities with other Beijing and China based schools, and then with schools in other countries.

Although ISB considers our secondary school documented curriculum and associated systematic processes to be a strength, there is a need to consider where we teachers are documenting differentiation in stage 3.

There are action plans that look at more cultural relevance, embedded SEL and anti-bias anti-racism and service and experiential learning opportunities. This includes development of curriculum review tools to support approaching unit development with an anti-racist lens.

ISB is committed to “challenging and joyful” learning for all students. In order to support our EAL and Learning Support students, we need to continue to work to ensure that the learning support processes and documentation are implemented with fidelity to allow all enrolled students access to our curriculum and experience success.

In the HS, our Pathways program is an area of strength. The next actions will include collecting data on our Pathways program effectiveness and look to build and extend this program as we can.

Domain Summary – Evaluator Response

Overall, the ISB MSHS is aligned with all of the six standards in this domain.

It was confirmed that the ISB curriculum provides the framework for success, presents appropriate levels of challenge, and fosters well-being for all students in the school. The ISB curricular and co-curricular provisions foster global citizenship, intercultural learning, and an understanding of the school's cultural context. ISB provision and delivery of language learning support the students' linguistic and cultural background and the language-context of the school's location. The school's co-curricular programmes, teaching, and resources foster lifelong learning and well-being, enabling all enrolled students to be included and to have their learning extended.

At ISB curricular and co-curricular provision is aligned with its guiding statements and strategic focus areas. The evaluation team has found that it is necessary for the students support services to continue to assess staffing and other resources provided for language and learning support needs in order to plan for the needs of the changing student body. The evaluation team also has found it is necessary for the MSHS curriculum leaders to evaluate and clarify the documentation guidelines of the written curriculum with a focus on organization and consistency in documenting stage 3 teaching and learning pedagogy and process, such as differentiation.

Domain D - Teaching and assessing for learning – Elementary School

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Exceeds

ISB has implemented and put into practice the C6 Biliteracy Framework which includes using explicit content, language and cultural objectives (COLOCO) for each lesson to articulate to students what, how and why they are learning. Students refer to these COLOCOS throughout the lessons and can reflect on their learning through regular check-ins and creating Seesaw posts. In the CIS stakeholder survey, 87.7% of students agreed and strongly agreed that their lessons are interesting. 92.6% of students agreed and strongly agreed that classes challenge them to learn and improve.

ISB has an established definition of high-quality learning and teaching approaches, Learning at its Best, is discussed widely throughout the year during in-service, Elementary School professional learning (PL) sessions and small group opportunities throughout the year. Students take a Tripod 7Cs survey twice a year about their classroom experience and their teacher. ISB has created look for cards that break down what can be seen in a classroom that exhibits these learning approaches and dispositions. Teachers use the 7C's survey data to create a professional goal to improve teaching and learning in the classroom.

COVID-19 has interrupted ISB staff and faculty from attending professional learning off-campus. This has created opportunities for us to be more engaged with online PL and lean into our faculty expertise to share best practice.

Since the implementation of the SEL Framework, students are given the opportunity to explore more topics around diversity, inclusion, race and other attributes such as test anxiety and stress management that promote and improve learning. Units of study are beginning to include and integrate SEL attributes that are incorporated into the entire ES curriculum.

Learning Support, English as an Additional Language (EAL) and homeroom teachers work together to plan a variety of learning engagements allowing access for all students. With the help of ICT and the cybrarians, units of study are properly scaffolded and supported with appropriate resources to reach all learners. Each year units continue to evolve, and change based on student needs.

Evaluator Response

Exceeds

International School of Beijing (China) (ISB) has a well defined vision of high-quality learning, which is implemented through engaging and challenging learning activities. The school has a bi-literacy framework that focuses on content and language objectives, developed in groups and referred to in the pacing guides. ISB students, along with the teachers, collaboratively create learning goals based on cultural objectives as they articulate their learning. During meetings with various stakeholders, it was clear that students were engaged with their learning and challenged according to their level of performance. This is an area that has scope for further improvement.

The school also prioritizes implementing a social emotional learning (SEL) framework that helps students grow as whole people, especially as they recover from the COVID-19 situation, and learn to interact with others. Conversations with various groups indicated that there is a strong integration of SEL with academic learning, resulting in enhanced communication and collaboration skills among students.

Students who receive EAL and learning support have individualized learning programs. The education leadership team articulated that developing a more challenging program would help in meeting the needs of high achieving students. The teachers are intentional about supporting and giving students agency through purposeful action initiatives integrated into units of study, allowing students to develop their skills and interests.

Classroom observations and student work indicated that students are actively participating in discussions and activities, and showing high engagement with the learning process. Additionally,

the school's commitment to ongoing professional development ensures that teachers across all elementary grade levels provide the best possible learning experience for their students.

Commendations

Domain D (Elementary School) Standard 1 - The elementary school leadership team and faculty for their intentional, purposeful initiatives in professional learning to encourage high-quality teaching and learning to benefit the skill development and essential understandings of all students.

Recommendations

Domain D (Elementary School) Standard 1 - The elementary leadership team maintains a focus on professional learning programs to ensure the consistency of high-quality learning, including providing more intentional opportunities for global citizenship and intercultural understanding for students across all levels of the elementary school.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets

ISB's admissions policy and procedures were updated in 2020 and it is reviewed annually to ensure its appropriateness for ISB's needs, changing demographics, and Government regulations. These are available on ISB's website. In elementary school (ES), families can choose enrollment in either the monolingual or dual language program. There are established criteria for entry into both programs.

During the admissions process, students from Grade 1 and above, who are non-native speakers of English, will complete the Oxford Online Placement Test to determine their English language level. Admissions decisions are made in collaboration with the admissions office, student support services (SSS) and school administration. Changes include a required interview with the prospective families with an administration representative and admissions officer to establish a home-school partnership to ensure that each family is aligned with ISB's guiding statements and values.

As the school's student demographics have changed, the level of student support has increased. The SSS Director is aware of the need for additional Learning Support (LS) and English as an Additional Language (EAL) teachers and is currently working with the Head of School (HoS) to review staffing needs.

All students are assessed throughout the year to monitor improvement and growth. Based on data, students who would benefit from additional support are identified. Teachers engage in a FOCUS meeting to discuss progress and achievement. Next steps are identified to offer additional services within the school's multi-tiered system of support (MTSS). The Director of SSS has drafted a SSS Handbook which will be finalized and shared with all staff in 2023. The handbook allows for greater clarity on student placement, services and consistency of services provided.

The ES uses a variety of data points throughout the year to track and follow students learning and growth, such as: WIDA, WTW, DRA, Aims Web, MAP, Math Fluency and STAMP. Grade level teachers and administration review student data through data dialogues. Part of this process includes identifying additional support for specific learners and developing an action plan.

In each six-day cycle, grade level teachers and counselors have a meeting dedicated to SEL curriculum and student talks which allows for deeper conversations about how to support our students in and out of the curriculum and classroom.

Evaluator Response

Meets

ISB's commitment to providing an inclusive and effective learning environment is highly evident. Their comprehensive approach to identifying and accommodating the varied learning needs of students involves regular reviews of the school's admissions policies and procedures. Leaders, coaches, EAL specialists and learning support staff systematically collaborate and use assessment data to evaluate the effectiveness of support and enhancement programs for learning. Conversations indicated that the process of communication of student information, gathered during admissions, could be strengthened even further. The Science of Reading program is an example of how ISB strives to continuously improve student reading, comprehension, and fluency. By focusing on data-driven decision-making and collaboration, ISB ensures that all student learning is efficiently monitored, making it a truly inclusive learning community.

Commendations

Domain D (Elementary School) Standard 2 - The elementary school student support services department for the robust support systems in place that help to ensure that the varied needs of all students are identified in order to fully support their learning.

Recommendations

Domain D (Elementary School) Standard 2 - The director of admissions works with the director of student support services to strengthen the communication process of all appropriate information and data gathered, during the admissions process, to ensure that students are supported appropriately.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Meets

The Elementary School (ES) has implemented the SEL Framework, which includes cross-cultural learning into Morning Meetings. Teachers use vertically aligned pacing guides to integrate global citizenship throughout core content curriculum.

Global citizenship and sustainability are being emphasized within several teaching units within the ES. The Service-Learning Philosophy guides more purposeful units of study within the school and extended community. The Service and Experiential Learning Coordinator and Sustainability Manager are invited to meet with grade level teams to develop possible units of study.

Every grade level across the ES has a unit of study that focuses on Intercultural learning and/or Global Citizenship. Examples include: G2 Reduce, Reuse, Recycle, G3 Culture Unit, G5 SDG Unit. Cybrarians ensure that all units are supported with intercultural books and digital resources. In the CIS survey data, most parents (91.5%) and students (90.8%) agree/strongly agree that students are effectively learning the importance of sustainability and are growing their understanding as global citizens.

A Diversity, Equity and Inclusion Leader (DEI) was hired this year. One of the intentions of this position is to support the capacity of teachers to integrate discussions on race, identity, diversity, equity and inclusion into their classroom practices. The DEI leader works in partnership with staff delivering curriculum and SEL standards to create safe environments for courageous conversations around acknowledging, respecting, and connecting across differences. The focus in this first year of collaboration will be supporting SEL standards on cultural responsiveness.

The school demonstrates its commitment to global citizenship and intercultural learning by building a strong international community through its mission statement, regular Parent Coffees, and Parent Education Sessions.

Evaluator Response

Meets

ISB demonstrates a strong commitment to fostering global citizenship and intercultural learning for students through a variety of initiatives and learning opportunities. These include integrating service learning and sustainability projects into units across grade levels, such as the reduce, reuse, and recycle units. The recently introduced Secret Garden initiative provides opportunities for experiential learning and encourages students to connect with sustainability. Conversations with the leadership team revealed confidence that field trips will resume as COVID-19 restrictions have been lifted. This is clearly seen as a valuable part of student learning.

Discussions with teachers revealed that they actively, intentionally, and routinely reflect on data and use it to embed sustainability into their lessons to promote purposeful action towards creating a better world. The school's library consciously sources books from various countries to ensure that resources are culturally appropriate and relevant.

The service learning program provides many opportunities for students to engage with, and make a difference in, the local and global community, further enhancing their understanding of global citizenship. Domain D meeting referenced several examples of both in school and out of school initiatives, demonstrating the school's commitment to fostering well-rounded, globally aware students who are equipped to make a positive impact in the world.

Commendations

Domain D (Elementary School) Standard 3 - The faculty for fostering a learning environment that engages students in a variety of ways to develop their understanding of global citizenship and intercultural learning.

Recommendations

Domain D (Elementary School) Standard 3 (Major) -The educational leadership team and faculty continue to strengthen processes that measure and evaluate the development of student progress towards global citizenship and intercultural learning to enhance student development in these areas.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

To meet the needs of students, the Leadership team regularly evaluates student data to identify trends that can be addressed through whole staff professional learning including divisional meetings, Lunch and Learns or grade level meetings.

In response to the new strategic plan, the Elementary School (ES) has dedicated time and professional learning funding on the Science of Reading and strategies that can improve student learning. Personal professional learning funds are allocated to all ES staff to explore areas of interest and growth that benefit the students' overall learning and needs. In response to reading data collected during the 2020-21 year, English as an Additional Language (EAL) teachers, Learning Support (LS) teachers and Instructional Assistants (IA's) were all trained in the Wilson Reading system during the 2021-2022 school year to better support students with learning difficulties in the area of reading.

To increase learning and participation of all students, a multi-tiered system of support (MTSS) is offered in the ES. Homeroom teachers and support teachers meet regularly to discuss students who have an Individual Learning Plan (ILP) to ensure they are being supported within the classroom. Student data is reviewed to monitor targets set in ILPs. A variety of coteaching

models are used between homeroom and support teachers to drive instructional practice.

The Director of Student Support Services (DSSS) identified that more specific training is needed for the Teaching Assistant's and Instructional Assistant's in the Life Center Education (LCE) regarding Applied Behavioral Analysis and Autism Spectrum Disorder. Training for all LCE LS teachers and IA's, focused on Occupational Therapy and Sensory Integration, was run by Zhaode at the end of the 2022 calendar year.

Conversations with ES stakeholders identified that an improvement in differentiation practices is needed. The DSSS is aware that there is need for professional learning to better support students who are working well beyond the curriculum, and this is an area of growth for the school.

The DSSS has established relationships with multiple community resources such as Learning Frontier, Olivias Place and Zhaode Mental Health to assist and support the students and families to increase learning and participation in the areas of diagnosis and occupational therapy needs. In addition to outside support, ISB has a full-time School Psychologist and two Speech Pathologists.

The DSSS organizes training for the LCE staff for any special equipment that is needed to support students to improve learning and access to all learning areas. Where required, the nurses provide training for staff regarding the use of medical devices, as needed, such as AEDs and/or Epi-Pens.

Evaluator Response

Meets

ISB is committed to providing an inclusive and effective learning environment for all students. In order to achieve this goal, the school uses inclusive practices that remove barriers to learning. Interviews with teachers indicated that they place a high value on ongoing professional learning to ensure that methods are in place to meet the needs and learning goals of all students. Staff identified that there is scope to improve on challenging and extending more capable students.

Furthermore, ISB makes effective use of community resources as part of a continual process of enhancing learning and participation for all students. During interviews, teachers discussed the school's use of the library and other community resources to increase learning and participation. The teachers and parents shared that there was active collaboration between them to ensure that all students have access to a wide range of resources and learning opportunities, for example, offering regular parent coffee and education sessions.

From discussions with faculty and a review of self-study documentation, it was noted that limited opportunities have been made for ISB to collaborate with other schools to share experiences, plans, and resources in teaching in their respective programs. However, this was largely due to recent COVID-19 disruptions in Beijing. Given the strong culture of professional learning, this will be an area of focus moving forward for the school.


Comments from staff in Domain F meetings consistently referenced that ISB previews and reviews curriculum regularly. During the interview, teachers discussed how they use a variety of data sources to identify areas of challenge and additional support for students. Teachers have mutual agreement on the importance of ongoing collaboration and reflection to ensure that the curriculum meets the needs and learning goals of all students.

Commendations

Domain D (Elementary School) Standard 4 (Major) - The student support services department for the development and implementation of the life center education class with a goal of providing curricular access for students who have few options for schools.

Domain D (Elementary School) Standard 4 - The staff and coaches for their consistent collaboration on collecting, recording, and tracking data to inform teaching and assessment for learning.

Domain D (Elementary School) Standard 4 - The educational leadership team and learning support



team for their comprehensive and integrated approach to supporting the learning needs of students in alignment with the school's mission.

Recommendations

Domain D (Elementary School) Standard 4 (Major) - The educational leadership team and faculty create more opportunities to challenge and extend students who are working beyond the curriculum to ensure they are learning in a meaningful manner.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

ISB's new strategic plan in Elementary School (ES) explicitly states that all teachers are language teachers, and we are working on this each day. In collaboration with Learning Support (LS) and English Additional Language (EAL) teachers, differentiated instructional strategies are implemented in both monolingual and dual-language classes to ensure accessibility to the language of instruction.

When teachers believe that a student may benefit from Learning Support Services, a Focus On Collaboration and Understanding Students (FOCUS) meeting with the homeroom teacher, LS teachers and the Director of Student Support Services (DSSS) is requested. An Educational Learning Plan (ELP) is developed for each student, who would benefit from additional services, which is then shared with parents before implementation.

Placement in the EAL program varies based on multiple criteria, including WIDA testing results, informal proficiency observations, content knowledge and skills, records of previous schooling, and information from students and parents. The Student Support Services Handbook breaks down both the process and services to which the students can be referred and how parents and support teachers collaborate to ensure that students are receiving the services they need to be successful. For students who do not require additional support services, grade-level assessment data spreadsheets are used by the EAL and homeroom teachers to adapt instruction to ensure accessibility to learning in the language of instruction.

Teaching staff regularly meet in grade, subject, and vertical teams to monitor student achievement and adjust instruction as needed. Beginning-, middle-, and end-of-year grade-level data dialogues occur in collaboration with the ES Curriculum Coordinator, Instructional Coaches, homeroom-, LS-, and EAL teachers to ensure support for the individual needs of all language learners. As part of ISB's new strategic plan, there has been a great deal of professional learning for both staff and parents focused on the Science of Reading and use of high leverage instructional strategies that teachers and parents can use to optimize student learning.

Instructional approaches implemented by homeroom-, LS-, and EAL teachers are outlined in the Elementary Curriculum Flipbook. EAL teaching service delivery guidelines found in the Student Support Services Handbook are used to provide consistency in the approach for student support. As of the 2022 school year all teachers had been trained in the C6 Biliteracy framework to best scaffold instruction for language learners. In 2023, ES Staff training with Elevated will focus on scaffolding and collaboration for EAL students. The ES hired outside providers to guide the learning into how best to support students in their language acquisition.

A continuous professional learning plan is developed by ISB's Administration and the Director of Student Support Services (DSSS) to support all teachers and support teachers. This year the school hired a Support Staff Professional Development Coordinator to plan and organize appropriate professional learning for our support staff. All staff are required to attend targeted Wednesday Professional Development sessions where they can collaborate to set high expectations and plan instructional shifts in their classroom.

In response to the feedback from the CIS survey the Elementary Leadership Team identified the Science of Reading as being one of our strategic priorities to improve reading and reading proficiency in the ES and to provide targeted professional learning to all staff. In addition, staff can engage in Lunch and Learn opportunities grounded in the Science of Reading, that introduces high leverage instructional strategies that can be implemented within the classroom. In addition to the Science of Reading focus, teachers are also learning about and taking part in WIDA and translanguaging training.

Evaluator Response

Meets

Based on interviews with parents and staff, ISB is firmly committed to enhancing language learning for all students, particularly those who lack understanding of the language of instruction. All teachers view themselves as language teachers and implement differentiated instructional strategies in both monolingual and dual-language classes to ensure accessibility to the language of instruction. They collaborate with learning support and English as an additional language (EAL) teachers to meet the individual needs of language learners, and develop educational learning plans for students who require additional support.

ISB uses a variety of criteria, including WIDA testing results, informal proficiency observations, and content knowledge and skills, to place students in the EAL program. The school regularly monitors student progress and adjusts instruction as needed through grade-level data dialogues and professional learning opportunities such as *lunch and learn* sessions and WIDA, and translanguaging training. Evidence provided in the self-study report and interviews corroborated that the Science of Reading has been identified as a strategic priority to improve reading proficiency and targeted professional learning is provided to all staff. The school is committed to investigating the association between language background and learning, and using this information to improve pedagogical approaches and impact on learning. This is supported by the dual language program.

Commendations

Domain D (Elementary School) Standard 5 - The elementary leaders, faculty, and learning support team for their collaborative approach and dedication to expanding the range of strategies and resources used to support language instruction for all students.

Recommendations

Domain D (Elementary School) Standard 5 - The director of learning and divisional principals investigate the association between language background and learning, and use this information to improve pedagogical approaches and impact on learning.

D6


A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

The ICT Department and the Educational Technology Coordinator have clear and outlined procedures for acquiring educational resources and technology that are shared with staff by email each year. Teachers have the opportunity to apply for materials and/or programs that might benefit their classrooms and teaching.

In the elementary school, all students from EY-G5 are issued with 1:1 iPads. Teachers and Cybrarians collaboratively work together to build and resource units of study with the homeroom teachers that is documented for all on the unit pacing guides. The Cybrarians ensure that students have access to many different types of resources by creating Libguides that house all relevant learning material for specific units. Students often have opportunities to share their learning through various ways using technology, including but not limited to green screens, Book Creator,



Seesaw, laser cutters, 3D printers and utilizing the design lab when necessary. The purpose build Design lab in the elementary school is intentionally used to support and enhance the Units of Work in each grade level. Teachers collaborate with the STEAM facilitator to determine the best possible use of the space to enhance student learning.

ISB has a clear, established and well shared Responsible Use Agreement Policy that is taught and discussed with students and parents each year which is signed and returned to school. There are clear expectations, regulations and consequences about the use of technology that are age appropriate. Homeroom teachers and Cybrarians also ensure that there are technology lessons built into the curriculum throughout the year to ensure that students know how to use a variety of Apps and can utilize a variety of skills such as taking a proper picture, using the Search functions and using the iPads to their utmost capabilities.

Although ISB has clear guidelines in place about how to manage expectations of students, parents and staff there is not yet a set policy and/or procedure in place to assess the effective use of media and other resources that teachers and students utilize and is an area of growth. There have been meetings in various grade levels using specific protocols to determine a variety of technological resources to use for student learning, a set procedure has yet to be adopted.

Evaluator Response

Meets

ISB has a clear and established responsible use agreement policy, in connection with the use of devices and the internet. This is intentionally taught to students and discussed with parents each year. Homeroom teachers and cybrarians ensure that there are technology lessons built into the curriculum throughout the year to enable students to use a variety of apps and software in an informed manner. This is essential as the focus of student's technology use is for them to utilize learning material and develop a variety of skills in a safe and secure way. Conversations with students, teachers, and the technology team corroborated the evidence provided in the self study report of the use of a variety of media and technology resources. This is aligned with ISB's commitment to high-quality learning and digital citizenship. Both students and teachers receive training in the use of these platforms on a regular basis. A regular review cycle informs the technology team and the faculty of current and relevant programs and practices. The school is working on further developing the use of technology to enhance student learning and well-being.

Commendations

Domain D (Elementary School) Standard 6 - The cybrarians and faculty for their efforts and collaboration in developing widespread collections of media resources and technologies that are contemporary and impactful in supporting the provision of high-quality learning for students at the school.

Recommendations

None at this time.

D7


Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

ISB has an established and shared assessment policy. The Office of Learning (OOL) aligned the school's definition of high-quality learning by establishing an assessment calendar provided to all grade levels to ensure vertical alignment throughout the elementary school that embodies Learning At Its Best. Using the assessment calendar, teachers administer a wide range of student assessments in order to inform instruction and to have the most current student data.

Classroom teachers provide Unit Rubrics and/or Checklists at the start of the unit to provide clear



assessment criteria that students can apply to their learning activities and use to plan their next developmental steps. Teachers use Content Objectives, Language Objectives and Culture Objectives in each lesson to ensure that students understand what they are learning, how they are learning and why they are learning the lesson, which allows for greater clarity when arriving at an assessment task.

ISB's assessment policy gives teachers guidelines on differentiated formative and summative assessment strategies that cater to age appropriate, individual student aptitudes. Students are involved in the assessment process through goal setting, reflection, self-assessment, and peer feedback. Assessment "for" learning and "of" learning occur in various forms. Differentiated assessments of units include but are not limited to using various technology platforms, such as the Seesaw. Cross-disciplinary collaboration, for example, with Visual or Performing Arts, Physical Education, and the Design Lab provide a differentiated approach to assessment. The ES Curriculum Flipbook highlights the expectations differentiated assessment in multiple areas of the curriculum.

Teachers and administration partake in a minimum of three data dialogue meetings per year to inform and improve student learning across the elementary school by intentionally planning next steps for students to reach benchmarks and challenge those who are meeting and exceeding grade level expectations. After being administered, teachers have the opportunity to reflect and evaluate on the assessments given to improve their effectiveness in gathering the most accurate and standard aligned data for instruction. Our student-centered coaching model is built around collecting pre- and post-unit assessments and using the pre-assessment to inform pedagogical approaches to enrich student learning in the unit.

Teachers, administrators, and counselors are involved in regular Focus On Collaboration and Understanding Students (FOCUS) meetings to review individual student needs throughout the year to monitor the needs and progress of students with inclusion and extension needs.

Evaluator Response

Meets

ISB's assessment policy is aligned with the school's definition of high-quality learning and utilizes a wide range of student assessments to inform instruction and provide the most current student data. Teachers use unit rubrics and checklists to provide clear assessment criteria that students apply to their learning activities. These are also used by teachers to plan ahead. All assessment information is available on the school's shared platform, the details of which were explained by both the technology team as well as the teachers. Students participate in the assessment process through self-reflection, goal-setting, and peer feedback. This makes the assessment process at ISB an inclusive one.

The differentiation of assessment strategies is evident in the elementary school. Cross-disciplinary collaboration provides opportunities for differentiated approaches to assessments in areas such as visual or performing arts, physical education, and the design lab, as well as regular classroom academic subjects. Differentiation was visible during classroom observations where students were seen engaging in a variety of activities. Teachers use content, language, and culture objectives in each lesson to provide greater clarity when arriving at an assessment task.

