XLIS
XI'AN LIANGJIATAN INTERNATIONAL SCHOOL

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XLIS

2025 - 2026
PYP4 HANDBOOK
Xi'an Liangjiatan International School

CONTENTS

SECTION 1:

XLIS

INTRODUCTION

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

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

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

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

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

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

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

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

Moreover, the school's emphasis on inclusivity and diversity is further enhanced by incorporating local knowledge and perspectives into the curriculum, such as through the integration of traditional Chinese language, cultural practices, and values into daily education initiatives. By adopting such approaches, Xi'an Liangjiatan
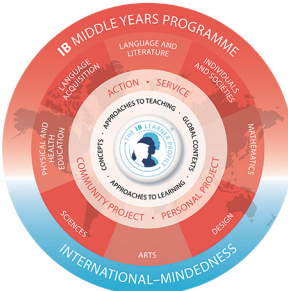
International School not only enriches the educational experience of its students but also contributes to the preservation and promotion of cultural heritage in the region, thereby reinforcing its mission which is to "**provide a non-profit education focusing on enabling students to be confident, open-minded global citizens through life-long learning and a sense of community**".

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

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

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

IB PRIMARY YEARS PROGRAMME — INTERNATIONAL-MINDEDNESS
IB MIDDLE YEARS PROGRAMME — INTERNATIONAL-MINDEDNESS
IB DIPLOMA PROGRAMME — INTERNATIONAL-MINDEDNESS

Xian Hi-Tech International School — The IB Primary Years Programme

Xian Hi-tech International School — The IB Middle Years Programme

Xi'an Hi-Tech International School — The IB Diploma Programme

陕西省国际青少年交流营地
Shaanxi International Youth Collaboration Camp

外国专家书屋 Foreign Expert's Book House
西安市科学技术局 西安市外国专家局

CollegeBoard SAT

CollegeBoard AP

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Jr. NBA 课程授权学校
Jr. NBA CURRICULUM LICENSED SCHOOL

西安思源国际学校
Heart Saver First Aid CPR/AED Course Completion Certifications

《2025胡润百学·中国外籍人员子女学校30强》
——得到最受同行认可的中国国际化学校

2025排名	上一期排名	学校	School	城市	指数	建校时间	学生人数	应届生人数
1	1	北京顺义国际学校	International School of Beijing	北京	100	1980	1800	110
2	2	北京德威英国国际学校	Dulwich College Beijing	北京	96	2005	1500	70
3	3	北京京西学校	Western Academy of Beijing	北京	94	1994	1520	80
4	4	上海美国外籍人员子女学校	Shanghai American School	上海	93	1912	2900	250
5	5	上海中学国际部	Shanghai High School International Division	上海	92	1993	3300	200
6	4	上海惠灵顿外籍人员子女学校	Wellington College International School of Shanghai	上海	89	2014	1630	40
7	8	上海浦东外籍人员子女学校（浦东校区）	Dulwich College Shanghai Pudong	上海	85	2003	1650	60
8	5	上海耀中外籍人员子女学校	Yew Chung International School of Shanghai	上海	83	1993	2200	70
9	9	上海协和国际外籍人员子女学校	Concordia International School Shanghai	上海	82	1998	1150	70
10	13	北京耀中外籍人员子女学校	Yew Chung International School of Beijing	北京	81	1995	800	30
10	25	广州美国人外籍人员子女学校	American International School of Guangzhou	广州	81	1981	1076	50
12	10	广州科学城腾飞外籍人员子女学校	ISA Science City International School	广州	77	2020	800	20
12	NA	清华大学附属中学国际部	Tsinghua International School	北京	77	2009	520	45
14	13	深圳贝赛思国际学校	BASIS International School Shenzhen	深圳	76	2015	800	50
14	18	上海德威外籍人员