Assessment data is used by teachers to inform and improve pedagogical methods, resulting in a student-centered learning environment. In the focused Domain D meeting numerous teachers and school leaders commented on how they participate in regular meetings to review individual student needs, monitor progress, and plan next steps.

Commendations

Domain D (Elementary School) Standard 7 - The faculty for providing ongoing differentiated instruction in all subjects offered in the elementary school, and using a variety of assessment practices that support the learning needs of the students.

Domain D (Elementary School) Standard 7 - The educational leadership team and faculty for

ensuring that information regarding student learning data is accessible through a shared platform, and for creating opportunities to engage in a process of analysis to improve learning outcomes.

Recommendations

None at this time.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

Data is collected throughout the year using diagnostic-, formative, and summative assessments. Through three sessions, based on the beginning-, middle-, and end-of-year assessment data, data dialogues are used to adapt, support, and improve instructional pedagogy within the classroom. Through regular walkthroughs and feedback from the Office of Learning and Administration, teacher professional development opportunities are developed to support instructional practices. In addition, our student-centered coaching model is built around collecting pre- and post-unit assessments and using the pre-assessment to inform pedagogical approaches to enrich student learning in the unit.

ISB has developed a communication protocol for teachers that includes sharing feedback and assessment data with parents and students at specific times of the year to ensure continuity and consistency between grade level teams. PowerSchool reporting is used to communicate student assessment data four times each school year to share the academic progress of all students. Teachers actively communicate with parents through SeeSaw with snapshots of student progress from a range of different learning activities and subject areas. This year ES made an agreement to share formative and summative feedback via Seesaw mid-units and at the end of every unit of study. This practice has been a response to the parent feedback that was collected last year around further communication of student achievement at home. Additionally, in alignment with the school-wide strategic goal of joyful and challenging learning, student-friendly rubrics are in the developmental stage for the purpose of communicating with our parents and goal setting in collaboration with students.

MAP data is shared twice a year through the office of learning. Parents have the option to attend a MAP information workshop as well as written communication about how to interpret their child's results.

In the effort to create accessible and useful student data for all stakeholders, ISB created a Director of Data and Analytics role for organizing and analyzing data across the school. The Data team has developed tools to help teachers compile and visualize internal assessment data at the class and grade-level. This facilitates insights into student progress which aids teachers in making the best decisions for student learning and assessment. Grade-level standards, expectations, and benchmarks, developed in accordance with the assessment policy, are used to support data dialogues within grade-level meetings.

ISB has a clear focus on data collection and is very intentional with how students are assessed. This fall, ES teachers and SSS reviewed all the current formative and summative assessments to make sure that the data we collect is valid and reliable. Our goal is to ensure that the frequency and number of assessments is no more than necessary to inform teaching practice, intervention, and school wide decisions.

Finally, the data team at ISB has developed a data dashboard for the head of school and board of trustees to allow them to track high level metrics related to the school's overall performance and to measure the impact of professional learning and strategic initiatives.

Evaluator Response

Meets

ISB has a comprehensive and systematic process in place for the collection and analysis of student assessment data, reflecting a strong focus on taking students' learning forward. This includes a variety of assessment practices such as formative assessments, summative assessments, standardized tests, and internal benchmarking assessments. The elementary school faculty also noted that the school has a well-established system for reporting student progress to parents through SeeSaw, which is continuously reviewed, evaluated, and improved, based on feedback from students, parents, and faculty.

Meetings corroborated that teachers use assessment data in a systematic, school-wide manner to continually improve student achievement and develop their understanding of the effectiveness of pedagogical methods. This also plays a crucial role in tracking student progress across the elementary school.

Commendations

Domain D (Elementary School) Standard 8 (Major) - The learning leadership team and elementary faculty for their use of student learning data and implementation of focused strategies to improve their teaching practices and improve student learning throughout the elementary school.

Domain D (Elementary School) Standard 8 - The learning leaders and elementary faculty for effectively collaborating and reviewing a variety of data to monitor student growth and analyse programme effectiveness.

Recommendations

None at this time.


Domain Summary – School Response

At ISB, we are committed to challenging and joyful learning for all students. ISB has an established definition of high-quality learning and teaching approaches, Learning at its Best, is embraced widely throughout the school. Through a robust admissions policy and procedures, ISB strives to provide an enrollment experience for prospective parents that includes clear and established criteria.

To ensure that all learners can access the curriculum, an ongoing collaboration with our Student Support Services Department exists within the ES. Effective co-teaching and co-planning ensure that all students are able to engage in challenging and joyful learning in a differentiated manner. We believe in supporting the whole child and, as such, we intentionally weave social/emotional supports throughout our program. The Social-Emotional framework explores many important topics including diversity, inclusion, race, digital citizenship, and stress management to improve learning. ISB's DEI leader works in partnership with ES to deliver curriculum and in this first year is collaborating to support our Cultural responsiveness standards.

We are fortunate to work in a well-resourced school that is supported by ICT and Ed Tech. ES utilizes these resources with the purpose to intentionally support and enhance units of study in each grade level. Clear procedures and policies enable staff to further support and enhance student learning. Learning is also supported by our ICT department, cybrarian and other specialist faculty and staff. In addition, global citizenship, sustainability, and Service-Learning guide purposeful units of study for ES students throughout the year.

ISB has an established assessment policy to provide vertical alignment in the ES. We utilize multiple data points to review student progress and achievement. All students are



assessed throughout the year to monitor improvement and growth with additional support offered to students through our SSS department. Through engaging in data dialogue meetings three times per year, teachers are able to adapt and develop units of study to support challenging and joyful learning for all learners.

Professional Learning for all stakeholders in the ES is a crucial element to support challenging and joyful learning both at school and at home. A strategic priority for the ES is to develop Science of Reading practices with the aim to improve reading and writing proficiency for all learners. Through understanding this priority, the ES professional learning opportunities for staff include specific training in the aforementioned goals. To establish and maintain a spirit of collaboration, ISB offers regular Parent coffees and Education sessions to promote, share and receive feedback from our parent communities on a variety of topics and is actively working on these relationships as part of our strategic plan.

Next actions for Domain D in the ES include:

D1: Although ISB considers our ES school documented curriculum and associated systematic processes to be a strength, there is a need to consider where we teachers are documenting differentiation and look at further improvement in our practices is needed through professional learning to further support students working well above our curriculum.

D6: Social Cultural Competence - Research and professional learning conversations to identify tools, resources, skills, and choices around anti-racist education have begun, and the school is actively seeking out additional professional development opportunities for staff and faculty.

D6: ISB considers our use of Technology to be a strength, there is not yet a policy or set of procedures in place to assess the effective use of media and other resources used by teachers and students.

D8: ISB is working to redesign many of our data visualizations to allow teachers to more easily identify class wide trends, individual needs and year-over-year data, especially at hinge points and share these with relevant stakeholders.

Domain Summary – Evaluator Response

A number of key documents are used, and strategies implemented, in all grade levels at the elementary school at ISB to support teachers in the effective assessment of all students, both prior to admission and while enrolled. These approaches help to identify varied learning needs to ensure that students may benefit from the school's programs.

The emphasis that the elementary school team places on assessment is clear from the evidence of documents provided and during discussions with learning leaders, faculty, and students. All students at ISB are able to gain access to the curriculum and have success in their learning because of the consistent commitment of teachers towards assessing and planning effectively to meet student needs.

A strength of the elementary school is its systematic and rigorous assessment of students throughout the year through a range of formative and summative assessments. There is also a heavy emphasis on using data to measure the effectiveness of programs. Data is recorded and tracked for each student, and their progress of learning and development is analyzed. Evidence provided showed key stages in the analysis of this data, and opportunities for where interventions for support or challenge could be arranged as a result of this process. A highly experienced team of EAL teachers, learning support teachers, and learning leaders have put systems in place to work collaboratively, thereby ensuring effective support for EAL learners and students with learning needs. A strong culture of commitment to development of programs was seen among the elementary school faculty, fully supported by professional development opportunities.

Domain D - Teaching and assessing for learning – Middle & High School

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Exceeds

The school employs different methods of ascertaining student's understanding of what they are learning, ensuring engaging and effective instruction, making adjustments for student diversity, and effectively employing media and resources to the above-mentioned characteristics. In a secondary school-wide survey more than 70% of students indicated they either agree or strongly agree that they know why they are being assessed and that the assessment reflects the classroom experience. On a foundational level, students are presented with content, language, and culture objectives for their lessons, and they indicate their understanding of course content through exit tickets, presentations to peers, and student-led teaching. Teachers observe students using the student as a learner (SAL) criteria and report on these indicators through formal reporting processes. There has been a focus on Parent Education sessions and staff professional conversations to ensure that this approach is embedded and understood by our community.


During the school year 2020-2021, the learning leadership team (LLT) engaged in a process to define high quality learning at ISB. Using the 7C's Tripod Framework for Professional Growth for teachers, a framework was created after numerous discussions to represent our approaches to teaching and learning and principles of learning at ISB. The new ISB strategic plan's biggest priority is a "focus on the core academic program ensuring challenging and joyful learning for all." In the CIS survey data, more than 90% of faculty respondents agreed or strongly agreed that students are engaged in their learning and more than 85% of student respondents agreed or strongly agreed that their learning needs are adequately supported by ISB. The LLT has been working to further define our approaches to teaching and learning, including time re-thinking and trialing updated "Look For" documents when providing feedback to teachers.

Teachers ensure high-quality learning on the foundational level through ISB's Learning at its Best Framework which guides pedagogical approaches such as Tripod 7C's student surveys, the CASE class, student choice when drawing on their own cultural heritage for learning, and in-classroom environments. School materials are chosen carefully to engage and challenge our students. Teachers use a variety of pedagogical methods when delivering content and designing activities and assessing work. In addition to simultaneous varieties of instruction in the classrooms, there are different class pathways pertaining to the need of the student, heterogeneous grouping, co-teaching, and extension activities.

Content area teachers work in partnership with learning support and EAL specialists to co-plan, co-teach and co-assess, co-report and co-reflect on student progress and achievements. Grade level time and common planning time allows teachers to participate in structured data dialogues to develop plans for tier 1 and tier 2 interventions. The Student Support Services (SSS) procedures and handbook/guidelines have been completed in June 2022 and our SSS team including the Director of SSS, counsellors, Life Centered Education team continue implementation of this work with our students.

Individual learning plans (ILP) are systematically used across secondary school for students with specific learning support or EAL needs. A referral process is used and both the EAL and LS programs have specific qualifying and exit criteria for support. A range of strategies are used for students on ILPs including extra time given for assessments.

Student diversity is fostered further through multi-lingual word walls, trans-linguaging (using multiple languages simultaneously to communicate content,) and varied texts, which allows students multiple access points to course content. Up until spring 2022, ISB staff were trained using the C6 Biliteracy Framework. In 2022-2023, ISB will work with ElevatEd to continue



professional learning as we foster collaboration with our EAL students to maximize their learning and wellbeing.

An additional means of accessing content and curriculum is provided through the grade 6-12 1:1 MacBook program. The school's main learning management system, Dragons' Exchange (DX), provides students with a single space in which to access course aims, materials, videos, student discussions, and assessment feedback. Other digital tools are used throughout the school for formative assessment, student-teacher sharing of content and reflections, communicating learning, and exploring content. The secondary library has both print and digital books, periodicals, and other resources and the school hosts its own video database. Library collections are regularly reviewed, renewed and expanded annually. Librarians are involved in collaborative planning as necessary to support units of study. Two examples are the MS Capstone unit and IB Core class plans.

ISB teachers are fortunate to have effective, ongoing professional learning opportunities provided on campus by Instructional Coaches, giving teachers the support, they need to continually develop high quality learning experiences for students.

Evaluator Response

Meets

The Learning at its Best Framework is used as the school's definition of high-quality learning. This framework has been used as a tool for staff to set their professional goals, and leadership use the 7Cs to give feedback to staff via learning walks. The plan is for this framework to be used as the basis for goal setting, supervisor observation, peer observation, and end of year feedback as a cycle. It is in the process of being tested with the idea that it will be implemented for the 2023-24 school year. This new framework is currently named the ISB Challenging and Joyful Learning Observation tool. It includes a progression of indicators for each of the 7Cs and includes 4 major questions to drive pedagogical practice:

- Community Building – Are all students brought into the lesson in an affirming and caring way?
- Planning for Challenge – Are all students working at an appropriate level of challenge?
- Engagement in Thinking – Are all students doing the thinking in this classroom?
- Quality Work – Are students producing high quality work that provides evidence of learning?

There is a plan to reduce the number of staff a leader would oversee to ensure each teacher gets more direct, consistent, and timely feedback on their instruction. Another learning opportunity and resource that is being developed more fully is the on-boarding process and associated materials. The feedback from recent years is that this process needs to be more resource heavy and drawn out longer to help support new teachers in a timelier fashion, not just when they arrive, but also well into their first year of teaching at the school.

Curriculum documentation is housed in Dragon Exchange (DX), which is a tool for teachers to ensure their pedagogical approaches are progressing vertically throughout the school and also a resource to see what has been successful with students in the past. Teammates Teaching Teammates (TTT) is another avenue for staff to share teaching practices, typically after they have completed pedagogical training or workshop. An example of one that many teachers are attending, both online and face to face, is the Harvard Project Zero – Making Thinking Visible training sessions. Staff professional development linked to initiatives at the school, is extremely well funded. Student individualization is apparent from a few different angles. Documentation, communication, planning, and co-teaching are done by both English as an additional language (EAL) and LS teachers in collaboration with content area teachers in order to provide students with as much individualized learning as possible. At times, this balance of support and choice leans more towards the side of support but this appears to be a conscious effort to allow students to access other core outcomes of the curriculum. This flexibility has a positive impact on engagement

but seems to decrease once students enter grade 11 and, predominantly, IBDP courses.

During lesson observations, an inconsistency in teaching and learning pedagogy was noticed, particularly with respect to student centered learning in the middle and high school. The school has, by necessity, focussed on professional development in online learning during the pandemic. Now that students are on campus, there is an opportunity to focus on student centered learning with collaboration, open ended questioning, and interaction focusing on challenging and joyful learning for all.

The evidence indicates that a rating of Meets is more appropriate at this time, and the school should address the recommendation.

Commendations

Domain D (Middle & High School) Standard 1 - The leadership team for the continued refinement of the implementation of the definition of high-quality learning leading to the ISB Challenging and Joyful Learning Observation Tool.

Recommendations

Domain D (Middle & High School) Standard 1 (Major) - The director of learning and division principals consider ways to focus teaching and learning on differentiation within the taught curriculum in order to promote student centered learning across the school.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets


The Admissions Director updated the admissions policy in July 2020 to ensure its appropriateness for ISB's needs and changing demographics and regulations each year. Admission decisions are made in collaboration with the admissions office, student support services, and school level administration. ISB has updated admissions procedures, which are explained on the website. Changes include a required interview with the prospective families with an administration representative and admissions officer, to establish a home-school partnership to make certain that each family is aligned with ISB's guiding statements and values.

In 2020-2021 the life centered education (LCE) program was established to support students with intellectual disabilities. The LCE meets the highly individualized needs of each student in an appropriate and engaging manner. Core academic skills in the areas of reading, spelling, and written expression are taught, while life skills are woven throughout the course of the day.

As the school's student demographic has changed, the number of support teachers has also changed. The Director of Student Support Services (DSSS) is aware of the need for additional Learning Support (LS) and English as an Additional Language (EAL) teachers and is currently working with the Head of School (HoS) and with the Board of Trustees to increase staffing for the 2023-2024 academic year.

Enrolled students are assessed throughout the year to monitor improvement and growth. If, at any time, a student is showing areas in which they would benefit from additional support, teachers can prepare for a Focus on Collaborating and Understanding Students (FOCUS) meeting where the student's progress and achievement are discussed, and next steps are made to ensure proper additional services are provided. These meetings and data dialogues help teachers identify types of support within our multi-tiered system of support which has been reviewed and reestablished in 2022-2023. MS and HS teachers conduct data dialogues for core subjects four times a year. Faculty also meet in grade-level teams to discuss students in Kid Chats, and to look at the well-being of all students. Concerns are logged in PowerSchool for all teachers to view.

The Director of Student Support Services (DSSS) is reviewing the Student Support Services



Handbook that outlines the guidelines for support teachers, LS, EAL and Instructional Assistants (IA's) which will be finalized and shared with all SSS staff in January 2023. The handbook allows for there to be greater clarity on how students are placed, the services and consistency of services provided, communication with parents and associated teachers, documentation, and structures to enter and exit the program.

As a student at ISB, electronic data on external and internal assessments is stored on the Learning Analytics Collaborative (LAC) dashboard. The data can be used for individual student progress monitoring and program evaluation. In middle and high schools, ISB uses a variety of methods to ascertain student progress. Across grades six through nine, students take the Measure of Academic Progress (MAP), and some students take the World-Class Instructional Design and Assessment (WIDA) tests as benchmarks to monitor student needs and achievements. Subject area teams collect and analyze common formative assessment data. Additionally, in some cases, K – 12 vertical assessments are in place to see how students are performing. For grades eleven and twelve, data from the graduating cohort is analysed by the entire IBDP team to prepare for the coming school year.

ISB uses a variety of surveys to gauge student achievement, needs and well-being. These include climate surveys, student impact surveys and mentoring surveys. During periods of online learning, students are surveyed to assess both wellbeing but also student achievement and learning from home. ISB has hired a Director of Data and Analytics to further grow our ability to gather, interpret and share data. In a recent HS faculty meeting, student data was presented from a recent mentoring survey to look at how our students are feeling about major stresses and concerns.

Evaluator Response

Meets

The admissions process and documentation are consistently reviewed and considered in planning throughout the school. Most students in need of support have a psychoeducational evaluation on file to ensure the support plan put in place is appropriate. This could also include cognitive or additional academic testing to ensure the required support is available for the student to access the curriculum. For language learners requiring support, a WIDA test would typically be done and used to help determine the appropriate level of support needed for the individual student.

The student support services (SSS) handbook has been recently modified to ensure there are clear policies on which students can be supported and what that support may look like. There are clear yearly timelines and detailed explanations of the roles of staff who collaborate to support students. This includes the explanation of different co-teaching models which can be used to help support different learning needs. In the high school, students who are deemed to be at beginner English are not accepted due to concerns about their ability to access the curriculum.

There is a robust support program for students which includes over 50 staff in the whole school for both LS and EAL. A head of SSS oversees the program and a head of EAL position has been added to the staffing for 2023-24. There is also a strong support system for students with learning needs and their families, from the counsellors, when it comes to gathering information and making decisions on careers or post-secondary studies.

In CIS survey data, 50% of staff disagreed that they were adequately informed about the unique abilities and needs of newly enrolled students before admission to their classes. In addition to this, 47% of staff felt as though there was not sufficient learning support provided to students with special learning challenges to enable them to fulfil their potential. This seems to be in contrast to the high level of support available for these students, but it shows an obvious source of concern from teachers about students fulfilling their potential.

Commendations

Domain D (Middle & High School) Standard 2 - The board of trustees and the chief financial officer for ongoing commitment to supporting the student support services through staffing and resources to have a diverse and effective program.

Domain D (Middle & High School) Standard 2 - The director of student support services for completing the update of the handbook in order to provide clear policy and procedures to encourage consistent practice.

Recommendations

Domain D (Middle & High School) Standard 2 - The director of learning and the director of student support services analyze and provide solutions for the staff perception of inadequate information and support for students requiring additional support.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response


Meets

ISB has a schoolwide commitment to embrace translanguaging and cross-linguistic practices. Staff have undergone training in C6 Biliteracy and this year ISB has partnered with ElevatEd to continue professional learning to facilitate student access to grade level standards, regardless of student language proficiency. Teachers use content, language and cultural objectives (COLOCOs) for lessons. These are clearly visible in all classrooms and articulate the wide range of understandings, skills and dispositions required for global citizenship and intercultural learning in student-friendly language. Cultural objectives challenge students to think about the 'why' of lessons and units and offer them opportunities to articulate the importance and relevance of their learning. As ISB looks to embed practices, the school will need to give continued attention to ensuring that professional learning and support for developing and teaching to cultural objectives is prioritized and consistent across the secondary school.

Global perspectives and intercultural learning are embedded in our mission. Inclusion, diversity, equity and anti-racism are the focus of our anti-bias, anti-racism (ABAR) team. Our social-emotional learning (SEL) draws from Learning for Justice standards, which are also embedded into other core courses. Unit preview and review protocols ask teachers to consider sources and perspectives of resources. A large part of the Social and Emotional Learning (SEL) program at the school is Social Cultural Competence, Nurturing Relationships, and Purposeful Action. These competencies aim to develop cultural sensitivity, acknowledgment and acceptance of different gender identities and sexual orientations, and positive action with the environment. Currently, the SEL program is delivered through mentoring programs and some teachers are making an effort to deliberately integrate it into the other established subject areas.

Diverse texts are provided to students in the humanities, social studies, literature, and the performing and visual arts curricula. The students interact with and analyse these sources as a way of understanding and acknowledging the relevance and importance of different cultures. Furthermore, they are given the opportunity to understand that the world is full of differing viewpoints. Further to this point there are numerous school trips throughout the secondary divisions in which the students interact with the host culture in specific settings. The language classes also provide a taught curriculum where the students use the host language to engage with the host culture. (can we give an example of a unit here?). In the CIS survey data, more than 65% of secondary school faculty respondents agreed or strongly agreed that "Local contexts, places, and cultures are used to enrich students' learning."

Several student clubs, including Student Anti Bias Anti Racist Club, Net Impact, Habitat for Humanity, PRISIM, and Roots and Shoots, offer students both regional and international venues for students to demonstrate their understanding, skills, and dispositions of global citizenship and intercultural learning.



ISB has developed its own definition of Global Citizenship. Our Experiential learning coordinator and team are working to further develop our service-learning values, beliefs and framework. This work has been impacted by COVID-19 and continual periods of online learning, social restrictions and travel challenges. However, service learning is infused into our curriculum and our co-curricular programs with a vision towards service to fulfill our mission to “serve others”. Students engaged in the IB Diploma reflect on their Service Learning. Curricular units that emphasize global issues and intercultural learning include interdisciplinary courses in HS such as Civic and Social Entrepreneurship (CASE) and Science and Engineering built with agreements for personalized learning of real-world issues. In the CIS survey data, more than 85% of parent respondents agreed or strongly agreed that “The cultural diversity of the school community is used to enrich my child’s learning.” and that “The school’s curriculum provides my child with opportunities to learn about their own background and culture.”

Evaluator Response

Meets

The development of context in the classroom was evident from classroom observations and planning documentation. Students have the option to choose different ways of interacting with, or selecting, the chosen resources to be used in their work. The social and emotional learning (SEL) framework provides opportunities and resources for students to develop understandings and skills about their own place in the world in relation to those around them. The anti-bullying anti-racism (ABAR) initiatives have also provided another strong link to different groups and cultures. Another area these skills have been noticed is within the activities and athletics programs as students are mentored to use the skills they have learned.

There are evolving demographics within the school and the impact of this will need to be assessed moving forward. There has been a clear effort to focus professional growth on this and provide resources to these areas, which has seemingly had a positive impact. Some of the recent professional learning that should have an impact in the classroom is simultaneous interactions and discussions as well as others focused on developing social skills about how to be together.

The Panda Book Awards is an excellent example of the intentional focus on culture while also touching on other important world issues. In addition, there has been recent work to intentionally dive deeper into tapping into diverse backgrounds in the community to find new approaches to teaching and learning.

Commendations

Domain D (Middle & High School) Standard 3 - (Major) -The anti-bullying anti-racism leadership team for the planning and development of the culture and systems they are building within the community.

Domain D (Middle & High School) Standard 3 - The Panda Book Awards committee and the librarians for organizing and promoting the involvement of the Panda Book Awards to provide the community further opportunities to engage with ideas of culture and global issues.

Recommendations

None at this time.


D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets





At ISB, we have a robust Student Support Services (SSS) Department which includes a Learning Support (LS) Department, an English as an Additional Language (EAL) Department, a Life-Centered Education (LCE) program, Speech and Language Pathologists, School Counselors, and a School Psychologist. The SSS works with two outside occupational therapists as well as with classroom teachers to help all students access the curriculum, promote inclusive practices, and help both identify and remove barriers to learning. In the CIS survey data, more than 85% of parent respondents agreed or strongly agreed that “I know where to go for advice and support for my child's learning.”

Our LS and EAL teachers regularly collaborate with classroom teachers to ensure student needs are being met. This occurs in several ways, including dedicated co-planning time and co-teaching, periodic meetings to review progress using standardized testing measures, criterion-based measures, and qualitative observations. If it is determined that a student needs more intensive academic support, students are placed on an Individualized Learning Plan (ILP). For students requiring assistance developing their English Language proficiency, a English Learner Profile (ELP) is created. Our LS and EAL departments offer small group and 1:1 support outside of the classroom. When students can work beyond the requirements of the curriculum, they are challenged through differentiation within the curriculum. At times, some students are provided with extension courses. Counselors also routinely partner with classroom teachers to support students. For example, each grade level in the Middle School has a dedicated counselor who attends weekly team meetings. In the CIS survey data, more than 90% of secondary school student respondents agreed or strongly agreed that “My learning needs are adequately supported by the school.” We currently have one grade 7 student in our LCE program. The lead LCE teacher and Instructional Assistant (IA) partner with our Spanish teacher and other specialists to integrate this student with his age-base peers.

Our Middle School and High School partner with private practitioners and agencies to further support our students in terms of academic, social, and emotional functioning. We seek referrals for external neuropsychological testing if a student’s learning profile is particularly diverse. If a student has bilingual needs, partnering with external bilingual therapists ensures there is an open line of communication to best support a student. We have a well-established relationship with a clinical psychologist who comes to campus on a weekly basis to see students who need therapeutic support. We have also contracted with Olivia’s Place and Zhaode Hospital to provide Occupational Therapy services on site.

To further our work around inclusive practices and reducing barriers to learning, faculty and educational administration also undergo training from outside providers to learn how to provide better student access to the curriculum. For instance, at ISB we believe that all teachers are language teachers and to this end, faculty have undergone training in C6 Biliteracy. More recently, our Middle School worked with ElevatEd to further build teacher capacity to support non-native English speakers. Our counsellors work with the Truman Group, which provides on-going professional development that is specific to Interntional school counsellors. We also partner with the Institute for Social Emotional Learning (IFSEL), and Tripod to ensure third-party views around issues such as meeting student needs and integrating a curriculum that meets a variety of needs at a structural level.

As appropriate, staff are trained in techniques and the use of specialized materials that are designed to improve inclusion and access to learning. For instance, our LCE Teaching Assistants (TAs) will undergo training in supporting students with autism. Also, our Learning Support IAs are trained in Applied Behavioral Analysis and use this information to assist with behavior management strategies. Currently, we do not have any students in our Middle or High School who require more involved equipment or facilities. As the needs of our students diversify, requisite training will be provided to all faculty members if and when alternative equipment or facilities are necessary.

It is worth noting that only 65% of secondary school faculty respondents shared that they agreed they “felt confident to differentiate and teach students with learning difficulties in my classes”. The school’s first strategic focus of “ensuring challenging and joyful learning for all” is an appropriate

one, considering the number of teachers not yet confident in supporting students with diverse needs in their classrooms.

Evaluator Response

Meets

There is a well-staffed and resourced support department at the school. The newly revised SSS handbook outlines strategies and roles within the support model to clarify responsibilities for all teachers in the school. There is also mention of tiered strategies, which may need clarification in terms of impact on instructional expectations. The handbook is relatively new. There may need to be some time to communicate and implement the strategies.

Student individual learning plans (ILPs) are based on known and trusted data and reports. Support for students with ILPs is done by both push-in and pull-out support, depending on what best allows the student to access the curriculum. There is common planning time to allow for co-planning and preparation for co-teaching. Students with extra learning needs are scheduled first in the master schedule so as to not limit the choices of courses they do have. If needed, students are provided with a modified curriculum which is indicated in the reporting of the student's learning.

The life centered education (LCE) class helps students who have been diagnosed with intellectual disabilities access a curriculum. The LCE will continue with current students up to the end of grade 8 but will not be enrolling new students for middle school. LCE students will need to find an alternative high school option.

During observations and meetings, there was no specific evidence of challenge for students who are able to go above and beyond the demands of the curriculum. Evidence of this differentiation was not found during the visit.

Commendations

Domain D (Middle & High School) Standard 4 (Major) - The student support services department for the development and implementation of the life centered education class with a goal of providing curricular access for students who have few options for schools.

Recommendations

Domain D (Middle & High School) Standard 4 (Major) - The director of student support services analyze the need for a plan to communicate and implement the strategies and expectations outlined in the handbook.

Domain D (Middle & High School) Standard 4 - The learning leadership team analyzes the efficacy of the challenge provided to students who require extension beyond the curriculum.


D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

At ISB, our primary language of instruction is English. Our Middle and High School students need to be confident and proficient in their English language skills to fully participate in the ISB's curriculum. Thus, language development is an important component of ISB's curriculum, and we consider all teachers to be language teachers. For instance, teachers use appropriate strategies and resources to support language development such as pre-teaching vocabulary, provision of word walls, scaffolding with templates and sentence starters. They also foster opportunities for students to develop their language through different means of communication such as



presentations, videos, writing essays, science lab reports, and debates. In addition, teachers focus on SAL skills with emphasis on communication skills to support students in developing language proficiency. Further, students have access to e-books through SORA – our online Ebook platform to facilitate vocabulary development regardless of their reading level.

For students who require additional support in the development of the English language, we have a dedicated English as an Additional Language (EAL) department which, at the Middle and High School level, is comprised of five highly qualified EAL specialists. Students who are identified as being in need of additional support in developing their English proficiency are assessed by our EAL Specialists using World-Class Instructional Design and Assessment (WIDA). Each student who receives services has an English Learner Profile detailing the specific aspects of language that need to be further strengthened. Students then work with an EAL teacher to facilitate language acquisition and instruction can take place within the classroom, in a small group or in a 1:1 setting.

ISB's admissions policy and procedures were updated in 2020 and are reviewed annually to ensure their appropriateness for ISB's needs, changing demographics, and Government regulations. These are available on ISB's website. During the admissions process, the Oxford Online Placement Test is given to all non-native English speakers in Grades 1 and above to determine their level of English Language proficiency. Admissions decisions are made in collaboration with the admissions office, Student Support Services (SSS) and school administration. Our procedures include a required review of application documents by an administrative representative as well as an interview with prospective families with an admissions officer to establish a home-school partnership.

As noted, all teachers are considered language teachers and language development is integrated throughout all subjects including art, math, and science. In Middle and High School, our EAL teachers actively collaborate with teachers regarding specific students, attend grade level planning meetings where they make suggestions to incorporate appropriate strategies and also push into the classroom to best support students. In High School, EAL instruction is provided through a dedicated course allocated by grade level. Reading comprehension, fluency, and the writing process are developed in the context of the students' mainstream work. Both Middle School and High School EAL teachers offer individualized suggestions to parents so that they can help facilitate language development at home. In addition, informational sessions (Parent Coffees) are offered throughout the year.


In terms of pedagogy, our EAL teachers frequently use Sheltered Instruction Observation Protocol (SIOP) where language and content instruction are integrated. This approach simultaneously promotes language and academic content knowledge development for EAL learners in mainstream classrooms that are taught in English. The aim of sheltered instruction is to make input more comprehensible to EAL students without reducing the academic rigor of the lesson. Also, translanguaging is used to help students draw on all their linguistic resources as they read, write, and discuss academic subjects in a second language. As such, students' home language serves as a scaffold in the process of acquiring additional languages and learning academic content.

To best support the needs of our EAL students, faculty have undergone training in C6 Bilingual. More recently, our Middle School worked with ElevatEd to further build teacher capacity to support non-native English speakers. There is a plan for training for scaffolding and collaboration for EAL students. We have a whole-school ISB Language Policy, which is currently being reviewed, that is shared with faculty and parents and is linked on our website. The policy outlines our language of instruction, our values and beliefs around language learning, our admissions guidelines with regard to language as well as our World Language course offerings.

Evaluator Response

Meets

There is a noticeable focus on supporting language learners throughout the middle and high school with a team of 5 EAL Teachers. In the 2023-24 school year there will be a school-wide head of EAL



added to the student support team. In the middle school model, students receive extra push-in support in their classes and an additional 45-minute class every day or every other day, depending on the student's needs. Intermediate level students in grades 9 and 10 receive an extra support class for 80 minutes four out of eight days in the cycle. During this class students receive support in the context of their subject areas. Advanced level students receive in-class support, as needed, in their subject classes.

There is built in common planning time for instructional coaches and EAL teachers to help support subject teacher teams with a variety of language learning strategies. EAL teachers have been trained in the use of WIDA for language assessment. There has also been additional training for instructional coaches, instructional assistants and EAL teachers focused on how to support language learning in content areas. All staff were also offered a training series on translanguaging provided by Dr. José Medina.

Commendations

Domain D (Middle & High School) Standard 5 - The leadership team and the board of trustees for recognizing the need for a head of English as an additional language to help lead the increased need for additional language learning support within the school.

Recommendations

Domain D (Middle & High School) Standard 5 - The director of student support services works with the new head of English as an additional language to evaluate the future needs of language learning at the school.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.


School Response

Meets

The school's use of technology is fully integrated into teaching, learning, and assessment. In the classroom there is one dedicated learning management system, (DX). In addition, there are a variety of applications which help students access content and demonstrate learning, including but not limited to Canva, Brain Pop, and Padlet. The creative capabilities of students are enhanced through the use of digital technologies to report on research. The Educational Technology team (EdTech) works closely with ICT to ensure school-sanctioned software is safe and effective. The Learning Management System (LMS,) particularly the main content delivery tool Dragon's Exchange (DX) allows for student interaction with content, embedding of documents and videos, links to databases, and more. Furthermore, teachers can see when and how students engage with the content. The school also uses Microsoft products which meet the needs of planning, communication, and video conferencing when necessary.

All secondary students are issued a MacBook for use at ISB. Every student is required to complete a Responsible Use Agreement. Grade 6 students complete a Family Technology Agreement prior to them taking laptops home for the first time. The EdTech coordinator and counselors offer Parent Coffee opportunities to learn more about the use of technology and how to support students learning from home. In both Physical Education (PE,) and Mentoring, students participate in classes about technology use and mental health to ensure responsible use.

In the last few years, we have prioritized our SEL (Social Emotional Learning) program and developed content that we continually review and re-write. During COVID-19 and online learning, we have had to pay more attention to students and well-being and learning while online and use of tech. This is evident in pre-existing SEL standards and age-appropriate lessons across the Secondary school. For example, in Middle School PE, students learn about the benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies. Students learn how mental health and emotional well-being can be affected or



influenced by technology and demonstrate an understanding of how to use a variety of strategies for caring for their mental health and emotional well-being.

The school as a whole and teachers in particular use media, technology, and resources extensively in the classroom to promote learning and access to information. The Library Media Resource Center houses both physical and digital media which is available for teacher and student use. All three grades in MS Humanities have a reading unit of study with a strong focus on social issues. Humanities teachers work with the Teacher-Librarian to compile a list of books to purchase. Librarians in MS/HS conduct book and topic audits to find materials that are representative of the many religious, **ethnic**, and cultural groups and their contributions to the community.

We have a highly regarded Anti-Bias Anti Racism Team (ABAR) that works with schools around the world. We are currently in Year 2 of a 3-year Action Plan. This Action Plan includes working with MS/HS counselors and divisional principals to collaborate on our SEL framework focused on Social-Cultural competence. Research and professional development conversations to identify tools, resources, skills, and choices around anti-racist education have begun, and the school is actively seeking out additional professional development opportunities.

The evaluation of media and technology throughout the school is handled by the Library Media Resources Center, ICT, and EdTech. There is currently no standardized approach to measuring the effective use of media and technology by teachers and students. However, there are channels by which discussions take place. The school assesses the use of media to ensure equity among teachers and students using technology at home and at school. Recently, we have tested other LMS programs to ensure DX gives us the best access for student learning. ICT is responsible for the budgeting and purchasing of educational technology hardware such as laptops and tablets. In addition, ICT also manages a yearly budget request process for capital purchases related to technology. Requests for educational technology subscriptions for divisions, departments or individual teachers are routed through the Educational Technology Coordinator as part of the budget request process. This is to ensure the appropriateness of the resource being requested as well as to check that there is not an existing resource that fulfills the same need.

Evaluator Response

Meets

The school has a broad range of technological resources which are integrated with the learning happening in the classroom. There is an established process for ensuring any newly requested technology fits within the technology plan for the school. The educational technology team works very closely with the ICT department to ensure technology usage is safe, reliable, and accessible for the community. The SEL program has integrated lessons on digital citizenship to support the appropriate use of technology.

The shift to forced online learning due to COVID-19 over the last few years has solidified the use of many online platforms. Discussions about what to keep and what to let go will be important as the school focuses on what is important in the curriculum. Examples of programs that emerged during online learning which proved to be very impactful are Desmos for math and STAMP language proficiency for Chinese.

Dragon's Exchange is used frequently and offers a reliable and safe method of housing a great deal of important information and documentation. There has been a consistent pursuit of giving parents more access to student learning and the data that may come with it. There is a concerted effort to ensure reports are presented in an age-appropriate format, to inform learning and to promote sharing of learning at home.

Commendations

None at this time.

Recommendations

None at this time.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

ISB has an established and shared assessment policy that is built around the guiding principles of relevance, clarity, fairness, accuracy and hope. In the mission statement direct references is made to Challenging and joyful learning. During onboarding and faculty meetings, new faculty learn about and unpack the assessment policy. In addition, departments develop rubrics collaboratively and engage in moderation practices to ensure that standards are consistently applied across classrooms and are vertically aligned. According to the CIS Student survey 85% of students report they either agree or strongly agree that the school supports their learning needs, 89% agree or strongly agree that they get regular feedback on academic progress, and 93% either agree or strongly agree that they know what their assessment means.

Students at ISB engage in frequent formative assessment, and they actively use the feedback from these assessments to help them prepare for summative assessments. In high school, these formative pre-assessments are included in the gradebooks, which are open to students and after October parents as well. In ISB middle and high schools, teachers provide formative feedback prior to having a summative assessment. Term reports are an assertion of how the individual student is performing at the time the report is made. Students always have the ability to improve as assessments are not averaged over the course of a school year.

Teachers share rubrics to provide clear assessment criteria that students can apply to their learning activities and use to plan their next developmental steps. The process of creating aligned rubrics has required teachers to understand the standards at a deep level. Because ISB is a standards-based school, teachers are able to offer students varied opportunities such as performance and portfolio assessments, written responses, and traditional quizzes and exams to showcase their knowledge. Teachers use rubrics, checklists and exemplar work to help students understand the criteria.


With regard to self-assessment, our unit preview process asks teachers to consider ways students to set and track their own goals. Similarly, ISB is exploring ways to engage students in self-reflections aligned to our SEL competencies. Finally, we have built a new feature into DX, our Learning Management System (LMS), that allows for peer- and self-assessment. We are building this into our practice to put more power into students' hands around setting high goals and using feedback effectively.

Evaluator Response

Meets

There is a clear assessment policy in the school which allows for both structure and consistency but also for flexibility and choice within the model.

There are standards used as the basis for courses and clearly defined levels of proficiency used to evaluate each associated strand. There are guidelines for providing feedback from formative assessment to help guide students to make connections in their learning. Summative assessments aim to feedback on student proficiency related to a specific strand(s) of a standard. Summative assessments, and formatives when needed, are used to help determine a best-fit grade for



students in terms of achievement in courses. This assessment information is located in PowerSchool Gradebook for high school students and parents, and in Dragon Exchange for middle school families. The desire to have access to some type of more formalized and standardized gradebook and/or feedback was mentioned by middle school parents.

Voice and choice are at the heart of goals for the curriculum, and ultimately, the assessment at the school. This is coupled with a systematic variety in the type of assessments to have a balance within the scope and sequence. There is also evidence of choice when it comes to areas such as: choosing the literature in English or social studies courses; grade 9 and 10 research projects with two choice prompts; and the choice of individual pursuit of different activities in PE.

Data is gathered and used throughout the school to evaluate a range of areas of progress. Assessment feedback such as MAPs testing or DP scores are used to help monitor progress of departments, courses, and individual students. There are many avenues for feedback in terms of social and emotional wellness and this is used by staff such as counsellors and the ABAR committee to help support students, either individually or in larger groups.

Commendations

Domain D (Middle & High School) Standard 7 - The curriculum coordinators for their clear and detailed communication of the assessment policy to allow for a focus on supporting student learning.

Recommendations

Domain D (Middle & High School) Standard 7 - The middle school leadership team evaluate methods for giving middle school families access to assessment feedback and data.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

ISB has developed an intentional, school-wide approach to collecting and analyzing student data. Our school-wide assessments are captured in the assessment calendar, and all teachers engage in data dialogue meetings facilitated by curriculum area leaders to ensure that data is looked at collectively and systematically. Students take a variety of external exams, which can include Level Chinese, WIDA, MAP Language Usage, Reading and Math tests, PSAT and SAT, and IB exams. Level Chinese benchmarks inform our placement and are used to measure the learning in our Chinese pathways. Each year, we run parent education sessions to ensure that parents understand the MAP data they receive.

This year, ISB is working to redesign many of our data visualizations to allow teachers to more easily identify class wide trends, individual needs and year-over-year data, especially at hinge points. An example of this is the new literacy data dashboards to support the transition from 5th grade to middle school.

The Learning Leadership Team (LLT) regularly reflects on both school-wide and division-specific data to identify trends, lines of inquiry and areas of need. For instance, in analyzing our most recent MAP data, we have identified the need to understand more about our students' math experience in the transition from 5th grade to middle school.

Our student-centered coaching model is built around collecting pre- and post-unit assessments and using the pre-assessment to inform pedagogical approaches to enrich student learning in the unit. Data is also regularly used as part of curriculum review cycles. For instance, Math MAP data has been used to inform our understanding of how well our current curriculum is meeting our students' needs. Similarly, MAP Language Usage data has informed thinking about our approaches

to writing and grammar and the school has now begun to implement Patterns of Power.

Finally, the data team at ISB has developed a data dashboard for the head of school and board of trustees to allow them to track high level metrics related to the school's overall performance and to measure the impact of professional learning and strategic initiatives.

Evaluator Response

Meets

There are instructional coaches, curriculum coordinators, and a newly created director of data and analytics who help to support the use of achievement data in the school. There is a clear effort to provide visuals or other formatted data to make the use of the data simpler for staff. The data can be used by teachers to help form goals and this process is supported by the instructional coaches. This model is currently optional and has also been impacted by the stress and disruption placed on staff by COVID-19.

There is a wealth of data gathered ranging from surveys to academic measurements, and data collected during the admissions process. Some of these include: student wellness surveys; G5 reading and writing data to inform the transition to middle school; surveys of voice; and choice in PE and Chinese placement based on language proficiency. There is a wide range of external data, some of which include DP Scores, MAPs, WIDA, PSAT and SAT. These are used in a variety of ways to improve both individual student achievement and broader improvements such as instructional strategies or to inform professional development. As mentioned in standard D2, the staff felt they were not receiving appropriate information regarding the level and abilities of their students.

Commendations

Domain D (Middle & High School) Standard 8 - The leadership team for their commitment to the provision of resources for the continued development of the data usage model in the school.

Recommendations

Domain D (Middle & High School) Standard 8 - The learning leadership team continues to find new ways to make data more accessible and efficient for staff with the goal of impacting student achievement and well-being.


Domain Summary – School Response

At ISB, we are committed to challenging and joyful learning for all students. Our new strategic plan prioritizes academic learning for all. To this end, teachers ensure high-quality learning through ISB's Learning at its Best Framework which guides pedagogical approaches. Further, we ensure all learners can access the curriculum through collaboration with our Student Support Services Department, along with the initiation and development of our Life Centered Education department.

We believe in supporting the whole child and, as such, we intentionally weave social/emotional support throughout our program, as well as a robust SEL mentoring program that is being reviewed and updated with feedback from stakeholders. Additionally, translanguaging and collaboration with our EAL community has made significant gains with further action and professional learning planned.

To help further learning, the school's use of technology is fully integrated into teaching, learning, and assessment. ISB has an established and shared assessment policy that is built around the guiding principles of relevance, clarity, fairness, accuracy, and hope. There is also a strong emphasis on the use and interpretation of data to support learning. Additionally, the Learning Analytics Dashboard gives administration unique insight into academic life of the school.

Next actions for Domain D in the MSHS include:



D1: Although ISB considers our secondary school documented curriculum and associated systematic processes to be a strength, there is a need to consider where teachers are documenting differentiation in stage 3 in their everyday teaching and learning.

D3: The Experiential Learning Coordinator and team are working to further develop our service-learning values, beliefs, and framework. This work was started prior to COVID-19 and will be a priority now that China has relaxed its restrictions.

D6: Social Cultural Competence - Research and professional learning conversations to identify tools, resources, skills, and choices around anti-racist education have begun, and the school is actively seeking out additional professional development opportunities for staff and faculty.

D7: ISB is exploring ways to engage students in self-reflections aligned to our SEL competencies. We are also building more peer- and self-assessment into our practice to put more power into students' hands around setting high goals and using feedback effectively.

D8: ISB is working to redesign many of our data visualizations to allow teachers to more easily identify class wide trends, individual needs and year-over-year data, especially at hinge points and share these with relevant stakeholders.

Domain Summary – Evaluator Response

The school is extremely well resourced when it comes to staffing and professional development, which can be both extremely impactful on student learning and achievement. There is a wealth of data to be used to drive decision making and change. This all leads to there being a lot of moving parts in what is a growing and shifting community. The commitment to inclusion and support of all types of learners is not only in line with the school's guiding statements but also very inspirational. The student population is changing, as is the staff. The future challenge will be to make sure all of the pieces fit together in a sustainable and efficient fashion. This may make for some difficult decisions.

Another area of focus could be to connect staff professional growth with a shift in instructional strategies. Aligned goals would be very valuable in order to focus on specific and needed areas which could be identified with the use of data. This effort would need to be done as a collective but could be a very meaningful community building initiative coming out of a difficult period from COVID-19. The struggles endured through this time period should not be underestimated but have also created a lot of opportunity for change moving forward.

Domain E - Well-being

E1

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

School Response

Exceeds

The ISB mission is designed to engage students, so they are 'empowered with purpose and compassion.' This mission recognizes the importance of maintaining a balance between academics and social-emotional health. In the CIS survey data, over 90% of stakeholders agreed or strongly agreed that "The school has a supportive environment for students' well-being" and that "Effective systems are in place through which students can give input regarding their learning and well-being."


ISB has made a strong commitment to inclusion to foster the well-being of all students and live out its vision. In the 2020-2021 school year, ISB began the Life Centered Education program for students with intensive needs. A key focus of the new strategic plan is developing peer-to-peer relationships in an inclusive community as all stakeholders build relationships 'across national, linguistic and cultural lines.' Different stakeholder groups are currently engaged in discussion across the school about how we can foster stronger peer-to-peer relationships. At the recommendation of the Anti-bias Anti-racism committee, a Diversity, Equity and Inclusion Leader was hired to help guide ISB in future work around inclusion. In 2022, the ABAR committee introduced a reporting system for faculty and high school students to use so they could begin tracking the needs of our school community.

Of note is the Social-Emotional Learning (SEL) Framework that was developed through a collaborative process that began before 2020. This framework was based on the competencies developed by the Collaborative for Academic, Social and Emotional Learning (CASEL) and merged standards on service learning, sustainability, and digital citizenship, as well as from the International School Counseling standards. As the curriculum was developed the team was further informed by research about the need to include race and socio-cultural competence as part of the curriculum. The curriculum has five overarching competencies: self-management, self-awareness, social and cultural competence, nurturing relationships and purposeful action. Once developed, feedback was sought from Chinese staff, the PTA, MS and HS student council and faculty, and revisions were made based on that feedback.

ISB has a long-standing relationship with the Institute of Social Emotional Learning (IFSEL) and they provide ongoing training to faculty to support the implementation of the SEL curriculum. Students in elementary school engage in morning meetings while students in Middle and High School are assigned mentors and receive mentoring lessons as well as provide feedback about the mentoring program. When possible, students participate in overnight trips beginning in Grade 4 to promote peer to peer relationships, though many experiences have been limited due to COVID-19.

ISB has a school psychologist, eight social emotional counselors and three university and career advisors to facilitate a safe and supportive environment. Based on feedback from parents and students the high school moved from a comprehensive counseling model to the creation of two departments: School Counseling and University & Career Advising. The intent is to better meet the social-emotional needs of students through a dedicated team of school counselors who prioritize responsive/ individual services and implementation of the SEL framework.

Students provide feedback to their teachers twice yearly through confidential Tripod student surveys fostering teacher growth in the classroom. Students also typically participate in an annual climate survey, though this survey was replaced by CIS survey in 2022. Middle school and high school Student Councils (STUCO) actively offer ongoing feedback to administration. One example is feedback on the food program, resulting in plant-based meat options being



trialed in the MS/HS Cafeteria. Through different clubs and committees, students can engage in the planning of new facilities as well as ways to improve sustainability. Currently, a few MS students are participating on a committee to plan a middle school playground.

In addition, multiple student clubs and service-learning activities offer opportunities for students to engage in service and learning, expanding their interests and support of others. There are opportunities for students to initiate ASAs and clubs, as well as opportunities for students to stand for election into executive committee positions in established groups - all of these allow them to develop leadership skills and build relationships with others who share similar interests. Students also play an integral role in welcoming new students to campus and supporting their transition to ISB.

Evaluator Response

Exceeds

Social emotional learning is at the core of the International School of Beijing (China) (ISB)'s mission, the school's learning at its best approaches and principles of learning. The interactions witnessed during classroom visits corroborated discussions held with the faculty of an overarching sense of care within the ISB community for students' well-being. Socio-emotional counselors, university and career advisors, and homeroom teachers work together to ensure that students' overall socio-emotional and future aspirational needs are being supported.

The school-wide ISB social and emotional learning (SEL) framework covering five key domains is differentiated in terms of approach and relevance for each grade level. Sessions always begin by reviewing the SEL understandings, and the counselors have designed age-appropriate content that is reinforced every year as the student progresses up through the school. Homeroom teachers shared that they have a great deal of support for the delivery of these sessions, through related explorations during the Wednesday afternoon professional development meetings. Most content is covered in units of inquiry, such as the importance of community, rather than as stand-alone units, though some discrete topics are necessary on issues that may come up during the year. Staff also feel the curriculum is very effective and topics are relevant, such as power and privilege, and economics and status. Staff also appreciate having the flexibility within the SEL course to cater towards their students' needs.

Discipline processes are also explored during morning homeroom and SEL lessons, where students can practice positive communication with each other. Teachers feel that there are regular opportunities to meet with the counseling team to talk about individuals and their behaviors, which was described as one of the most effective practices taking place to support learners' well-being. Students of concern are also targeted by the relevant counselor and/or mentor to help them to develop skills for managing their own well-being. Time is set aside during the school day to explore and have conversations about any issues that arise, where a SEL-related meeting is scheduled to occur every six days across all divisions. Nurses are also requested to report unusual behaviors, which results in a comprehensive supportive system.

Visible steps have taken place to address enhancing the number of ways in which students are able to give input regarding their learning and well-being since the time of the CIS Community Survey, in which, results showed a lower-than-average agreement of students in grade 8 and above (74.35%) compared with those below (92.86%) with supporting such feedback. For instance, the anti-bias anti-racism (ABAR) QR code is visible around the school to allow students to report concerns anonymously. Additionally, the student council take unnamed reports to school leaders and relevant personnel to act on recommendations, such as installing dividers between urinals within the boys' bathrooms and adding humidifiers in the music corridor to improve the sound quality.

In addition, the annual CIS Community Survey, coupled with the twice annual incognito Tripod reviews on teachers' excellence in teaching and learning through the 7C's framework, provide formal mechanisms for students to share their feedback. During conversations, homeroom teachers shared their routines for periodic check-ins with students, such as thumbs up or down to

denote highs or lows. They also described having the flexibility to host conversations on any dilemmas or problems that unnamed individuals in their class might be facing, and of the class working collaboratively to discuss the best ways of providing support to them. Conversations during the Domain E meeting purported an active and positive culture of reporting because of teachers' use of restorative justice in responding to peer-to-peer abuse.

Dialogue with relevant personnel revealed that the pandemic limited the nature of the opportunities available for students in wider community related service learning activities, though these have been supplemented by more in-school opportunities. In the middle school, students have initiated a service learning group, through which they are supported to develop their ideas with the assistant principal, including initiating a sign language club. There are many service related areas that students can get involved in, such as assisting supervision in the cafeteria, playground, and hallways. In the high school there are more than 30 clubs being featured as part of Dragon Time, that allow for leadership opportunities to be spread more widely, as students can only be involved in a maximum number of clubs. Middle school has an open enrolled student council with 95 students on the list, of which, two students per grade level make up the executive council. Some middle and high school students lead the after school activities with the support of supervisory teachers. Additionally, over the past five years, all high school students who are part of executive committees of clubs, the student council, or sports captains, are trained in leadership development skills, such as running a meeting, updating their philosophy, and managing budgets.

As the school now emerges from the challenging conditions of the past, it is an opportune time for both recent and former practices to be re-examined through the lens of inspiring the development of compassion, agency, and leadership in students, and for promoting a sustainable and effective approach in the future.

Commendations

Domain E Standard 1 - The ISB school community for promoting the means for gathering student voices from a diverse range of perspectives to improve overall well-being, including trust and mutual respect, for the benefit of the student body.

Recommendations

Domain E Standard 1 - The school leadership team lead the strategic development of the means for, and the evaluation of, opportunities for service learning, environmental stewardship, and community-related activities, through the lens of building compassion, agency, and leadership in students.

E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

School Response

Exceeds

The International School of Beijing has made it a priority to protect its students and safeguard all stakeholders associated with the school by implementing robust policies and procedures in each division and department that exceed local and regulatory requirements. In CIS survey responses, over 90% of students agree or strongly agree that they feel safe at school and over 95% of faculty and parents agree or strongly agree with the statement, "the school has a supportive environment for students' well-being."

ISB implements a rigorous screening process when hiring new employees that includes a comprehensive criminal background check. Applicants, employees, and parents can view ISB's child protection statement on the website in the employment section. The Employee Code of Conduct is covered with new employees and reviewed annually, and Child Protection training is done at the beginning of the school year with all employees. The Staff Handbook and Child Protection Handbook are available to all parties on Dragons' Gate.

Each school section publishes behavior expectations that guide professional learning and practices throughout the year. In the CIS survey response over 97% of students agreed or strongly agreed with the statement, "I understand how I am expected to behave in school." Behavior incidents are documented in Power School Log Entries by select faculty members and there is limited access to the information to preserve student confidentiality. ISB employs different methods for reporting bias, protection matters, and grievances. The anti-bias anti-racism (ABAR) committee has created an anonymous reporting system for community members to report incidents of bias and types of feedback reported are periodically shared with school leadership and faculty. ISB has a whistleblowing policy as outlined in the staff handbook. Deloitte Legal provides an independent whistleblower service that addresses corruption and illegal practices. The employee grievance procedure is listed in the ISB Policy Manual. The Child Protection Handbook describes how to report abuse allegations against parents and employees. ISB contracts with Control Risks in Shanghai when an extensive, outside investigation is warranted.

ISB has worked with Chris Gould, an independent child protection consultant, to develop a comprehensive child protection program inclusive of a child protection leadership team and designated child protection officers. In the CIS survey over 95% of faculty and support staff agree or strongly agree that they understand and can carry out their "responsibilities related to the school's child protection policies." Due to high staff turnover, one possible challenge is ensuring that new staff members know procedures and who the protection officers are, as well as training additional child protection officers. Annual and ongoing child protection training occurs with all employees, parents, and students. In addition to this, all admin and school counselors will take the CIS Foundation and Deep Dive courses across the 2022-2023 school year. Records of allegations of abuse are housed in PowerSchool with limited access (i.e., principals, school counselors). The revised Child Protection Handbook addresses all forms of abuse, including peer-on-peer harassment & abuse and online safety. In the School Counselor Handbook, child protection and confidentiality are clearly explained. In addition to child protection courses, staff are also given a presentation on Peer-on-Peer Abuse. Due to the large staff turnover post-COVID-19, one area for growth is for the school to measure the extent to which policies around child protection and safeguarding are understood and implemented.


ISB has data protection and privacy policies in place to ensure digital safety for all stakeholders. To ensure the protection of ISB data and compliance with both China Cyber Security Law and CIS accreditation statements, ISB designs and implements policies and security processes that increase data security. Password policies ensure that only people with proper credentials can access information. ISB's File Storage Policy requires that all organization data be stored and accessed only on authorized organization-provided computers and devices. ISB's internal network is protected by two firewalls. Cyber awareness and phishing campaigns (KnowBe4Security) are in place to train employees to identify malware. Students have units and ongoing conversations about digital citizenship, data protection, and online safety. Parents and students are asked to sign the responsible use agreement in order to use school devices.

ISB's Government Affairs and Security department works closely with local agencies to monitor and update policies to meet the requirements of local laws. Government officials meet with the school to review and suggest improvements for the school to meet local requirements.

Evaluator Response

Exceeds

ISB has a comprehensive child protection policy handbook which states compliance to the UN Convention on the Rights of the Child, including their definition of corporal punishment, as well as



following local regulatory laws. Types of abuse, together with specific behaviors and their signs are defined, as well as the reporting procedure. This is currently done through creating a log entry for the child on PowerSchool. Records of counseling logs are kept as permission protected PowerSchool logs or as secured paper records. The lead child protection officer shared that the school is in the process of piloting the use of the more secure CPOMS safeguarding record-keeping system amongst the counseling and leadership team, which will be rolled out for full usage at a later date.

All staff must undergo ISB's bespoke training on child protection at the beginning of the year, where attendance is acknowledged through the receipt of a signed copy of the employee code of conduct. Late arrivals to the school are offered training at various points in the year, including for all contracted and sub-contracted support staff, where a Chinese version of the training is offered. The presentation includes opportunities for discussion, reflection, and a review of the key takeaways.

In addition to policy, child protection lessons led by the counselors to explain topics such as the forms of child abuse, represent one of the most important areas of focus for creating a culture of reporting to a trusted adult, which is running through the entire school counseling program. SEL lessons cover different topics on safety and who to reach out to when concerns arise. In the high school, suicide awareness is a key target area for the counselors, who offer training to students to make them more aware of pathways and procedures to follow if concerns arise. In the elementary school, there are counselor-led sessions for students in grades 2-5 about appropriate and inappropriate touching and its disclosure, progressing to the inclusion of consent at grade 5.

ISB has developed local connections to improve all stakeholders' identification for the risk of or exposure to harm or abuse, in terms of safeguarding, well-being, mental health and other areas, such as suicide prevention. Organizations, such as Zhaode Hospital next door, Beijing United Family Hospital, Raffles Hospital, Olivia's Place, and Learning Frontiers, create opportunities for presentations by field specialists, as well as offer avenues for referrals. Recent talks to students by chosen community partners include, a session on the importance of sleep, and the Lifeline channel for supporting students experiencing difficulties. Preventative sessions on child abuse and recognizing corporal punishment are led periodically by the counselors. A student led mental health club by middle school students has created its own website to inform others about common mental health issues, with links connecting resources related to safeguarding including Lifeline.

Middle school students were invited to offer their feedback on the SEL curriculum to ensure the relevancy of their mentors lessons. SEL related surveys to students were mentioned as another form of feedback for monitoring the program, and a systematized approach across the school would allow ISB to monitor its effectiveness in meeting the well-being needs of all students.

Commendations

Domain E Standard 2 (Major) - The child protection leadership team for the continued development of the comprehensive child protection program, with a deep-rooted commitment to maintaining the physical, social, and emotional well-being of students in a wide variety of situations.

Recommendations

None at this time.

E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)

School Response


Exceeds

ISB firmly believes that the success of our students in all areas of their school lives depends upon structures and programs in place to support good physical and mental health, and the school offers both students and parents the tools to monitor and work towards better overall wellbeing.

ISB's own Social-Emotional Learning Framework (SEL) is a structured and sequential curriculum spanning EY3-G12 including lessons in child safeguarding, online safety, peer relationships and sexual education. The curriculum is delivered by the homeroom teachers, mentor teachers, physical education teachers, and school counselors, who have received training and ongoing support from the Institute for Social and Emotional Learning (IFSEL). Within our SEL curriculum, counselors offer students tools to support their social and emotional development through morning meetings, individual check-ins and mentoring lessons. The emphasis is on a proactive approach and providing students with the skills to self-regulate and know how and when to seek additional help if they are struggling. It also concentrates on how to look after peers and be advocates for others within our community, as well as focuses on stress management/coping/mental health, with one-on-one individual counseling for students who may need follow up relating to any of these issues. Our school counselors are committed to the Confidentiality Guidelines for School Counselors with a heavy emphasis on building an atmosphere of trust and confidence within the ISB community.

To support the SEL curriculum, the school also uses its range of specialist teachers and contracted providers to work with the wider community and further reinforce the work being done in the classroom. The Parent Education series run by our school counselling teams is appropriately focused on wellbeing, with sessions on peer relationships, responsible digital citizenship, and talking about sexuality in the home. During COVID-19 and periods of limited access to campus, all sessions are recorded and can be accessed by parents on the Dragons' Gate portal. To further support our students, a relationship with Zhaode Hospital next to the school has been developed over the last two years, which provides additional resources to the school in the field of mental health. The school also has close ties with several local and international hospitals and works together with those organizations to support seasonal needs (like flu shots and Grade 9 Medical examinations) as well as support families in need of referral to a specialist.

All faculty, support staff and third-party providers receive child protection and safety training annually, as well as first aid training on a rotating 2-year cycle. The school employs five full-time certified school nurses and eight counselors, who maintain confidential student records in SNAP and Power School. The school also employs a full-time athletic trainer (AT), who is responsible for injury prevention, emergency care, clinical diagnosis and therapeutic interventions and rehabilitation of injuries and medical conditions. Along with the Student Activities Director, the AT maintains policies and procedures to take the very best care of our students. The Emergency Action Plan is a living document that is provided to all sports coaches to assist with management of any emergency, and the school Concussion Protocol helps not only with diagnosis, but also with safe and appropriate return to study and play for affected students. ISB holds regular Fire, Earthquake, and Emergency Drills coordinated by the Security Office and has a highly involved CCTV system in operation across the entire campus. To account for student dietary needs, the outsourced catering provider, Sodexo, posts the weekly menus for both the ES and MS/HS Cafeterias on Dragon's Gate, and provides students with special dietary requirements with badges to make that visible to the cafeteria staff. ISB also has a dedicated Anti-Bias Anti-Racism (ABAR) committee, which confronts bias and addresses racism at the school through building literacy for racial and social justice.



The school has extensive co-curricular offerings, with a dedicated Activities Office to manage the After School Activity (ASA) program for K-8 students, along with the Dragon Sports program, the school Performing Arts programs and all our MS and HS Clubs and Service groups. ISB invests heavily in this side of school life, with state-of-the-art facilities and top-quality staffing to support life balance for our students and help them to develop individual passions and interests. With a change in the demographic of the school in recent years, there has been a shift in students' interest levels and participation in some activities. As a result, the Activities Office has adopted several different strategies with both students and parents, to continue developing a program that honors the school traditions, is in line with the school mission and vision and has the flexibility to cater for students to develop and further their passions. A complete overview of these programs can be found on the Co-Curricular page on Dragons' Gate.

With the ongoing COVID-19 situation, ISB has been working closely with the local authorities and organizes COVID-19 testing for the whole school community, including third party contractors, three times each week. The school also provides updated information regarding Fever Guidelines, Flu shots, Vaccinations, and Travel Restrictions. Updated information related to COVID-19 can be found in the ISB Weekly, with urgent messaging relating to COVID-29 being shared by the Communications Office, through the WeCom platform.

Evaluator Response

Exceeds

ISB ensures the socio-emotional, physical, and mental health education for students at the school is delivered by drawing upon its rich resources on campus, as well as through welcoming established partners within the local community. Parents are made aware of the benefits of maintaining the socio-emotional well-being of their children through a series of workshops led by the counselors over the course of the year.

ISB has a team of five nurses and one assistant shared across both the elementary school and the middle-high school medical centers, whose entrances are distinguished by red cross signs. Students' individual medical records, including information on allergies and dietary sensitivities, are kept in locked cabinets within each center and a digital version of these files is also contained on the SNAP system. The elementary school medical center includes a sound deprivation unit for testing students' hearing, a speech therapist, and a full-time athletic trainer to further support students' specialist needs at the school. In addition, the medical team has a pool of vetted nurses from the Beijing United Family Hospital to draw upon when requiring the fulfillment of arrangements for covering day and overnight field trips and sporting events.

The school's medical team also provide and arrange for appropriate health education to students at the school. For instance, they have led sessions on good hygiene and puberty in the elementary school. One of the nurses is an American Heart Association certified instructor, who offers training courses to cohorts of staff and students every two years to ensure that they remain current in their first aid training. All grade 9 students are given a free medical examination by specialists at Zhaode Hospital to identify health concerns, and all students are offered annual winter season flu shots at the school by a community partner as an option for families.

Divisional counselors ensure the inclusion of health related topics such as puberty, sex-education, mental health, and digital citizenship within the curriculum under the school's SEL framework. Health professionals and other community resources, such as Lifeline, are invited to enhance all aspects of health education for students in the school. Teachers are made aware of vulnerable learners through the inclusion of icons above their names in PowerSchool, including a blue heart sign to denote reported safeguarding concerns and a red medical icon to highlight health-related issues.

An athletics emergency action plan details the procedure for handling both life-threatening and non-life-threatening scenarios, together with listing all contact personnel, evacuation locations, and local hospitals. A separate concussion policy details the evaluation and return-to-learn protocols for a ranging severity of concussion. The medical centers have undergone an

independent audit by an expert consultant from the US on their practices, including the safe storage and inventory of medicines, as well as on the contractor's disposal of medical waste.

Commendations

Domain E Standard 3 - The health professionals at ISB for enhancing opportunities in health education and the care of students and families, to ensure the physical and mental health of the wider school community.

Recommendations

None at this time.

E4

The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

School Response


Exceeds

The health, safety, and security of every ISB student is of paramount importance, and this is reflected in the school's commitment to staffing and resources in this area, as well as in its proactive approach to the development and continual review of policy and procedures pertaining to off campus activities.

The school has dedicated offices for Student Activities and Service and Experiential Learning, both working closely to align policy and procedures for staff and faculty taking students outside of the school, locally, regionally, and internationally. The Experiential Learning Handbook along with the ISB Coaches Handbook contains clearly documented procedures for staff and students involved in off campus activities, relating to child protection, supervision, risk management, and chaperones' roles and responsibilities. There is a clearly defined process for reporting, recording and reviewing all incidents, and this can be found on pages 6-9 of the school's Child Protection Handbook.

The ISB Security Director, along with the Service and Experiential Learning Coordinator (SELC), team leaders and trip chaperones are all instrumental in building the Risk Assessment Workflow and Risk Assessment Record Sheet, both of which provide detailed procedural evidence of all non- sport related pre-trip preparation. It is acknowledged that one key stakeholder not currently involved in this process is the students themselves, and there are plans in place to build student input into the pre-trip routine over the next few years, with discussion currently happening on how best to integrate this into our current process and maximize student learning. Staff involved in approved field trips/ overnight trips with students must undertake a preparation meeting led by the SELC, which will include instruction on the ISB Emergency Response Procedure, with the trip leaders attending a second meeting with the SELC and the external provider, where appropriate. The SELC, in partnership with the Director of Security, vets all third-party provider staff and documentation in line with current local or regional government requirements, and both attending staff and student survey results are shared annually with all third-party provider companies. All third-party provider personnel are wilderness first-aid qualified, while all teacher chaperones are certified in first aid. ISB has a school-wide student contract with International SOS, and during trips of any description, they will provide medical backup, advice, and evacuation if required.

The sporting provision is managed by the Student Activities Director and staff in the dedicated Activities Office. ISB is currently limited to participation locally in Beijing with ISAC (International Schools Athletic Conference), and member schools meet twice each year, in the fall and the spring to review and update current policies where needed. The ISAC Handbook governs participation, and all schools must currently sign a "Bubble Agreement" to continue participation during the COVID-19 period, acknowledging that the school is following local authority COVID-19 requirements. Internationally, ISB is a key member of APAC (Asia Pacific Activities Conference)



along with schools in China, Hong Kong, Korea, Japan, Vietnam and the Philippines, as well as ACAMIS (Association of China and Mongolia International Schools). The APAC organization is governed by the APAC Handbook and convenes twice each year, in the fall and the spring. The ACAMIS organization convenes every spring and is governed by the ACAMIS Handbook. Membership of these organizations, as well as attendance at all meetings, allows ISB to continue to ensure that all policies related to student travel and off-campus participation, are current and aligned with other like schools in the region.

Evaluator Response

Exceeds

ISB's mission includes being "committed to challenging and joyful learning with the freedom to explore". Experiential learning opportunities for the school have been limited in the Beijing region due to the COVID-19 pandemic's travel restrictions over the past three years. ISB is now re-examining its prior policies and procedures for risk mitigation in cross-regional and international travel. This is overseen by the school leadership team and the head of security, and through the activities office, and experiential and service learning office. The experiential learning request form must be completed by the trip leader and is subject to review on meeting learning objectives, budgetary needs, and the necessary pre-visit assessments before a trip can proceed.

To facilitate and reduce risk on trips and activities in a systematic way, the school has a comprehensive set of risk management policies and procedures in place, where ISB's own guides are reviewed on an annual basis. The experiential learning handbook, ACAMIS sports charter, APAC handbook, ISAC handbook, and ISB coaches handbook stipulate codes of conduct, travel rules, and student behavior expectations including sportsmanship. The ISB trips emergency response procedure outlines the steps for handling severe and non-severe emergencies and the ISB crisis management procedures handbook details the actions for the injury or death of student or staff members whilst on a school tour.

During the Domain E committee meetings, the reintroduction of overnight trips was described as being managed carefully, to reassure students and families of their safety. As some students may have never been on a trip or even stayed away from home, the resetting of norms is necessary to build student and parent confidence. A few of the former China-based trip partners have gone, so there are additional challenges in searching for new organizations with whom the school can build a trusted relationship in designing programs that align with ISB's guiding statements. ISB is still using the one overseas travel company at the moment, as they were described as understanding and accommodating the school's needs.

Trip feedback is solicited from students to improve the programs soon after each experience. Students are not currently involved in the trip mitigation process in respect of risk assessment. However, the team learned that the idea of permitting certain students on an initial trip for providing authentic feedback was being discussed. This has not happened yet, as trip planning is still a gradual process since the school has just re-opened its opportunities for travel.

Commendations

Domain E Standard 4 - The school leadership team and the head of security for carefully examining its prior policies and procedures for risk mitigation in returning to cross-regional and international travel.

Recommendations

None at this time.

E5

The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.

School Response

Exceeds

The school admissions office works with staff across the school to facilitate student transitions to ISB. In the admissions office this process begins before students are enrolled by identifying families who are mission aligned. A matrix was developed with principals and the Head of School to help define what a mission and vision aligned family looks like. Due to limited campus access during COVID-19, questions were developed, and later revised, to be welcoming. Currently, the admissions office is in the early stages of developing virtual tours as access to campus through an Open House remains a challenge.

Once students have applied, files of prospective students are reviewed by administrators and counselors. Families of accepted students are then sent a welcome letter to complete the enrollment process. Admission processes are evaluated annually (Nov-Feb.) by the admissions director and the Head of School. Last year, based on the outcome of this evaluative process, ISB established a more robust admissions procedure.

Counselors partner with admissions in supporting families during New Student Orientation. They will have an individualized process with families who begin later. Counselors support students academically with course selection in MS and HS. In ES and MS, counselors partner with classroom teachers to make sure students are prepared for their first day and teachers assign each student a buddy. While in HS, all new students are matched with someone from Peer Helpers who have been vetted and received extensive training. Across all divisions, care is taken with class placement for new students, considering academic level, learning needs, mother tongue and social needs. Counselors sponsor new student lunches and hold individual counseling meetings with new students. Throughout the school year in MS, these students will also be discussed in Kid Chat to monitor well-being, while in HS peer helpers and counselors check in with new students throughout the school year.

The PTA also collaborates with the school to welcome new families. They typically host new parent breakfasts on campus at the beginning of each semester, though some have not been able to happen as a result of COVID-19 restrictions over the past three years. They also organize new parent WeChat groups to facilitate parent connection with grade level WeChat groups as well as the homeroom chat groups. Grade level representatives for the PTA also make themselves available to families to answer questions on an individual basis.

Students in ES and MS accepted by the school, but who are not currently in Beijing, will be served by Dragons Online until they can come on campus. The school has an employed coordinator and dedicated teachers who meet daily with students and provide them with an introduction to academic experiences and the online learning platforms they will have at ISB. Counselors also connect with new students in quarantine to facilitate their transition. If they remain online for a longer period, the Dragons Online teachers will connect with core subject teachers on campus and will begin facilitating the most important parts of their courses until they arrive on campus to enable the smoothest transition possible.

Families receive support from administration and counselors to facilitate the transition from elementary to middle school and later the transition from middle school to high school. These transitions include support with course selection, parent meetings led by the principal and counselors, as well as a step-up day for 5th graders to follow a 6th grade buddy for the day. Meetings also take place between the student support services team to support the transition of students receiving EAL, LS, or counseling services. These transition services have seen significant disruption from COVID-19 over the last three years, with many meetings delayed or happening online. College and career counselors support students academically as they prepare to transition from high school to college.

In ES and MS, counselors meet with students leaving at the end of the school year, if families have informed the school ahead of time. In addition to transition planning with these students, counselors also meet with their friends who remain behind, to help them identify friends and intentionally make a class placement for them for the coming school year. In both MS

and HS, transition and loss at the end of the year has been built into lessons in the SEL curriculum delivered through the mentoring program.

Evaluator Response

Exceeds

ISB has established systems in place for supporting the transition of students and families both into, through, and out of the school, which align with their guiding statements.

All prospective families are required to complete a school tour before beginning the application process. ISB's website provides candidate families with information, such as application checklists, new family resources, and orientation videos. Applicants are welcomed with a school tour by the admissions team, who remain current in their understanding of ISB's learning approaches and principles through regular engagement with staff and students. Potential families are evaluated via a defined matrix on meeting the expectation for enrolling as ISB mission aligned families to the school. Applications, from recommended families by the admissions team, are then referred to the relevant administrators and counselors for review, as well as the director for student support services if there are any language assessment needs. The admissions process is reviewed and evaluated on an annual basis on meeting the expectations aligned with the school's guiding statements.


New family orientation sessions, which include an introduction to the counseling team and the parent teacher association (PTA), allow families to make connections with the channels of support for effectively settling in within the school. The PTA hosts a welcome breakfast for new families, where grade level and class level representatives introduce themselves as a means for quickly responding to each family's particular needs. The PTA also invites parents to take part in monthly activities around the city aimed at introducing them to the rich local culture. The peer helper program for new high school students, as overseen by the school counselors, allows trained student volunteers to host events, breakfasts, and check-ins throughout the school year, including the technology orientation before school starts. For other grades, a peer mentor program is utilized to help make sure that new students are settling in well through making connections and forming relationships with other students.

As students progress through school, parents are invited into transition meetings for key stage changes, such as from grade 5 to 6, grade 8 to 9, and grade 10 to 11. Transition activities, such as the step-up day whereby a grade 6 buddy will pair with a grade 5 student, allow students to become more familiar with the middle school program and thus further at ease with the move ahead.

For students in grade 8, towards the start of their final semester, parents and students are invited to sessions to receive general information about the high school, as well as look at elective course selections for grade 9, and the pathways for math and language progression. There are also opportunities to meet with the grade 9 counselor. There is a grade 9 student panel talk arranged with grade 8 students, where the younger students circulate around the older students' classrooms, to ask and learn about their experiences in the year above.

Similarly, grade 10 students and their parents are invited to attend IB course information and selection meetings run by the IB coordinator, as well as to guidance sessions led by the career and college advisers to support their future needs. If the full diploma program is not in the best interests for certain grade 10 students, the school will actively let the families know and tailor a pathways program to suit their needs.

Well-being concerns are shared between staff using the CLASP system in the elementary school, Kid Chat and the mentors program in the middle school, and the peer helpers program and counselor check-ins in the high school. All students are regularly surveyed on well-being, and findings from this process are shared with teachers by the counselors. Departing counselors have transition meetings with incoming counselors. PowerSchool is used to document all identified concerns, with varying levels of privacy in place to protect students' privacy. The school has started using C-Palms as a soft launch, to keep a running log of child protection issues, which is



allowing a consistent streamlined approach for recording any issues that arise. The student support services team also help the transition of students receiving English as an additional language, LS, or counseling services between each grade level. Student survey data from the CIS Community Survey confirmed that the majority of students (89.70% agreement) felt supported by their teachers when they first started in the school, though this was comparatively lower for those students who began in grade 10 (83.61%).

As students transition out of the school, information is shared through the required channels of the destined institution. Proper documentation is shared with the next school, including disclosures of any SEL-related issues that a student is facing, as well as information on their particular learning needs. For departing students before the summer break, opportunities are created through the counselors for ensuring students receive proper closure, through 'transition and loss' related homeroom lessons.

Commendations

Domain E Standard 5 - The parent teacher association for the range of activities provided to welcome and support new families that facilitate their integration and well-being as they transition into the school.

Recommendations

None at this time.

E6

The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

School Response

Exceeds

ISB has a careers and university advising office with three advisors who work collaboratively with students and families throughout the university search and application process, assist with planning for standardized testing and advise on appropriate course selection for specific career goals and university majors. In 2019, University and Career Advisors (UCAs) began using the platform Maia Learning to collect data and enhance programming. This platform analyzes alumni profiles to show trends that can support current students in their application process

Based on feedback from students, parents and alumni the ISB High School adopted a complementary model of counseling students beginning in the 2020-2021 school year. ISB has one team of dedicated School Counselors and another of dedicated University and Career Advisors. This model increases student access to social-emotional services and curriculum while simultaneously providing dedicated support for career and university planning.

Students will give feedback about the program annually in a survey given to grades 10, 11 and 12. Due to the many surveys being given for development of the strategic plan and CIS accreditation only students in Grade 12 were surveyed in the Spring of 2022. Student survey results show 88% were satisfied with the program and service they received. Students also take short surveys throughout the college application process. In response to feedback from the Korean community in 2020-2021, the Careers and University Advising Office hosted information sessions specifically for students applying to universities in Korea.

The Careers and University Advising Office meets weekly and has regular meetings with the High School Administration, the School Counseling office, and the Learning Support office. They continue to develop their program to better serve the ISB community. For career education, programming was added for Grade 10 students in partnership with OWN Academy and the ISB Alumni office. The Alumni Office also supports by seeking out to alumni to seek volunteers for future programming. New programming will be added for Grade 11 students in the coming school year related to the college admissions process. In collaboration with school counselors, life skills

lessons, such as cooking and self-defense, lessons about equity and inclusion, as well as lessons on transitions have been developed for the high school SEL curriculum.

Evaluator Response

Exceeds

As an established international school, with a history spanning over 40 years in Beijing, ISB has a wealth of alumni to draw upon for enhancing the provision of continuing education and careers programs across the school. The wide array of university offers and acceptances that ISB's graduating students receive are celebrated annually on the school's website, notice boards, on media and social media publications, and within school brochures.

ISB employs three full-time career and college advisers housed in the school's purpose-built Futures Center, who are readily accessible for providing guidance and counseling on careers and tertiary education, which allows high school students and their families to make informed decisions. A series of parent workshops are delivered over the year, to ensure families are aware of the broad range of university and college options available globally. Planned sessions include a Korean university information seminar, as well as presentations from the OWN Academy, which is an education innovation company that offers career exploration in the real world.

Conversations during the Domain E meeting revealed that there was a recent community lunch organized for alumni to share their advice with students and families on making the transition from ISB to college or university. The school had held a similar online event last semester and there are plans to hold regular both in-person and online symposiums in the future. Having a former ISB alumna newly employed in the role as the alumni relations manager, mean opportunities for growth of this program are substantial, especially as prospects for travel have recommenced. The recent appointee is maintaining a database on alumni and their career paths, which can be shared with students when they express interest in a particular career. An ISB alumni list with their chosen career paths was also sent out to all homeroom teachers for use in their lessons. Of the 600 ISB alumni contacted, 84 chose to complete the CIS Community Survey, leading to a response rate of 14%. Though alumni were recognized as a group furthest removed from the current operations of the school, lack of consistency in contact over the years, has resulted in their seemed gradual disengagement from ISB. Improved data tracking of the progression of students upon leaving ISB, together with the regular sharing of information and news stories, will serve to improve the school's alumni relations in the future.

Alumni and parents are yet to be invited for delivering careers education in the middle and elementary schools, as the campus has only just re-opened. Increasing the offering of career-related events is a planned area of focus, with respect to more frequent opportunities for alumni and parents in speaking to students moving forward. APAC rugby had two former students, one from ISB and the other from SAS, who played against each other whilst at the schools, now re-connecting to play against each other as professionals in the rugby field. The school recognizes that there is more work to be done for enhancing the careers education curriculum through the use of school connections with external speakers, parents, and students.

Commendations

Domain E Standard 6 - The head of school and leadership team for providing a comprehensive and readily accessible careers guidance and counselling service, which allows high school students and their families to make informed decisions.

Recommendations

Domain E Standard 6 - The alumni relations manager and the career and college advisers, through the support of the school leadership team, drive the effective and systematic use of ISB's broader community to enhance careers and tertiary education throughout the school.

Domain Summary – School Response

The success in building the culture of community well-being is celebrated by over 90% of stakeholders agreeing or strongly agreeing that “The school has a supportive environment for students’ well-being” and that “Effective systems are in place through which students can give input regarding their learning and well-being.”

The development of the SEL curriculum, the robust and detailed guidelines and protocols pertaining to Child Protection and Child Safeguarding, as well as the commitment to dedicated offices to provide high quality off-campus and on-campus opportunities for students, all highlight the school’s dedication to making ISB a place where staff and students feel challenged, safe, valued, included, and where they have a voice. The new strategic plan commitment to “building strong peer relationships in an inclusive community,” will be facilitated by the policies, procedures, and programs already documented and in place to support staff and student mental and physical well-being across all divisions.

Next steps for this domain involve the following:

E1-6 – Developing systems to better measure the impact of policies and programs. To find ways to evaluate how students, as a result of these programs, are positively affected in relation to well-being, as well as their own attitudes and beliefs.

E2 – Following large turnover in the last few years, ensuring that all staff are knowledgeable and confident in their understanding of the CP protocols – this is underway with all staff required to undertake some level of CP training.

E3 – Analyzing data drawn from all school activities programs, to ensure that programming we are offering is in line with the ISB mission and values, as well as the needs of the current student body.

E3 – Committing to continued development of external partnerships to support the mental and physical well-being of the community.

E6 – Continuing to strengthen the connection with ISB alumni to better serve graduates as they transition out of the school.

Domain Summary – Evaluator Response

The ISB recognizes and truly believes that student, staff, and community well-being is at the heart of ensuring the principles and practices for *learning at its best*. The school’s own SEL framework is gradually being embedded within both the pastoral and academic programs, as well as the after school activities and experiential learning programs. Staff committees, such as Wellco and ABAR, and student-led groups, such as the student wellness council and the net impact club, guarantee that well-being is at the forefront of all research-based initiatives, including the drive for sustainability and the re-organization of the libraries’ book collections to be more inclusive and representative of diversity.

Comprehensive measures for child protection and its education within the school’s curriculum, mean that ISB is demonstrating the industry benchmark for the safeguarding of all of its community. The SEL curriculum fosters an atmosphere of trust between all ISB teachers and their students, allowing students to feel comfortable in voicing concerns and equally feel confident of receiving support. Continuing partnerships with trusted providers expands the range of services available for promoting well-being that are being offered both on and off-site, to meet ISB students’ social, emotional, physical, and mental health needs.

ISB’s future aspirations should include the evaluation of opportunities for service learning, environmental stewardship, and community-related activities, through the lens of building compassion, agency, and leadership in students. A review of all the holistic educational opportunities, in light of the new guiding statements, will serve to build strong peer relationships in an inclusive school community, with overall benefits to students’ physical, mental, and socio-emotional well-being. Engaging alumni and parents into career paths and futures education, will serve to connect and strengthen the ISB community moving forward.

Domain F - Staffing

F1

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)

School Response

Meets

The International School of Beijing seeks to hire the highest caliber teachers and has a fully qualified staff that ensures high quality teaching and learning. A significant majority of faculty hold master's degrees or higher, all holding the appropriate teaching qualifications. All support staff are trained and provided with ongoing professional learning (PL) to support the implementation of the school's mission and vision.


Each year, with the approval of Board of Trustees (BoT), the administration builds a budget which factors in the student-to-faculty ratio, which can be adjusted based on needs of the student body and the priorities of the school. The school strives to maintain a consistent ratio over time, as well as stay in line with peer schools.

In order to ensure that the needs of the population requiring special services are met, each year the admissions department determines the number of new students needing learning support and/or English language support that can be enrolled based on staffing available. There is no specific student-to-teacher ratio for the school, rather it varies from department to department. If the need for another faculty member becomes apparent, the Director of Student Support Services petitions for additional positions to be hired.

All faculty participate in PL and/or training throughout the school year. Much PL happens in and is provided by the school. Each Wednesday the school releases students early, during which time teachers often receive targeted PL sessions. ISB also targets the professional development for staff for specific initiatives that align with our Learning at Its Best Framework. For example, over three years all faculty and instructional staff were trained in the professional development C6 biliteracy framework as part of the school's initiative to support English Language learners. There is also ongoing training around Social Emotional Learning (SEL) to support the mentoring programs and student well-being, provided by the Institute for Social and Emotional Learning (IFSEL), as well as in-house. In addition to this, staff are also able to use their professional development funds to apply for learning that links to their individual professional goals. Staff members can also request additional funding if needed. The IB Diploma office similarly provides funding for training to faculty new to teaching in the Diploma Programme, or to those who wish to build on their skills. The Council of International Schools (CIS) provides trainings for accreditation and other PL purposes, and the student activities office makes available resources for online PL for coaching and performing arts.

ISB has a high standard of staff recruitment in accordance with Chinese visa regulations (for non-host-country nationals) and the school's child protection policies and procedures (for all staff). Expatriate staff are assisted in the acquisition of work visas with a thorough checklist of required items and reimbursed for costs incurred during the process. Additionally, the school arranges for visa renewal yearly in accordance with local law. These practices align with the CIS code of ethics. ISB uses Schrole as a platform to vet faculty candidates, and as part of the onboarding process, criminal background checks are required for all countries in which new hires have been employed. New staff are required to undergo child protection training. In addition, each year all ISB employees have updated child protection classes and sign a code of conduct with the agreement to adhere to all safety rules.

As a result of the recommendation from the preparatory evaluation, ISB has created a Recruiting Workflow document in order to provide clarity and transparency about the school's employment policy. HR communicates timelines and procedures for renewal of employee contracts. To aid in



staff retention, feedback is sought from employees on the school's level of compensation, and a Salary & Benefits Committee helps review and propose updates to the employment package. The severe disruption caused by COVID-19 has necessitated some revision of these timelines in order to maximize the retention of current staff and to facilitate hiring the qualified and experienced staff we need to maintain high quality learning in line with our guiding statements.

The creation of Anti-Bias and Anti-Racism (ABAR) committee provided further awareness to all staff about inclusion, diversity, equity and anti-racism in sessions offered during PL days throughout the year. Hiring and retention processes are explicitly based upon staffs' qualifications and competencies and not on their nationalities.

Evaluator Response

Meets

The faculty and staff of International School of Beijing (China) (ISB) are employed in sufficient numbers and with appropriate experience in accordance with local regulations and the CIS Code of Ethics. The self-study report references several guiding documents that highlight a commitment to ensuring appropriate professional training and qualifications for staff. A range of stakeholders including the educational leadership team, elementary teachers, support staff, and human resources (HR) reported that staff have ongoing professional learning opportunities and generous allowances geared towards delivering the school's curriculum, well-being, and other school programs. Also sighted to support this were sample professional development (PD) reports for faculty. The benefits of this culture of professional learning were evident in a number of quality lessons observations in elementary, middle, and high school.

The school's staffing list (2021) indicates a well-resourced staff across all divisions of the school, with clearly defined roles and responsibilities including advanced qualifications. The educational leadership team confirmed the current student to teacher ratio at ISB is 7.9:1 which is around the EARCOS average in the region. The school's planning for staffing also includes benchmarking with peer schools, making sure the school's needs are met and that overstaffing does not occur. A potential area of focus for future recruitment is to seek out faculty and support staff qualified to support high-quality learning for an increasing number of students with learning support and language needs.

Policies on employment and retention are easily accessible to all staff on Dragon's Gate in both English and Chinese in the employment section. Meetings with the educational leadership team, faculty, and support staff, and review of the staff handbook indicate the school is focused on transparency and providing well defined policies on employment obligations and contractual rights. These policies are clearly set out for faculty, administrators, and all staff. The HR office routinely communicates with staff on contract renewal through regular emails and staff meetings. To aid staff retention, annual surveys are completed on the school's level of compensation and employment package. The salary and benefits committee reviews this for proposals on updates to the employment package in working with the educational leadership team. Staff retention is supported by the anti-bias and anti-racism (ABAR) committee to ensure that staffing is based on qualifications and competency and not nationality.

As a result of recommendations from the preparatory report, ISB has created a recruiting workflow document which clearly sets out procedures for recruitment, background and criminal record checks, and the interview process prior to employment at the school. Meetings with HR, faculty, and support staff, along with documentation sighted from the self-study, indicated that all staff are required to undergo criminal background checks and complete ongoing child protection training in accordance with the CIS Code of Ethics. This is outlined in the recruitment workflow document, staff handbook and reinforced in the ISB Code of Conduct signed by all staff.

Commendations

Domain F Standard 1 - The educational leadership team for ensuring the recruitment and selection process is aligned closely with the school mission and vision.

Recommendations

Domain F Standard 1 -The educational leadership team and director of human resources continue to communicate about the recruitment workflow document that includes the school's recruitment processes and screening procedures to provide transparency and clarity for current and new staff.

F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)

School Response

Exceeds

ISB places great emphasis on a safe environment for all community members. The recruitment committee and the Human Resources (HR) office conduct thorough reference and background checks on candidates before making a job offer. Applicants are required to provide at least three professional references, two of which must be a former or current supervisor, both of whom the recruitment committee must be able to contact either face to face or through a phone call. Applicants are also required to provide at least two personal references to verify the candidate's biographical information. All references' identities and contact details will be checked using professional directories/sources.

New hires are required to provide recent criminal record checks from their home country, current work location, and previous places where they lived and worked. This is also required for non-working spouses who will be coming with the new employee. Foreign new hires cannot be issued a Chinese visa unless their background check is completed. The employee would not be able to come to China or on campus unless the information is provided.

In addition, ISB conducts checks of all available sex offender registries as a pre-condition of employment. It includes this check in the review process of sex offender websites for every candidate's country of previous residence. The school also conducts internet searches on all prospective employees.

For existing employees, the HR office is responsible for regularly updating this record through scheduling a background check for all existing employees every three years.

Third party providers for co-curricular activities (both sport and non-sport ASAs) and service providers such as Sodexo, Safe Kids Transportation (SAKTRAN) and TMTC, must provide to ISB's Security office a no criminal record certificate (NCRC) from Beijing police station that was secured in the last 12 months. These third-party providers are also asked to review and sign the ISB code of conduct and provide a copy of their Chinese ID card and/or foreign passport before they are issued school IDs and allowed entrance to the school. The ISB Security Department oversees the submission of updated NCRCs from these providers every three years. Family drivers and ayis, are also required to submit NCRC along with their Chinese IDs/passports and sign the code of conduct when applying for a family ID. In general, family members are only asked for criminal background checks if they will be supervising, chaperoning, or otherwise volunteering with students. A potential area for growth is to require such checks for PTA volunteers, as they spend significant time on campus in the presence of students.

Evaluator Response

Exceeds

Documents referenced in the self-study report and conversations during the visit confirm that the office of security and HR have a range of processes in place to ensure that thorough, regular background and criminal records checks are completed on all new and current staff members. This is outlined in the ISB Employee Code of Conduct.

Extensive reference checks are undertaken with candidates including face to face checks by the recruitment committee. Employment can only be confirmed once these checks are undertaken under the school's employment policy and Chinese law. The comprehensive screening process also extends to checking all available sex-registries of candidate's previous country of residence as a pre-condition of employment. The vetting process also includes doing internet searches on prospective employees. HR is responsible for maintaining records in this area so that all employees are screened. The ISB security office oversees the submission of non-criminal record certificates (NCRCs) every three years to ensure all third-party providers and contractors are appropriately screened, examples of which were sighted in the self-study documentation. It was confirmed on the visit that school board trustee members are also subject to rigorous background and criminal record checks on a regular basis.

From the self-study report ISB recognized that an area for growth in safeguarding was that parent teacher association (PTA) volunteers involved in supervision of students do not currently complete criminal record checks. In conversations with the educational leadership team it was confirmed that conversations are beginning to occur in this area. PTA members are only subject to normal security procedures for visitors on campus at this time. Proposals mentioned for the future included offering short child protection training to PTA members who regularly work with children. Parents are not currently permitted to go on overnight trips, however for day trips this is allowed and requires completion of a short child protection training program.

Commendations

Domain F Standard 2 - The head of school and human resources for putting processes in place to require criminal records from all countries where a prospective employee has previously worked, including internet searches and checking sex offender registries for safeguarding purposes.

Recommendations

Domain F Standard 2 - Human resources and ISB security office require criminal background checks, for safeguarding purposes, of PTA volunteers who regularly work with students.

F3


The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)

School Response

Exceeds

As a learning community, ISB has a rigorous professional learning (PL) program that supports all staff in improving teaching, learning and student well-being in line with the school's guiding statements and new strategic plan. The school maintains a robust commitment to ongoing staff PL that is articulated in the administration and faculty professional learning procedures and guidelines. This commitment is also evident in numerous programs and embedded in the life of the school by providing instructional coaches and staff training.

All Staff PL Days on the school board-approved calendar are part of ISB staff's contracted full



working days. These PL days, which include up to six pre-service days and two or three PL days during the school year are dedicated to school-wide or divisional needs for instructional/curriculum improvement through collaboration and/or training. The Learning Leadership team identifies and sets professional learning priorities each year for the All-Staff PL Days.

Faculty, teaching assistants (TAs) and non-instructional support staff can seek out their own personalized professional learning based on their yearly goals using their yearly PL allowance. They are also able to request up to three days during the school year for offsite or online conferences and workshops aligned with their goals. The process in applying for PL activities for both faculty and support staff is clearly outlined in their respective PL procedures and guidelines, which are housed on Dragon's Gate.

To improve the culture of learning and development for all faculty and support staff, a wide variety of PL opportunities are offered all year round. Even with COVID-19 restrictions, the school's PL program was able to maintain well-resourced offerings with various consultants online. Similarly, a robust system of peer-to-peer learning opportunities is available, including Teammates Teaching Teammates (TTTs – formerly Teachers Teaching Teachers) sessions and Lunch & Learn series offered by the Office of Learning. TTT sessions focus on improving collective professional practice (specific teaching practice, deep inquiry into a curricular area or other aspect of professional life) acquired from PL trainings and workshops, community building (sharing personal passions through fun activities), and wellness sessions.

Evaluator Response

Exceeds

PD opportunities at ISB are intentionally planned for and designed to support all staff in developing competencies and skills in meeting the needs and priorities of the school. Expectations on PD are well defined and were reviewed in separate professional learning guidelines for administration, faculty and for support staff. These are housed on ISB's information portal Dragon's Gate.

Meetings with leaders, faculty and support staff on the visit confirmed ISB's strong commitment to a culture of PD for all employees. The office of learning and learning leadership team worked together to outline a clear plan for PD which is detailed in the PD calendar. This includes setting six fully paid pre-service and two PD days for all staff. The learning leadership team identifies and sets PD priorities each year for the whole staff PD days. These days are dedicated to school-wide or divisional needs for instructional/curriculum improvement through collaboration and training. There is a PD coordinator for support staff that has recently been appointed to ensure that they also get the comprehensive training needed to meet their needs. PD for all faculty is linked to the professional growth model in connection to setting goals in respect of curriculum delivery and improving student well-being and learning. Faculty, classroom support staff, and non-teaching support staff all receive a generous PD allowance and can seek out their own training connected with their appraisal goals. Conversations with faculty and support staff explained that a wide variety of PD opportunities are provided to all staff throughout the school year, samples of which are also evidenced in the staff PD list provided in the self-study report.

The school also prioritizes well-being for all staff with the Wellco initiative to ensure sufficient well-being activities and opportunities are provided to support their professional needs. The Wellco website and conversations with staff affirm that PD allowance can be used for this, as well-being is integral to the PD culture of the school. All staff interviewed across the three divisions on the visit spoke highly of the school wide PD sessions run every Wednesday afternoon and learning lunches for faculty as being highly supportive of their teaching practices. Also mentioned here was that the ABAR committee, diversity, equality, and inclusion leaders regularly contributed to leading workshops on reporting bias and concerns, building capacity in a diverse cultural community. Currently the school does not target specific global citizenship PD. It is a part of classroom teaching and PD funds can be approved for this purpose.

Commendations

Domain F Standard 3 - (Major) - The leadership, faculty, and support staff for their shared commitment towards maintaining a culture of professional learning and growth for all staff to benefit student learning, well-being, and global citizenship.

Recommendations

Domain F Standard 3 - The learning leadership team continue to provide opportunities for professional learning in global citizenship and intercultural learning.

F4

The performance evaluation system is defined and implemented for all faculty and other staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)

School Response

Meets


ISB has a clearly defined and implemented appraisal system/performance evaluation process for faculty and support staff. The purpose of evaluation at ISB is to validate the levels of performance, consistent with the school's guiding statements; support improvements in performance; and provide a basis for contract decisions.

For faculty, there is a detailed appraisal and performance management system that is based on the Professional Growth Model. This model describes the domains that contribute to one's professional growth: students, peers, and learning leaders' domains. The professional growth cycle includes self-reflection, anonymous TRIPOD 7C student surveys, and supervisor observations & feedback to identify respective strengths and areas for improvement; goal development done with the support of supervisors; periodical self-check-ins, to check on progress and identify areas still to be reached; and final reflection to assess success of the year's plan and to inform future years' plans, which is completed with supervisors.

This model was in the process of being implemented when COVID-19 began, and as a result the school has not yet been able to fully implement it. Similarly, travel restrictions brought about by COVID-19 contributed to some faculty not being able to return to China, and in the decision of others to leave. These strict protocols attributed to rapid turnovers among faculty and administrative positions, which meant a shorter time frame for the leadership team to conduct the performance evaluation process. A side effect of this was some new faculty not fully understanding the process. Additionally, the school neglected to follow the prescribed evaluation process for struggling teachers, which was a cause for concern for some faculty members. However, these were isolated cases, and the vast majority of the faculty renewed their contracts with the school. Regardless, the Head of School (HOS) and the educational leadership team are now in the process of reviewing and further defining the evaluation system in order to have better and clearer structures for the leadership and faculty to use for growth and support. For example, late hires will now only be offered a one-year initial contract (as opposed to the standard two-year contract), and their contract renewal timeline will be slightly extended to allow leaders time to observe and support them, if necessary. Similarly, a new observation rubric and protocol developed around the TRIPOD 7Cs is in the process of being implemented to allow for more precise support around teacher development, support, and evaluation.

Support staff have an annual professional growth process based on performance expectations. The process begins with goal setting on an identified area of development or articulated team or department goals. Goal(s) set will guide approval of professional learning requests. Supervisors take an active role in supporting staff through this reflective process by providing them with opportunities to seek feedback and work with Human Resources within the agreed process timeline.

All support staff are required to write one professional goal. Professional goals should align with



professional learning to ensure that there is organizational learning supported with opportunities for embedded learning organized by HR and/or Office of Learning. Team goal is an option if supported by department/division supervisor. A career goal is also an optional goal to support the use of PL funds for specialization or higher education. The use of PL funds for development outside the scope of the current role will only be approved when supporting an identified goal. The New Employee Probationary Period Evaluation and the Performance Improvement Plan (PIP) are two of the tools available to supervisors and staff to document and guide dialogue on significant performance concerns impacting continuation of work or contract renewal.

Evaluator Response

Meets

ISB has well-defined performance evaluation protocols in place which align with the school's mission, support professional growth, and determine contract renewal decisions. Conversations with leadership, faculty, and support staff revealed that most understand the current performance evaluation and feedback process. Staff were also able to provide examples of how performance evaluation links to school priorities and their own professional learning targets. The processes related to performance evaluation for all staff are clearly outlined in the very comprehensive staff handbook.

ISB is committed to ongoing review and development of the performance evaluation system in place. Due to disruptions cause by COVID-19, the head of school and educational leadership team are currently in the process of refining and implementing updates to the professional growth plan for faculty which is clearly linked to the provision of high-quality learning. This process involves self-reflection, seeking feedback from students and peers, observations from leaders, and working towards professional development goals. Surveys and connection between goal setting are also built into the performance evaluation process as referenced in examples from the self-study, such as the Leadership 360 survey, and faculty and Tripod survey results. This is outlined and evidenced in a range of goal setting forms provided in the self-study documentation.

Commendations

None at this time.

Recommendations

Domain F Standard 4 (Major) - The educational leadership team continue to provide opportunities for new and existing faculty members to understand the newly implemented professional growth model and expectations in connection with the performance evaluation process.

F5

Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

School Response

Exceeds

The International School of Beijing ensures a professional and trusting working environment through its Norms of Collaboration, which are posted in all regular meeting spaces. Leaders and teacher leaders are trained to explicitly refer to these norms at the beginning of each meeting, as well as how to redirect staff who are struggling to follow the norms. According to the CIS 2021-2022 Faculty Report, 89% of faculty agree or strongly agree that the "School has a professional and trusting working environment."

ISB has a Staff Association Committee (SAC), which is a group of 12 faculty and support staff representing each school division. They liaise with faculty, staff, and school administration to address items of concern. They meet with the head of school monthly, and subcommittees of SAC meet with the Chief Financial Officer (CFO) and Director of Human Resources (HR) to participate in

discussion about salary and benefits.

Clear guidelines and expectations for all employees are set through job descriptions for all positions, as well as through the Staff Handbook. The last update of the Handbook was completed in Fall 2022. The Handbook documents an official process for grievances. However, as the SAC is where staff first bring issues to be addressed promptly and effectively, the grievance process has not been needed in the entire time the current HR director has been at the school. The Handbook also includes greater information on salary and benefits, school procedures and expectations for faculty and staff, including but not limited to whistleblowing procedures, employee grievances, suspension, and termination procedures.

All employees are required to sign the ISB Code of Conduct, agreeing to follow standards and expectations of the school's Child Protection Policy. As part of the Code of Conduct agreement, all employees must complete Child Protection training, which is delivered yearly. Substitutes, interns and volunteers are required to sign an ISB Confidentiality, Professional Conduct and Ethics agreement and will complete at least a paper-based version of the Child Protection awareness training. Additionally, all contractors working on campus must sign two separate codes of conduct, one detailing keeping a safe workplace, and the other keeping conduct appropriate and safe for students and employees. Similarly, ISB provides guidelines of expectations for child safeguarding in English and Chinese for all field trip providers. The school contacts an outside firm to provide an anonymous whistleblower service in the case of witnessing misconduct. Similarly, the school's Anti-bias Anti-racism (ABAR) committee has developed and implemented a system that allows community members to report witnessed or experienced acts of discrimination.

The International School of Beijing works to provide a trusting, safe space for employees and students from all different backgrounds and cultures. Last year, ISB created the ABAR committee to address issues of racism and bias at ISB, as well as hired a Diversity, Equity & Inclusion (DEI) leader to collaborate with ABAR and strengthen the goals of this work. The ABAR committee has a structure, members, and an action plan which has been implemented with clear goals, initiatives, and direction. This work is new and ongoing, and the ABAR committee members are working in four key areas to build policies, procedures, and systems & structures. Furthermore, while the Staff Handbook's anti-discrimination policies currently focus mostly on issues of sexual harassment, future updates will include more explicit language regarding the expectations surrounding how adults of different cultures and languages work together.

Another area identified for potential growth related to this standard is in consistent and transparent application of performance evaluation. Through interviews for Domain F, Standard 4, it became evident that the established protocol for monitoring, supporting, and dismissing struggling employees was not followed in at least one case. Aside from the concerns this raises for F4, the domain committee member conducting the interviews expressed concern about the fact that the dismissed faculty was a person of color. The school is now paying close attention to the role of bias and discrimination in the evaluation and dismissal processes. As the school updates the policies in its staff handbook, it should clearly outline the processes and safeguards that can ensure against discrimination in these and other contexts.

Evaluator Response

Exceeds

The school environment at ISB is highly positive, built on trusting relationships and underpinned by the *norms of collaboration* which articulate approaches to take when communicating in a positive manner with others. It was confirmed that these norms are regularly referenced in meetings and ingrained in the culture of the school. Meetings with faculty and support staff all indicated that ISB is an enjoyable, supportive, and rewarding place to work. The head of school noted that trust in leadership is built on making competent decisions and seeking staff input in decisions, along with the strong communication structures in place at ISB regarding the what and why for these decisions.

The staff handbook, which is accessible to all staff on Dragons Gate clearly sets out professional expectations for all staff in the employment section. This document contains comprehensive guidelines and expectations for all staff (including but not limited to):

- conduct at the school including child protection & safeguarding
- assignments and transfers
- probationary period
- retirement age
- salaries and benefits
- job descriptions
- leave entitlements.

Grievance procedures to deal with staff complaints about termination and termination procedures are clearly set out. The staff handbook also provides detailed information on salaries and benefits, school procedures, and other day to day expectations of staff at the school.

Staff expectations are clearly outlined in the ISB Code of Conduct along with the staff handbook. Samples of job descriptions were submitted in the self-study, and staff confirmed in Domain F meetings that they are clear on expectations connected with their roles. They noted that they know who to contact where clarification is needed in respect of contractual terms and expectations, and that HR contacts them each year to address any questions or concerns in respect of contract renewal.

Commendations

Domain F Standard 5 - The educational leadership team and the anti bias and anti-racism committee for their ongoing work in actively promoting inclusion, diversity, equity, and anti-racism practices to ensure professional and trusting working relationships in the school.

Recommendations

None at this time.

F6


All faculty and other staff are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

School Response

Exceeds

All ISB employees, be they expat, Host Country National faculty or expat, Host Country National support staff, have a written contract detailing the terms of agreement, which is in accordance with the CIS Code of Ethics, as they comply with local law. The school's employee web portal Dragon's Gate, as well as the employee handbook, houses information for understanding salaries and other important information related to employment, such as a faculty salary schedule and details about health insurance, wellness, and other benefits. There are also take-home salary calculators, which allow all staff to estimate their pay after taxes. Salaries in each position are the same for local and expatriate hires.

Each year, the school holds a salary and benefits Q&A session to provide updates on potential changes or items of interest. The Staff Association Committee (SAC) also has faculty and staff salary and benefits committees which collaborate with Human Resources (HR) and the Business Office to determine updates to the salary and benefits scale and packages each year. The committee and leaders follow a process which takes employee feedback into account and ensures it is viable for both schools and staff, while attempting to stay on par with peer schools and private sector employers.



During the onboarding and orientation process, new employees are introduced to key contacts from Human Resources and the Business Office should they need further assistance in understanding the terms of employment. Currently there is no published salary schedule for support staff, with each individual's salary being determined independently based on market data. An area for improvement could potentially be creating a standard scale, such as exists for faculty, and publishing it for full transparency and ease of understandability.

The school has been proactive in supporting new hires and their families in their transition to China and/or ISB during the pandemic, especially by helping navigate quarantines and other difficulties of the current situation.

Evaluator Response

Exceeds

ISB employs a significant number of expatriate and local employees to deliver its teaching and learning programs and respond to school priorities and operations. Samples of employee contracts and salary scales reviewed show that all employees at the school are on written contracts of employment with clearly defined terms and accompanying job descriptions. Faculty and support staff indicated that salaries in each position for foreign and local hires are the same. Employee contract samples reviewed clearly set out terms and conditions under the period of contract including designation, salary, benefits, working hours, and job-role expectations. The staff handbook sighted on the visit also contains up to date comprehensive information on these matters.

Conversations with the educational leadership team also confirmed that staff salaries are benchmarked against other leading international schools to support recruitment and retention of staff. Review of the salary scale provided in the self-study indicates salaries being consistent with other leading international schools in China.

During the visit, a range of employees confirmed that HR is accessible and efficient in responding to contractual questions or misunderstandings from staff. HR are also proactive about contacting staff to answer questions or clarify concerns at contract renewal time. Staff were confident about how to access information on salaries and benefits, referring to the school's employee web portal Dragon's Gate, and the staff handbook. Support staff were also well aware of who to approach in HR on their salary questions or concerns. The staff handbook outlines comprehensive information for understanding salaries and other important information related to employment, such as a faculty salary schedule and details about health insurance, wellness, and other benefits. ISB also maintain transparency regarding after pay tax with take-home salary calculators, which allow all staff to estimate their pay after taxes.

Commendations

Domain F Standard 6 - Human resources and the educational leadership team for maintaining clear structures and lines of communication in ensuring that all staff understand their terms of employment in an open and transparent manner.

Recommendations

None at this time.

Domain Summary – School Response

The International School of Beijing (ISB) has many strengths within the area of Domain F: Staffing. According to the self-study, the school achieved at least a rating of "met" on all six standards of the domain. When during the preparatory evaluation Standard F1 was rated "unmet", the school took action and remedied the issue, which was lack of clearly documented recruiting practices. This points to another strength of ISB: not only does the school have well documented processes and procedures, but leadership also takes action to remedy issues when they are brought to light.

Another strength of the school is making information regarding staffing open, transparent, and accessible to employees, most often via Dragon's Gate, the employee web portal, as well as many sessions and other opportunities for staff to receive information and have questions or concerns addressed. The school regularly examines its own practices and procedures, updates policies when necessary, and communicates them to employees. Finally, the school takes great effort to ensure that its staffing practices keep the community safe.

Next steps for this domain involve the following:

F1 – the continued use of Recruiting Workflow document in order to provide clarity and transparency about the school's employment policy and to further enhance and strengthen the Anti-Bias and Anti-Racism (ABAR) committee to continue providing awareness to all staff about inclusion, diversity, equity and anti-racism in sessions offered during PL days throughout the year. Hiring and retention processes are explicitly based upon staffs' qualifications and competencies and not on their nationalities.

F2 – In addition to requiring prospective employees to submit recent criminal record checks from their home country, current work location and previous places where they lived and worked, ISB's recruitment process now involves checking all available sex offender registries for every candidate's country of previous residence.

F3 – This year, a dedicated Professional Learning Guidelines for Support Staff was introduced to provide clarity in supporting TAs and other staff in their professional growth. Teachers Teaching Teachers (TTTs) during PL days was changed to Teammates Teaching Teammates to provide equal opportunities to TAs and other support staff in offering and/or signing up for PL activities alongside administrators and faculty.

Domain Summary – Evaluator Response

ISB aligns well with the standards of Domain F. The school has a comprehensive approach to recruitment and retention that is driven by the board, school leadership, and HR that is effectively put into practice at ISB. Staff are highly qualified, experienced, and employed in sufficient numbers. There are robust policies and procedures in place to ensure that all staff and board members are screened for safeguarding purposes. In recent times the school has been responsive and highly supportive in maintaining qualified faculty during a period of disruption due to COVID-19, and at times declining student numbers. Results from the CIS survey on faculty indicate that the majority of staff agree or strongly agree that ISB staffing practices were well aligned with all of the standards from Domain F.

There is a strong culture of professional Learning running through all sections of the school, with wide-spread opportunities available for both teachers and support staff to receive appropriate training relevant to their positions and responsibilities. Practices in this area are clearly outlined in the professional learning guidelines for both faculty and support staff. The professional growth model which is still in the process of being implemented aligns personal, team, and school wide goals, allowing staff to monitor and reflect on their growth in meaningful ways.

Staff clearly enjoy working at the school and a culture of trust and collaboration exists between leadership, faculty, and support staff of ISB that is clearly valued by leadership. There is a genuine sense of community running through the school. Transparency of conditions and accessibility of information for employees are of paramount importance, all of which are well managed at ISB. The work environment and proactive leadership teams make it evident that the school places high value in taking steps to keep staff updated on employee related matters, and on following up with questions and concerns as they arise.

As the school continues to implement the new professional growth model, regularly reviewing its effectiveness and adjusting the model based on feedback will help to ensure it remains relevant and appropriate for all staff. This attention also applies to staffing allocations and hiring practices, which need to be carefully monitored as the school moves forward from a period of disruption, in managing the possible transitions of new teachers and leaders into key roles. Continuing to review professional learning needs, and actively planning for educational experiences that align with the strategic plan and mission at ISB, will serve the school well in maintaining its reputation for providing high-quality teaching and learning in Beijing.

Domain G - Premises, facilities, technology systems and auxiliary services

G1

The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)

School Response

Exceeds

The International School of Beijing (ISB) is blessed with a large campus that has been purposely designed and equipped to meet the curricular and co-curricular needs of our students and community, allowing us to live by the guiding statements in our Mission and Vision. The continued improvement of ISB facilities is managed through a facility master planning process that identifies the facility needs and areas for improvement and enhancement on a regular basis. This master planning process is inclusive of students, parents, teachers, and school leaders. The process has guided the school's plans to successfully complete these projects in an efficient and strategic manner over the years.

All stakeholder groups at ISB report a strong sense of satisfaction with the current facilities and facility planning at the school. In addition to CIS survey data, ISB community members led further consultations of their peers. According to CIS survey data, 91 percent of Board members either agreed or strongly agreed that "There are effective plans for refurbishment and development of premises and facilities included in strategic plans" and 97.9 percent of faculty either agreed or strongly agreed that "School premises and equipment reflect the school's guiding statements and support the learning programmes."

The facility master planning process results in significant regular improvements being made to campus. The Elementary School Arts Center and Theater, Middle School (MS)/High School (HS) Performing Arts Center, Early Years Learning Community, and MS/HS Design Center opened for the start of the 2020-2021 academic year were driven by the previous facility master plan. They met community demand for more advanced arts, performing arts, and design facilities and supported ISB's development of a social-emotional learning curriculum.


Most recently, the Elementary School playground was refreshed with new equipment. With the introduction of a new Strategic Plan for the school in 2022-2023, it is expected that the Facility Master Plan will be reviewed and updated, as it has been in the past, to include the additional needs of this new plan. Although the new Strategic Plan is not expected to drive the need for a substantial facility overhaul, ISB remains committed to providing the school facilities needed to facilitate the very best educational experiences for our students and community. As a result, a review and refresh of the ISB Facility Master Plan will commence in support of the strategic action planning linked to the new Strategic Plan.

Evaluator Response

Exceeds

International School of Beijing (China) (ISB) has an impressive campus, where upgrades, expansions and facilities are carefully planned and managed to align with the school's guiding statements. Throughout the site, it is easy to visualize *challenging and joyful learning*, *resources to empower students in purpose and compassion*, and *strong, lifelong peer relationships*, representing ISB's current strategic pillars, that can be cultivated through the world-class facilities and spaces available to the students. The satisfaction rate with the facilities for supporting learning is very high for all respondents to the CIS Community Survey (students 97.11%; faculty 99.01%; and parents 98.15%).

The current facilities strategic plan was finalized last year, and the overall facility master plan (FMP) was last developed in 2016-17. Ongoing proposals from the 2014 version of the FMP were



expanded into a list of ten areas of work. The process was inclusive, where teachers, students, parents, and ISB board members were invited to offer feedback on needs within those areas, which was incorporated within the design process by the renowned inclusive architectural process firm. Locations that were given top priority included adding flexible spaces in the middle school and high school, expansion of the performing arts facilities, the addition of an elementary school theatre, and the remodeling of the early years center (EYC). The renovation of these spaces has been carried out in a way that enhances the existing spaces, whilst connecting them to the pedagogical goals for their functions.

During a school tour, the ideas behind the choice in architectural styles were shared as enhancing student well-being through flexible spaces that offer natural light and links with nature, as well as culturally connecting students to Chinese traditional heritage. Features, such as the seating areas in the elementary school library modeled as the rice fields of Southern China, the Great Wall climbing tower and slides in the elementary school playground, and the glass-roofed open indoor play area in the EYC, all illustrate these unique design elements. The glass-roofed open hub in the EYC with sand-pits and play-water features, and the many attics, provide joyful play-based learning experiences for ISB's youngest learners.

The technology master plan was developed through a similarly inclusive process by consulting students, faculty, and parents on their needs. For instance, the single-login system for parents to be able to access all school systems through the school's learner management system Dragon Exchange, as well as other programs such as See-Saw, School Buddy, PowerSchool, and ManageBac, is planned to be rolled out soon, in order to simplify and improve parent traction on their usage of the school's systems.

Commendations

Domain G Standard 1 - The board of trustees and the school leadership team for their inclusive practices in the planning and development of premises and facilities to support all ISB students' learning and well-being needs.

Recommendations

None at this time.

G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

School Response

Exceeds

Knowing that the quality and security of our campus is of the utmost importance in supporting learning, ISB has established systems and experienced school leaders that ensure the school environment is healthy and safe for our students and community. Filling in the CIS survey, 99.2 percent of parents and 94.7 percent of students either agreed or strongly agreed that "School premises are both clean and well maintained."

School committees actively work to identify general safety risks, and others support the assessment and further development of the ISB Child Protection program. ISB's Safety and Security Director leads the emergency preparedness planning and practice drills throughout the year which are designed to ensure awareness and understanding of the school's safety protocols among students, staff, and the wider ISB community. The school's efforts and the work of these leaders and groups is visible and effective as indicated by stakeholder responses in the CIS survey data and our own further surveying of the community.

ISB is supported in our school's health and safety, emergency, and risk mitigation planning by a variety of consultants who aid and advise in these areas. Control Risks is a multinational risk



management firm with a strong presence in China. It supports ISB in the stewardship of the school's risk management protocols and assesses many of the school's risk mitigation efforts. ISB's legal counsel, JunHe, and insurance agency, Pacific Prime, are both China-based firms that assist and advise the school leaders in the prevention and response to various challenges. The services of these three firms has included a thorough review of ISB's policies and practices to ensure the effectiveness and strategic direction of our work.

ISB facilities, security, and government affairs departments work closely with local government agencies to ensure that the health and safety requirements are met or exceeded. ISB participates in regular government inspections of fire suppression systems, CCTV, food services, nursing offices, chemical storage, the swimming pool, and other campus services and facilities.

In recent years, the school has developed extensive COVID-19 mitigation plans which help to keep all people on campus safe and healthy. This preparedness plan has been developed in collaboration with local government health departments, and the school collects and reports daily health information on everyone on campus. This health monitoring and our expanded health services on campus have successfully limited the direct impact of COVID-19 on the campus and provided assurance to our community members that the school is addressing these risks and concerns with a professional approach.

Evaluator Response


Exceeds

ISB maintains the highest standards for the maintenance, cleanliness, health, safety, and security of all areas on campus to ensure the well-being of all students. A highly experienced operational leadership team and quality contracted partners, manage a seamless daily operation overall. This is systematically audited both internally and externally for quality control, including by local government regulatory bodies.

Sodexo, the school's contracted partner that is currently certified by the UK's British Standards International (BSI) until 2024, oversees the full physical premises at ISB, including the canteens, sports facilities, laboratories, workshops, and external warehouses. Sodexo and their contracted employees ensure that food safety and deep cleaning are at the forefront of their daily services for example food areas are inspected once a week. Sodexo provide on site monthly reports to the operational leadership team. Stakeholders who responded to the CIS Community Survey almost fully agreed that ISB is a clean and hygienic environment, where premises are well maintained (students 99.38%; faculty 98.23%; parents 99.38%; and support staff 100.00%).

There are many measures in place to guarantee campus safety for all at ISB. The full fencing around the perimeter and the four guarded entrances, mean that visitors to the school need to have a prior appointment and must wait to be escorted in by the invitee. ID cards have to be scanned to get through the barriers and there are over 380 security cameras across the campus, including at all the entrances. ID card room access is managed centrally. High-quality indoor air is achieved by having pressurized air throughout the facility, to ensure indoor air only flows outwards, allowing the HEPA filtration system to maintain real-time published air quality index typically at below 10 AQI. Lighting and acoustical standards are monitored, as well as speed of service for dining and cleaning. The school maintains records of child protection, first aid, and code of conduct training for both employed and contracted staff.

In the Science laboratories, there is a master gas cut-off switch, and each station has individual cut-offs for gas and electricity. There is an eye wash station in every laboratory and ample fume cupboards. The concentrated chemical storage room has restricted card access with an additional layer of protection in place through requiring one complex three dimensional key. Security procedures are displayed in the room where there is also a hood providing ventilation for the preparation of flammable or toxic vapor chemicals. Concentrated chemicals are in separate storage containers based on type, flammability, and possible release of vapor. Extra ventilation is provided for storage of chemicals which may release toxic vapor with additional ventilation fitted to the storage vault.



ISB houses all published documents relating to health and safety policies and procedures on Dragon Exchange. During the Domain G meeting, conversations revealed that around 90% of the school's processes and policies are shared with the parent community. Since the pandemic, ISB is focusing on reacquainting parents and community members to the school's key safety procedures.

To inform everyone during emergencies, there are emergency flip charts found adjacent to the door in every classroom and work space, as well as evacuation maps affixed to the back of each door, with around 400 sets installed across the whole campus. Drill schedules are planned in advance, where announced drills for fire evacuation, lockdown, and earthquake are practiced once during the first half of the school year and then repeated as unannounced drills in the second half of the year. An inclusive evacuation process is enabled by the alarm system design, which repeats the message in English and Chinese, and also allows it to be read across the screen on the special clocks located across the campus. Measures have been put in place to assist the emergency evacuation of those in a wheelchair. The mustering point for the whole school is the back field, where lines are sign-posted, and classes are accounted for by the homeroom teachers. Feedback is collected after each practice by the safety and security director to suggest improvements.

In the event of school closure, as was necessary during the COVID-19 pandemic, students in the elementary school are supplied with individual iPads to continue their learning at home, whilst middle and high school students have their school laptops to access classes and learning resources. During discussions, elementary school parents also shared that the librarians collated requests for books from elementary school families, to then arrange for labelled bundles to be collected at the security office of the main school gate.

Net impact, ISB's student-led sustainability focused-group, are engaged in offering solutions to the school's leadership to reduce the environmental impact of the daily operations on campus. Past initiatives that have been implemented include the redesign of the recycle bins, the plastic recycling center, the roof-top garden for growing produce, and the electrification of the school's buses (currently at 50% but proposed to increase to 70% next year).

ISB continues to protect the health, safety, and security of all premises and systems by employing extensive and routine measures for assessing and responding to needs. Such practices were heightened in necessity during the pandemic and their importance continues to be a focus for the school's operation teams, in safeguarding the entire school community.

Commendations

Domain G Standard 2 - The school leadership team for determining and providing the implicit and explicit health, safety, and security systems, which strive towards inclusively catering for the needs of its diverse student body.

Recommendations

None at this time.

G3


The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)

School Response

Meets

ISB has dedicated departments and experienced leaders who drive the school's efforts to provide strong technology systems and meet the specific technology needs of our teaching and learning programs. ISB's Technology Director leads his team to provide the equipment and infrastructure needed to support all members of the community to work, access information, teach, and learn efficiently. Safe use of all technology systems by students and community members is ensured by the school's use of Palo Alto internet filtering and robust data protection protocols.

ISB is a 1:1 school, providing each Elementary School student with their personal iPad and each Middle School and High School student with a MacBook Air. These personal devices are age-



appropriate and help to support teachers in addressing the personalized and differentiated learning styles of our students. ISB's Educational Technology Coordinator and ISB's technology integration specialists work in direct support of the students, teachers, and curricular leaders in ISB's classrooms and remote learning programs.

ISB's remote learning systems have become a key element of our services over the last few years due to COVID-19 and resulting restrictions on campus opening. The ISB community has faced long periods of online learning when we have been prevented from being together on campus. We are prepared for the likelihood of more periods of online learning. As such, the remote learning systems continue to be refined and enhanced to best support teachers and students when online learning is required. School leaders, teachers, and students all reported a high level of satisfaction in the support and equipment provided by these two technology departments.

ISB's ICT department facilitates inclusive budgeting practices each year that include the feedback and requests from department leaders, teachers, and support staff to assist in building the budget for the following year. Educational programming and technical needs for the future are included in the budget planning to ensure that student needs are met. The ICT department completes regular updates to systems, network testing, and data protection audits to proactively test and document these structures.

According to CIS survey data, more than 90 percent of Board members either agreed or strongly agreed that "I have confidence that the school has policy and procedures to effectively protect data within its technology systems." Faculty overwhelmingly agreed that "The school's technology systems enable effective teaching and learning to take place and I have confidence that the school's IT systems can effectively protect data."

Despite this high level of community satisfaction, continued work to enhance and improve online learning platforms and options for our educators and students must continue in the next few years. ISB's community surveys for reaccreditation found a demand for more streamlined access to technical systems for families off campus. This is a key project for the relevant departments.


ISB understands and values a strong partnership with parents and plans to further address the needs of parents to access school and student information quickly and seamlessly in a coordinated platform. We expect this "single sign-on" system to be launched soon. ISB will also keep looking for ways to communicate and raise awareness of ICT services through means such as the school's EdTech blog.

Evaluator Response

Exceeds

ISB has an extensively resourced and highly secure IT infrastructure that includes a technology department of thirteen employees, who work with each division's technology integration specialists, to meet the varied needs of the school's learning programs and pedagogical approaches. The ISB information security policy produced in partnership with control risks, the server install, configuration and security policy, and the data breach response policy, ensure rigorous operations for the security and back-up of all data. ISB has a technology master plan, which is cyclically developed every three years in consultation with key stakeholder groups.

ISB ensures the safety of all digital information on campus through employing a number of practices. Paolo alto filtering and anti-virus software ensure the safety of all web traffic. Twice a year, the school employs a third party to try to penetrate the IT systems to test vulnerability. Furthermore, there are scheduled patch management systems, cyber awareness, and training programs, as well as practice phishing campaigns to raise awareness amongst employees and students. ISB has multi-factor authentication of all employee devices and requests password changes by all users every 180 days. Thus, layered systems at ISB and by the Chinese government ensure that chances of security breaches are slim. ISB ensures the safety of all digital information on campus, by keeping 12 months of data stored on its data backup systems.



As a direct result of the lockdowns during the COVID-19 pandemic, the school was able to test its technology for remote learning. This has resulted in some of the practices continuing in the school. Parent evenings for digital citizenship and the Media Mentor Month ensure that the wider school community is educated on digital security.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain G Standard 3 (Major) - The technology team, supported by the school leadership team, for continually optimizing the robust systems in place to ensure rigorous security and back-up is maintained for the well-being of all users.

Recommendations

None at this time.

G4

The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.

School Response

Meets

ISB's safety and security programs are mature and continue to evolve. ISB understands that a safe, comfortable learning environment is the foundation of a successful school and critical to student achievement. ISB security personnel are visible and helpful. ISB security leads or assists with campus access, facility inspections, active support of pedestrian traffic during drop-off and pick-up times, supervision of students on the playground and in the cafeteria, and a 24-hour presence on campus.

Child protection training is provided to all security personnel and all other contracted staff who regularly work on campus. Expectations are made clear, and training is provided every semester to refresh understanding and participate in different child protection scenario activities. The ISB Safety and Security Director and his staff provide ISB child protection training to these third-party employees. ISB believes that it is critical that our own safety leader provides the initial child protection training to all new contracted staff and ISB's refresher child protection training to all contracted staff each year. This program helps to ensure that these adults all understand the key elements of ISB's child protection program.

Campus security efforts have taken on a whole new level of sophistication and action as the critical review of everyone entering campus during the COVID-19 period has intensified. Data is collected and recorded on each person's health, travel, and vaccination history, and security personnel lead systems to confirm the body temperature of all who enter the campus. ISB's safety and security department facilitates the necessary government inspections and performs weekly or monthly internal inspections of student transportation, food service, and chemical storage/lab safety.

Our partnerships with auxiliary service providers also help broaden learning opportunities for students. Elementary students have interviewed auxiliary staff for social studies and science units, for example. In a mutually beneficial arrangement, members of the High School TESOL club (Teachers of English to Speakers of Other Languages) practice their skills teaching English to auxiliary staff. And another High School club focused on sustainability has worked with our contracted food service provider, Sodexo, to trial meat-free options on the menu.

Although stakeholders all reported very high satisfaction with the quality of the school's health and safety systems in CIS survey data (97.4 percent of parents either agreed or strongly agreed that "The school provides a secure environment for all members of the school community," for example), there are always possible improvements to these services. Options for ISB's bus provider to provide parents with information about school bus routes via "live GPS" will be

investigated. Another area of potential improvement is the assignment of bilingual contracted staff to key positions and assignments that may benefit the communication and support provided to the English speaking members of our community.

Likewise, ISB will continue working to ensure the food provided on campus by Sodexo is healthy and satisfying. Comprised of parents, school administrators, and managers from our food service partner, the ISB Food Committee meets regularly to support improvement in the campus cafeterias and consider student feedback on the food service. Responding to ISB's community surveys for accreditation, students highlighted how important it is that they are given such opportunities to provide feedback on auxiliary services.

Note that there are three categories of evidence listed:
Bus Operations (7)
FM Service (Hard service, Soft service and Other - 15)
Food Service (7)

Evaluator Response

Meets

At ISB, all auxiliary services are audited on a systematic and regular basis to ensure the adherence to standards of health and safety, and efficiency, for safeguarding students' well-being. All auxiliary staff receive child protection training in Chinese to ensure that they fully understand the practices in place and this is repeated annually.

Parents and students are invited in at times to discuss important decisions and to offer their opinions in regard to the physical premises and auxiliary services. The quality of the food served at school was rated as having the lowest agreement in the CIS Community Survey by responding students (65.17%) and parents (53.56%). Steps have been taken to improve the quality of the food services by Sodexo. Feedback is collected from students and parents, both through surveys and a cyclical monthly meeting. Diners at either canteen can offer their opinion on the dishes served on a daily basis.

During the Domain G meeting, feedback on buses was reported to be solicited from parents if there is a problem. In such a case, parents are encouraged to come up with recommendations. During the visit, it was observed that contracted additional bus staff for a school trip had not been versed on ISB's health and safety protocols for ensuring students' safe passage around parked buses. The risks were immediately recognized and acted upon by the school's leadership team.

During the COVID-19 pandemic, having stringent campus safety measures were paramount in guaranteeing the daily operation of the school. As the school has resumed onsite, the smooth operations of all auxiliary teams continue as central to the working practices at ISB for keeping all students safe and secure on campus.

Commendations

None at this time.

Recommendations


Domain G Standard 4 -The school's operational leadership team develops processes to ensure all contracted auxiliary staff, including temporary staff, receive the necessary prior training to ensure the safety of all students.

G5

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

School Response

Exceeds



ISB is an industry leader in sustainability in schools. Over the past five years, the school has formed a committee, developed a detailed sustainability plan, invested in various sustainability initiatives, and reported annually on progress in the sustainability plan and what the next steps are. Students, employees, parents, and school leaders are all actively engaged in the school's continued sustainability efforts, and committees actively manage the school's plans to ensure progress and fidelity. ISB has presented the school's sustainability plan and program at regional school conferences, and has advised other schools as they work to design and implement a similar program.

The future of ISB's sustainability program is clear. The plan has identified and detailed the initiatives and timelines for completion. ISB employs a Sustainability Manager who is empowered and supported to design action plans with various stakeholders to make progress toward the completion of each of these initiatives.

Students are heavily involved, empowering them as global citizens. The school's recycling system, for example, was based on audits and designs by students from Elementary School to High School. ISB's move to electric buses was also sparked by a student audit of the fleet. A significant recent addition to campus has been a rooftop garden. Aligned with the Sustainability Action Plan, the garden provides ISB students with the opportunity to plant and care for seasonal vegetables, enjoy time outdoors, and build community.

Key areas for further development of the school's sustainability efforts are curricular development and integration as well as the visibility and promotion of how successful the school has been in its sustainability program. ISB's community surveys for accreditation suggested a lack of awareness in some sections of the community about everything the school is doing in sustainability. Feedback comments within this consultation otherwise included, "ISB has done a great job of improving its sustainability initiatives. We do not just make one or two changes and call it good, we continually look for ways to improve our carbon footprint from the food we eat to the buses that get us to and from school each day."

Evaluator Response

Exceeds

ISB has created a roadmap for developing and adopting sustainable practices through empowering students and staff to have a voice for change. The project initially began through dialogue with an ISB parent who provides professional consultancy to firms on adopting sustainable practices. The Net Impact student club works with the sustainability manager to advocate for improvements in sustainability practices. Annual feedback reports with updated targets are acknowledged by the school's leadership team, board of trustees, and the wider school community.

Members of the faculty who responded in the CIS Community Survey voiced the lowest agreement with their consideration of the environmental impact when using resources (81.19%), likely due to an enhanced level of awareness of the benefits for green action. Curriculum integration of environmental stewardship through projects such as the grade 5 students engaging in developing campaigns that advocate for ways to reduce environmental impact, mean that efforts in sustainability are recognized by all stakeholders, whilst the opportunities for student growth are endless.

Commendations

Domain G Standard 5 - The leadership team for creating a roadmap for developing and adopting sustainable practices through empowering students and staff to have a voice for change.

Recommendations

None at this time.

Domain Summary – School Response

Strengths: ISB has a large, purposely designed campus that allows us to live by the guiding statements in our Mission and Vision. Facilities are continually reviewed and upgraded based on a facility master planning process that is consultative of the entire community. Experienced school

leaders follow established systems to keep the campus maintained. We receive further expert advice on this through relationships with a variety of consultants.

ISB has robust ICT systems that support all members of the community to work, access information, teach, and learn efficiently. With ongoing campus access restrictions due to COVID-19, the school has developed sophisticated services for remote learning using this ICT infrastructure.

Auxiliary staff, notably in security and food service, are key partners, all trained by ISB security leaders in the school's child protection protocols. As with ICT, security efforts have taken on a new level of sophistication with COVID-19. The checks on everyone entering campus and the comprehensive recording of data have ensured community security and safety throughout this period.

ISB is an industry leader in sustainability in schools. Over the past five years, the school has formed a committee, developed a detailed sustainability plan, invested in various sustainability initiatives, and reported annually on progress in the sustainability plan and what the next steps are. Students, employees, parents, and school leaders are all actively engaged in ISB's continued sustainability efforts.

Planned actions: We have successfully addressed most of the visiting team's recommendations from our last CIS/NEASC reaccreditation in 2017. ISB has established disabled-friendly bathrooms for adult wheelchair users in the Elementary School and labelled disabled-friendly bathrooms around the school. We have removed the water feature in the Elementary School playground for safety, and any visitor to ISB will now find fire evacuation plans and emergency response flipcharts in place at all appropriate exits. The storage of chemicals for science teaching has also been made safer, as recently certified by our local fire marshal.

Action on other recommendations by the visiting team is ongoing. We continue to monitor the use of ICT hardware and software across the school and how it is enhancing teaching and learning. Through the Food Committee, ISB continues to implement solutions to the negative perceptions of food on campus and further improve the offering in the cafeterias.

For G1-5, we will continue to take action to meet the Team Evaluation Criteria and answer the Future Aspiration questions over the next few years. For G1i and G1ii, for example, a review and refresh of the ISB Facility Master Plan will begin in the next few years in support of the strategic action planning linked to ISB's new Strategic Plan.


For G3i to iii, work to enhance and improve online learning platforms and options for our educators and students will continue in the next few years. And the community demand for more streamlined access to technical systems for families off campus has resulted in the "single sign-on" system that is due to launch in the coming months.

For G4, we reported above that one of our aspirations was for ISB's bus provider to provide parents with information about school bus routes via "live GPS." This system is now fully up and running, and all families can track student bus positioning in real time.

In terms of G5, key areas for further development of the school's sustainability efforts include curricular development and integration as well as the visibility and promotion of how successful the school has been in its sustainability program. Our annual sustainability reports will provide updates on ISB's progress in this regard.

Domain Summary – Evaluator Response

The International School of Beijing believes that research led, learner focused, and innovative pedagogical practices improve students' learning. The achievement of their mission-aligned goals is facilitated by the aesthetically pleasing, flexible, and functional learning spaces across the campus, aimed at promoting students' well-being. Cultural influences are valued and incorporated into the design of the facilities that create a sense of pride for ISB's diverse range of students, whilst promoting their development of intercultural learning and sense of



belonging. Sustainable practices are fostered through action based student leadership and service learning.

High-quality service providers, comprehensive systems, manuals and policies, and regularized quality assurance processes, demonstrate the meticulous daily work carried out by the operations team in maintaining a safe and secure campus for the ISB community. With a near perfect rating by all stakeholders who responded to the CIS Community Survey for the cleanliness, health and safety, security, evacuation procedures, and data protection, ISB continues to be the industry standard for safeguarding its community. Any shortcomings mentioned during the preparatory phase of the visit have been addressed. Areas to develop, such as food quality, have been proactively reviewed to build confidence in the school's motivation for prioritizing student well-being.

Domain H - Community and home partnerships

H1

Effective communications foster a productive home-school partnership and a positive learning community. (CORE)

School Response

Exceeds


Quality communication between school and home is of such high importance to the ISB community that it is embedded in the guiding statements, specifically in the Mission. ISB has a well-staffed Communications office responsible for schoolwide communication between school and home. The Communications office releases multiple digital publications and maintains a strong virtual presence. This year the Communications and Marketing Director has a yearlong plan to work closely with the Head of School and divisional Principals, Activities Director and Admissions team to audit schoolwide communications being sent home to review the content, frequency, channels and possibly further translation requirements. The priorities are consistency, clarity, volume, reduced repetition, and to better serve community members who don't speak English.

This year, the ISB Weekly has been redesigned to elevate it as the main schoolwide communication between school and home. Every Thursday, the ISB Weekly newsletter shares announcements to keep parents and employees well informed of activities, e.g. Parent Education workshops, Board Elections etc. It also provides a channel to seek parent volunteers for various committees, e.g. Strategic Planning, and hiring of leadership roles. The ISB Weekly includes a link to Dragons's Gate (school portal) where resources, weekly news stories, and information are published and updated. This helps streamline information going home and redirect parents to our main hub of support. Dragon's Gate will receive a redesign in early 2023 to make it even easier for parents to navigate. Divisional offices are working to streamline the volume of school communications being sent to families. and only include emergency or specific grade information, e.g. Grade level trip information. Readership of emails sent from the Communications office to our community is tracked by the office and is at 50% (average), which is well above industry standard.

At the divisional level, Principals host monthly Parent Coffees. COVID-19 has disrupted these important gatherings over the past few years, forcing them to run online or at venues off campus. As of September 2022, parents can sign-up to attend events on campus, provided they have the necessary epidemic preventions in place. In addition to the introductory communications that teachers send home at the start of the school year, principals require teachers to send regular emails home celebrating joyful learning that is taking place in the classrooms across the divisions. The ISB Learns – Parent Education Series focuses on parent learning. Internal and external experts provide sessions to help parents understand the various aspects of our curriculum and instruction. The ISB Weekly has an easy sign-up process (Microsoft form) for any parent who wishes to attend an ISB Learns event in the coming fortnight. This ensures ISB has a list of names for all those coming on campus. As of mid-November 2022, this information is centralized, so we can track the number of parents attending sessions and collect data on program popularity and how well we are meeting parent needs.

To encourage communication from home to school, ISB consistently seeks feedback from its parent stakeholders in a variety of ways. Over the past few years some examples include: an annual climate and satisfaction survey to parents; additional COVID-19 necessitated online learning satisfaction surveys; parents viewing and providing feedback on the Social and Emotional Learning curriculum; and an active food committee which meets six to seven times a year to help gauge the quality and success of the food services program at the school. The CIS survey data indicates that over 85% of parents agreed or strongly agreed that they are included in decisions about their child's education, and that they are involved in the life of the school in ways that benefit their child's learning.

ISB has a large community and one focus area of our current strategic plan is to grow peer-to-peer relationships within this diverse community. ISB's Parent Teacher



Association (PTA) and Booster Club act as important bridges between home and school. Parents are encouraged to participate in the life of the school through a wide variety of volunteer opportunities promoted by the PTA and the Booster Club. Recruitment of new parents is conducted primarily at the New Family Orientation in September. Families arriving later in the year receive personalized tours of the school from an admissions officer, and access all information through the New Family Resources section of the school website. Part of our work is to determine how to connect to parents who are not confident in English and help them to feel included at ISB. Key communications for all families are shared in English, Chinese and Korean. This includes The Head of School Monthly which updates the community on progress of strategic initiatives and reinforces our Mission, and Vision . Annual Climate Surveys are shared with parents, students, and staff; translated into Chinese and Korean to encourage participation. Regular reminders are sent to encourage participation. This remains an area of growth and the Senior Management Team (SMT) has placed the following on the agenda for this 22-23 school year: review of the language policy, translation protocols, and use of translators. ISB has done everything possible during this time of COVID-19 restrictions to involve parents. During 2020-2021 we introduced an 'urgent communication' channel called WeCom, to share urgent updates and surveys with the community directly to their WeChat accounts.

The Korean Liaison officer works closely with the Korean community for applications and on-going communication. We also employ a Korean Translator, who has been an ISB community member for many years and translates key documents and presentations for our Korean community. The PTA includes a Korean Liaison role to ensure that parents feedback is collected and shared.

Evaluator Response

Exceeds

The school puts a high priority on ensuring clear and timely communication with all of its community members. There is a dedicated communications and marketing director who spent time during the 2021-22 school year doing a schoolwide communications audit. Even before these efforts to improve the frequency, readership of emails was already over an impressive 50% within the community. The audit revealed the desire to have more concentrated communication and it be comprehensive in nature. This has led to the ISB Weekly being the sole source for most of the information shared at a whole school level.

Further items which came from this audit are the development of the same sign-on functionality within the school systems to allow for more succinct access to the systems for users. Another development is the project to redesign the Dragon's Gate landing page to provide clearer guidance to different sections on the site. There was feedback from parents who prefer not to have all school communications translated. There has been trialing of different translation software such as WeCom, which translates messages in WeChat and PowerPoint which has live translation functionality available for presentations. Community wide messages such as those from the board of trustees or the head of school are still sent in English, Chinese, and Korean.

Academic communication comes from elementary school teachers via an email link to SeeSaw on a weekly basis while both middle school and high school teachers each post once every 8-day cycle in Dragon's Xchange. Middle school teachers also send an overview email previewing the upcoming learning before every unit. It was noted repeatedly that teachers were very accessible, either via email or appointment as needed.

The PTA and booster clubs both provide another avenue for communication in the community, especially for new families. There are divisional and grade level parent representatives who communicate information and foster the answering of questions through community specific chat groups. The head of school has a lunch rotation every other month with the PTA administration and the head of the PTA, to provide transparent information and solicit feedback. The divisional PTA representatives also have a monthly meeting with their principal. It was noted that other parents do not have the option to meet with the head of school for these lunches.

Commendations

Domain H Standard 1 - The parent teacher association for offering multiple modes and opportunities for communication with community members in a helpful and positive fashion.

Domain H Standard 1 - The head of school for regular meetings with parent representatives to foster clear two-way communication.

Recommendations

None at this time

H2

The school establishes partnerships and networks with external organizations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.

School Response

Exceeds

ISB has an ethos of providing international travel opportunities to enrich and deepen student learning. Due to COVID-19 restrictions over the past three years, there will be some rebuilding of this ethos required as the school moves forward. A silver lining of COVID-19 is the stronger partnerships that have been forged with organizations within the Beijing city boundaries. Currently, under the guidance of the Service and Experiential Learning office, the ES runs trips for G5, partnering with Singing Deer Lodge; G6 with Camp Greenwood and Imagine; G7 with The Hutong; and, G8 with Imagine and Wild China. HS operates an Experiential Learning Opportunities (ELOs) week and partners with: The Hutong; Yang Stables; Imagine; OWN; Keru; WildBound; and, Club Football. The HS interdisciplinary classes and the Grade 9 Civic Action and Social Entrepreneurship (CASE) class are of particularly high impact. ES has also initiated off-site service learning projects through collaboration with Keru.

There are four primary sporting organizations that operate out of the dome facility at ISB, offering After School Activities (ASAs) and regular weekend events for ISB students: Zongyu runs badminton; Club Football runs football (soccer); Sky Walkers runs basketball; and, tennis is run by Rainbow Tennis Garden (RTG). All student-facing employees with these external organizations are qualified, full-time professional coaches either from China or abroad. In addition, ISB currently partners with 22 ASA providers, who offer activities ranging from Flower Art to Air Clay Modeling, to Fencing. All of these external partnerships serve to support of ISB's second priority, to ensure "our students have integrity, strength of character, and that they are healthy socially and emotionally". We offer a wealth of service opportunities and connections with NGO's and charitable organizations to our Middle and High School students: MS Smile Week, The Nightingale Charity Club, Roots and Shoots an INTERACT in HS. Additionally, the Service Learning Philosophy and Cycle has a focus on genuine needs and evaluating the impact of ISB's involvement on the community we intend to serve. A big part of the service and experiential learning opportunities at ISB is sustainability; however, there has been less of a focus on this the past two years due to COVID-19. Moving forward, there will be a commitment to balance future overseas travel opportunities with local train travel, in an effort to mitigate our carbon footprint.

After each virtual, local, regional or international learning experience, ISB seeks feedback from different stakeholders including teachers, students and trip providers. The service and experiential learning coordinator shares relevant data from surveys with third-party providers, effectively closing the feedback loop and ensuring excellence in program delivery. Before each trip, the previous year's feedback survey is shared with trip leaders to help them in program delivery on repeat trips.

ISB recognizes the need to establish deeper relationships with alumni. The ISB Alumni Office is committed to build the greatest alumni network in Asia. In response to the current strategic plan

item to grow peer-to-peer relationships, the Alumni Office, under the leadership of the Director of Advancement, hired an alumni into the position of Alumni Relations Manager, starting July 1, 2022. The office followed up on a recommendation put forward by the Alumni Advisory Council, and delivered the first Transition Support Webinar provided by our experienced alumni to the recent graduating class of 2022. The program was an initiative organized by the newly hired Alumni Relations Manager and alumni herself from the class of 2010. The webinar took place on August 21, 2022. Eight of our seasoned alumni participated in and supported this program.

ISB has an active Anti-Bias/Anti-Racism (ABAR) committee which is recognized internationally as pioneering Inclusion, Diversity, Equity, and Anti-Racism (IDEA) work in international schools. The committee presented to the Council of Independent Schools (CIS) community in May 2022.

Evidence URLs

Experiential Service Learning webpage <https://www.isb.cn/co-curricular/service>

HS Service partnerships blog

<https://blog.isb.cn/decisions-decisions.-so-many-sports-and-activities-to-try-at-isb>

Evaluator Response

Exceeds

The school has a well-developed network of service providers who help to provide learning opportunities in a variety of areas, both on and off campus. The school has a broad offering of sports programs which have now resumed, post COVID-19, including travel to other schools for sports events. The service and experiential learning office is planning for trips to remain in Beijing for the 2022-23 school year and to revert to their China-wide trips in 2023-24. There is a thorough risk assessment conducted prior to each trip. There is also strict child protection training and documentation for all third party providers. After each trip or experience, there is a thorough feedback process involving students, teachers, and parents. This feedback is communicated to the service providers and action is taken to improve future experiences.

The school has an extensive after school activity program up to grade 8 which provides opportunities for a wide range of activities on each day of the week. High school clubs are applied for at the beginning of the year through the activities' department to ensure there is not too much overlap between groups. There is a concerted effort to ensure clubs are feasible to be maintained over time and leadership training is also provided by the activities department to foster student success and independence. There is also an effort to apply social and emotional skills taught through the social and emotional learning program. With the interruption of sports and activities due to COVID-19, there will be an opportunity to be intentional about which programs remain and which are abandoned to ensure engagement from students.

The alumni team established a world-wide alumni advisory council with the goal of fostering lifelong peer relationships with alumni. The alumni office also hired an alumni into the position of alumni relations manager.

Commendations

Domain H Standard 2 - The alumni team for establishing the world-wide alumni advisory council with the goal of fostering lifelong peer relationships with alumni.

Recommendations

None at this time.

Domain Summary – School Response

ISB is committed to growing community and home partnerships. The high-functioning Communication office, the Service and Experiential Learning office, and the Senior Management Team lead the majority of the work to establish important internal and external partnerships for the ISB community.

There are no outstanding past recommendations.

The school is exceeding the Team Evaluation criteria.

Actions we can take to explore the Future Aspirations criteria include:

- Evaluate the effectiveness of the redesign of Dragon’s Gate and the ISB Weekly. The intention is to streamline the volume of communication for our parent community? How will we know we have been successful in this?
- Evaluate how well we are meeting parents’ needs through the new (November 2022) centralized ISB Learns parent sign-up system.
- The Senior Management Team will provide clarity and/or update the language policy, translation protocols, and the use of translators.
- Continue to strengthen the local partnerships forged out of necessity due to the pandemic.
- Rebuild the international partnerships once China removes its COVID-19 travel obstacles.
- Evaluate the impact of our Service Learning projects within the communities we currently serve.
- Establish benchmarks for how we will know we have built “the greatest alumni network in Asia” and evaluate our progress toward this ideal.
- Evaluate the impact of our ABAR work.

Domain Summary – Evaluator Response

The school has an extensive communications system, supported by a strong staff coupled with well-resourced technologies. The school’s purpose and direction are either explicitly or implicitly at the heart of every move the school makes in its continued drive for improvement. Communication is the glue which allows the school's community to not only stay together but to thrive in challenging times. The PTA is instrumental in this communication process, beginning with the information on-boarding of new families and continuing through to the on-going communication supplied via groups.

The continued focus on improvement is something that is clearly visible throughout the school. The progress made by both the alumni and anti-bias anti-racism teams is impressive and does not show signs of slowing down. The school’s activities, sports, and service learning programs continue to positively evolve and complement the academic learning that is happening in the rest of the school. The progress and continued state of readiness to reimplement these programs once COVID-19 regulations were lifted was very indicative of the depth of planning within these programs.

Conclusions

School Response


The process of self-review has been important and timely for the ISB community, despite considerable uncertainty within China during the past three years. The COVID-19 pandemic has caused a period of prolonged disruption and challenge: in addition to students and teachers having had to move in and out of online learning repeatedly, school traditions and program have had to be reimagined, travel outside of Beijing has been restricted, and parents access to our campus to see our learning or celebrate the performances of their children has been severely limited. This has had implications for the operations of our school, and our ability to provide the full range of learning opportunities that ISB has historically offered and a greater turn over of staff/faculty and families than we usually encounter. However, with these challenges have come seen opportunities to look for new ways to engage in learning within Beijing and with providers or through technology that has allowed different learning for students, parents, staff and faculty.

An Accreditation Steering Committee, made up of a number of Senior Leadership members was formed in April 2021. The CIS/NEASC Preparatory visit took place online in December 2021. The Steering Committee has changed due to leadership staff changes and so a group of some existing and some new team members have been working together since September 2022.

We have had two dedicated Accreditation Coordinators, one who set up and started the process and oversaw the Prep report and visit, and the other who took on the role after the Prep visit through the self-study. Both have worked part time alongside 10 pairs of domain chairs working with domain committees that comprised of staff, faculty, students, parents, and Board members. Staff and Faculty were invited to be a part of domain committees. Students were invited and then prioritized through student council or other interactions or longevity with ISB. Parents were invited to join most domain committees and learn more about ISB from a different perspective. Almost all of our domain chairs have undergone CIS Team Evaluation training, and through the period of the self-study, a few have been visiting CIS Team members. This has helped us to better understand the standards, reflect on our own process and ultimately enriched our self-study, allowing us to be more ready for our visit in March 2023. We shared the CIS Community Survey in March 2022 with stakeholders alongside survey and focus groups working on ISB's strategic initiative work. We worked with our Data Analysis team to unpack the data collected and cross-referenced this with our domain committees, Senior Leadership, and stakeholder groups.

Domain chairs have worked hard to gather materials, research, meet with faculty/staff and students and review CIS Preparatory visit recommendations, commendations, and areas for focus. The group's purpose focused on engaging with, discussing, unpacking and gathering evidence for CIS Domain Standards and working to write their reports pushing into Future Aspiration questions and statements. The information gathered, surveys, reflective statements and other documentation collected both for CIS self-study and our strategic initiative have been useful for identifying areas of work and areas of strength that we can celebrate as a school. The Office of Learning and then Senior Management Team (SMT) created a Priority work document that took the CIS Preparatory Recommendations and identified work that needed to be done before June 2022, particularly with a large number of leadership and staff turning over, as well as actions to undertake prior to December 2022. This document and work has been discussed by our SMT and prioritized again in October 2022. Examples of the work being done by June 2022 included our Director of HR developing an employment policy that includes the school's recruitment processes and screening procedures to provide transparency and clarity and the Board of Trustees developing and implementing strategies to increase the diversity of trustees to be more inclusive and representative of the school community. Ongoing work has included prioritizing Diversity, Equity and Inclusion, core academic improvement, focusing and strengthening our co-curricular programming and ensuring greater peer relationships across diverse identities.

Domain A and Part 1 was entered into Armature in June 2022 with feedback from CIS shared with Steering Committee members and domain chairs in Sept 2022. The feedback and work completed to date gave us scope for the work ahead and identified actions we needed to consider as we



continued to gather evidence and write domain reports. There has been some times of significant online learning which has impacted this work, but we have worked our best to stay with the CIS timeline. We have done our best to be strategic in trying to complete the Self-study prior to the deadline to give ourselves a few weeks in case of online learning or other unforeseen challenges.

From November 2022 to January 2023, we have had staggered due dates for all Part 1 and Part 2 domain reports, with time for full editing following the CIS Team Evaluation procedure, to read them out and cross-reference evidence. Drafts were then shared with divisional fact-checkers and then with Senior Leadership team members for review. Our Head of School, Chief Financial/Operating Officer and Director of Learning between them, have reviewed every report submitted in January 2023 for CIS and NEASC review. If we had had less disruption in the last five weeks prior to the self-study report being due, we would have liked to have checked for greater consistency of 'voice' and 'style' of writing.

The process of self-study have raised some issues for ISB and substantiated challenges that are known to us.

Some of the issues that ISB is currently working on include:

Domain A and B

- Developing a clear positioning statement and identity for ISB
- Recruiting a Board of Trustees that represents the whole community
- Strengthening our peer relationships among our diverse identities


Domain C, D and E

- Improving our core academic program
- Elevating the levels of engagement for all of our students and ensure that teachers are designing lessons that center student thinking
- Recommitting to differentiation practices, and documentation of teaching and learning on a day-to-day basis
- Committing to continued development of external partnerships to support the mental and physical well-being of the community.
- Continuing to prioritize of Diversity, Equity and Inclusion work
- Focusing and strengthening our co-curricular programming
- Analyzing data drawn from all school activities programs, to ensure that programming we are offering is in line with the ISB mission and values, as well as the needs of the current student body.

Domain F

- Expanding leadership pathways for faculty and staff and systematizing leadership training
- Hiring and retention processes are explicitly based upon staffs' qualifications and competencies.
- Deepening professional Learning opportunities (we hope a return to pre-COVID-19 travel will also help with this) and aligning them to our strategic focus areas.

The self-study has been a valuable process and has served as a vehicle for conversation alongside a larger staff and leadership turnover than usual for our community, due to COVID-19. The CIS Community Survey revealed important insights into the perceptions of stakeholders alongside other surveys on wellbeing during the COVID-19 pandemic. Domain groups have brought together staff members from across divisions who don't always have opportunities to work together and has highlighted opportunities for further professional development and learning during this more challenging time. Working on the self-study alongside the school's new strategic initiative has allowed the self-study to become a tool to amplify our strategy. We have utilized the data and



CIS tools to build our strategy from a firmer foundation and used the strategic planning process to also inform our accreditation work. We believe the two processes have been closely integrated and elevated the impact of both.

With China easing its Zero-COVID-19 policy, we are hopeful that our CIS and NEASC visit can include inviting Team members back to our campus, so that we can share in the work we have done in-person.

Evaluator Response

External factors have created very difficult circumstances for the school community over the last few years. ISB has experienced extensive lockdowns due to the COVID-19 pandemic with the necessity to provide online learning, with little notice to school staff and their community. Over a three year period which corresponded to the preparation of the preparatory report and the visit, the survey of parents supporting the self-study process and the preparation of the self-study, ISB was continually required to close as students went into lockdown. ISB made sure that students and parents were supported throughout this time. The self-study survey was conducted with high return data from staff and students as well as the board of trustees. Parent and alumni data were understandably lower than the school would have wished while still returning useful numbers of responses. The data showed positive responses from the different constituents of the community, and strong support which emerges for the school's core principles and philosophy.

For ISB, the self-study has been a time to reflect and take stock of the strengths of the school and the areas where improvements can be made. The school community has shown considerable resilience to continue their improvement journey, complete a preparatory visit, and prepare a self-study for a team evaluation while maintaining support for their community to ensure learning continues for their students. The passion of ISB's faculty and school leaders towards developing a community which is connected and authentically engaged is evidenced in their self-study report and across a range of interviews.


The CIS Community Survey results indicate high levels of satisfaction amongst students, parents, alumni, staff, and board members. ISB is strongly invested in promoting a culture leading to purposeful, mutually supportive, community cohesion. The community survey has revealed much to celebrate about what ISB is accomplishing.

The mission, vision, and guiding statements at ISB underpin all processes that are involved in running a successful school. The leadership is forward focused and supportive. Decision making at various levels depends on the current and future needs and this in turn supports the purpose and direction of the school, as well as student learning and well-being. Regular communication with parents is seen as a strength of the school.

The school's Learning at its Best Framework is aligned with how ISB defines high-quality learning. This framework highlights the importance of current and relevant learning and teaching practices, supported by research, adequate professional development, and the use of school's internal surveys and meetings. This area offers scope for continuous development in keeping with the needs of the students enrolled.

There is a strong commitment to the guiding statements which are used to inform all strategic planning and decision-making. These guiding statements were reviewed by members of the board of trustees, school leadership, faculty, parents, and students.

Governance and leadership are strengths of the school. The school community is well served by strong leadership and a commitment to continuous improvement. School leaders model the school values and are trusted by the school community through decisive leadership, approachability, and genuine care and concern for them and their families. Families felt very well supported during extended lockdowns due to the COVID-19 pandemic. The school staff ensured that well-being and learning needs of students were met during very difficult times.



The head of school is the unambiguous leader of the school, in keeping with his role description which includes responsibility for leading the school community, leading teaching and learning, managing school operations, and contributing to a learning community. The board provides the school with sound direction, strong leadership, and effective support in the current and long-term life of the school. The school has maintained a strong and prudent financial position backed by the board. There are both long- and short-term plans to support the development of the school and enhance facilities and programs.


ISB has a comprehensive elementary school curriculum and instruction that reflects its commitment to meeting the diverse needs of its students. The intentional planning, regular data dialogues, assessments, and evaluation ensure that teaching and learning are effective and relevant. The school offers a range of complementary programs and activities that foster lifelong learning, well-being, and global citizenship for its students.

ISB's commitment to meeting the academic, linguistic, social, emotional, and cultural diversity of its students is evident through its inclusive curriculum and co-curricular activities. The intentional planning and regular assessments ensure that the teaching and learning are effective and relevant. The complementary programs and activities offer a range of opportunities that meet the diverse needs and abilities of the students.

The middle and high school curriculum provides the framework for success, presents appropriate levels of challenge, and fosters well-being for all students in the school. The ISB curricular and co-curricular provisions foster global citizenship, intercultural learning, and an understanding of the school's cultural context. ISB provision and delivery of language learning support the students' linguistic and cultural backgrounds and the language-context of the school's location. The school's complementary programmes, teaching, and resources foster lifelong learning and well-being, enabling students to be included.

At ISB curricular and co-curricular provision is aligned with its guiding statements and strategic focus areas. The students support services (SSS) team should continue to assess the staffing and other resources provided for language and learning support needs in order to plan for the needs of the changing student body. The middle and high school curriculum leaders should evaluate and clarify the documentation guidelines of the written curriculum with a focus on organization and consistency in documenting stage 3 teaching and learning pedagogy particularly with respect to student centred teaching and learning in the middle and high school. There is an inconsistency in teaching across these divisions. The school has, by necessity, focused on professional development in online learning during the pandemic. Now that students are on campus, there is an opportunity to focus on student centered learning with collaboration, open ended questioning, and interaction focussing on challenging and joyful learning for all.

A strength of the elementary school is its systematic and rigorous assessment of all students throughout the year through a range of formative and summative assessments. There is also a heavy emphasis on using data to measure effectiveness of programs. Data is recorded and tracked for each student and their progress of learning and development is analyzed. Evidence provided showed key stages in the analysis of this data, an opportunity for where interventions for support or challenge could be arranged as a result of this process. A highly experienced team of English as an additional language (EAL) teachers, learning support teachers, EAL heads of school and learning leaders have put systems in place to work collaboratively with faculty to ensure effective support for EAL learners and students with learning needs. Elementary teachers work within a strong culture of professional development and are committed to undertaking ongoing training to ensure that they are equipped with methods to meet the needs and learning goals of all students in their care. All students at ISB are able to gain access to the curriculum and have success in their learning because of the commitment teachers consistently make in assessing and planning effectively to meet their needs.



The school is extremely well resourced when it comes to staffing and professional development. There is a wealth of data to be used to drive decision making and change to make significant impact on student learning and achievement. This all leads to there being a considerable number of moving parts in a growing and shifting community. The commitment to inclusion and support of all types of learners is not only in line with the school's guiding statements but also inspirational.

The school provides a safe and nurturing environment where the well-being of all students is a priority. ISB is a school which has cultivated an environment where students have multiple opportunities to thrive. ISB's commitment to well-being is clear and is infused in all aspects of school life. During recent challenging times, the school has prioritized student well-being. As a small community that some students described as "like family", students' well-being needs are known by teachers and leaders, who are able to respond to those needs in a timely and effective way.

The school recognizes that student, staff, and community well-being is at the heart of ensuring the principles and practices for *learning at its best*. The school's own SEL framework is gradually being embedded within both the pastoral and academic programs, as well as the after-school activities and experiential learning programs. Staff committees, such as Wellco and anti-biased anti racism (ABAR), and student-led groups, such as the student wellness council, guarantee that well-being is at the forefront of all research-led decision-making in the school, and is informing initiatives such as the sustainability drive and the re-organization of the libraries and their book collections to be more diverse and inclusive.


Comprehensive measures for child protection and its education within the school's curriculum mean that ISB is demonstrating the industry standard for the safeguarding of all of its community. The SEL curriculum fosters an atmosphere of trust between all ISB teachers and their students, creating confidence in the ability for sharing concerns and receiving support. Continuing partnerships with trusted providers expand the range of services for promoting well-being that are offered both on and off site to meet ISB students' social, emotional, physical, and mental health needs.

The respectful caring environment provided to students at the school is highly valued. The ISB community, students, staff, and parents work together in an atmosphere of mutual respect to create a positive learning environment. Students are engaged in their learning, happy to be at school, and are focussed on achieving to the best of their ability. Students are articulate, invariably treat each other and teachers with respect, greet visitors warmly and take obvious pride in their school.

The school has a comprehensive approach to recruitment and retention that is driven by the board, school leadership team and human resources, and is effectively put into practice at ISB. Staff are highly qualified, experienced, and employed in sufficient numbers. There are robust policies and procedures in place to ensure that all staff and board members are screened for safeguarding purposes. In recent times the school has been responsive and highly supportive in maintaining qualified faculty during a period of disruption due to COVID, and at times declining student numbers.

Staff clearly enjoy working at the school and a culture of trust and collaboration exists between leadership, faculty, and support staff of ISB that is clearly valued by leadership. There is a genuine sense of community running through the school. Transparency of conditions and accessibility of information for employees are of paramount importance to the school, all of which are well managed at ISB. The work environment and proactive leadership teams make it evident that the school places high value on taking steps to keep staff updated on employee related issues, and on following up with questions and concerns as they arise.

The school believes that research-led, learner-focused, and innovative pedagogical practices improves students' learning. The achievement of their mission-aligned goals is facilitated by the aesthetically pleasing, flexible, and functional learning spaces across the campus, aimed at



promoting students' well-being. Sustainable practices are fostered through action-based student leadership and service learning.

High-quality service providers, comprehensive systems, manuals and policies, and regularized quality assurance processes, demonstrate the meticulous daily work carried out by the operations team in maintaining a safe and secure campus for the ISB community. With a near perfect rating by all stakeholders who responded to the community survey for the cleanliness, health and safety, security, evacuation procedures, and data protection, ISB continues to be the industry standard for safeguarding its community thoughtfully and effectively to support the school's teaching, learning, and administrative needs.

The school has an extensive communications system, supported by a strong staff coupled with well-resourced technologies. The school's purpose and direction are either explicitly or implicitly at the heart of every move the school makes in its continued drive for improvement. Communication is the glue which allows the school's community to not only stay together but to thrive in challenging times. The PTA is instrumental in this communication process, beginning with the information on-boarding of new families and continuing through to the on-going communication supplied via groups.

The continued focus on improvement is something that is clearly visible throughout the school. The progress made by both the alumni and ABAR teams is impressive and does not show signs of slowing down. The school's activities, sports, and service learning programs continue to positively evolve and complement the academic learning that is happening in the rest of the school.

Parents feel able to contact teachers and receive prompt replies to their questions. They are comfortable emailing teachers or members of the leadership team directly to raise any concerns regarding their children's learning or well-being. Parents are encouraged to be involved in the life of the school. There are a variety of fora through which the parents can connect with the school and new parents are especially made to feel welcome and part of the education of their children. The school has extensive partnerships with external agencies which enrich and enhance the learning experiences for the students.

ISB is a caring community which ensures that members feel a strong sense of belonging and connection. The school's mission is to be an inspiring international community in Beijing where thinkers and leaders find their place in the world and serve others. To ensure that learning is at its best they build strong relationships and set high expectations together. The IBA community is committed to challenging and joyful learning with the freedom to explore. Their vision is to be empowered with purpose and compassion. Their core values are global mindedness, integrity, respect, balance service, and creativity which along with innovation is valued and promoted.

Overwhelmingly the self-study has confirmed that ISB is a vibrant, innovative, and inclusive school with a commitment to their guiding statements with three strategic foci:

- I) ensure challenging and joyful learning for all
- II) empower all students with purpose & compassion
- III) ensure strong life-long peer relationships in our inclusive community

This is not something that is just written in the school's guiding statements but is lived out in the school from the leadership through to the staff, students, and school community.

Despite problems faced through the pandemic and associated uncertainty, the school has maintained its strong collegial and community feel which is evident through discussions with the staff. Without exception, staff spoke passionately about the positive atmosphere in the school and the strong sense of community that has been developed.

Many of the recommendations from the preparatory visit, where practical within the time frame, have begun being addressed, or will need to become part of an ongoing action plan. The future actions that have been identified by the school as part of the self-study will also need to be incorporated into action planning.

The evaluation team has identified some important strengths related to:

- child protection and student wellbeing
- a genuine commitment to improvement
- careers education
- development of guiding statements and embedding their use in the life of the school
- the quality of leadership provided by the leadership team and the school board
- commitment to environmental and sustainability initiatives
- the strong culture and systems in place for supporting quality professional learning for all staff.

Despite difficult circumstances, ISB has made significant progress in addressing the recommendations from the preparatory evaluation. At the same time, as the school moves forward on its journey, there are key areas for growth:

- explicit and implicit embedding of intercultural understanding in all aspects of school life
- celebrating the diverse backgrounds of the school community
- consistent differentiation of teaching learning and assessment
- reviewing the composition of the board to drive change and ensure it is able to operate at maximum efficiency to best serve the school in the future
- simplifying communication across the school to provide better understanding of strategic intent and school operations
- fully implementing newer aspects of the performance evaluation process for all.

It is timely to reflect on the school's rich history, to take stock of where they are now and to move forward with justifiable optimism. The next steps will establish the strategic framework for implementing plans that will ensure the ongoing success for ISB and its students.

The team would like to thank the ISB community for the warm welcome and their willingness to share the accomplishments, challenges, and plans for the on-going improvement of the school. Mel Hamada has been tireless in responding superbly to our multiple requests for changes in schedule, additional meetings, and documentation. Clint Hamada answered a myriad of requests and along with Mel ensured that our virtual meetings ran smoothly.

We are appreciative of the openness in discussions and patience in answering our many questions after already completing the exhaustive tasks associated with the preparation of the self-study. The evaluation team is confident that the intensive work reflected in the self-study and the thorough identification of strengths and areas for further action will continue to be an effective on-going school improvement process.

We encourage everyone in the ISB community to be empowered with purpose and compassion as they continue their journey of continuous improvement.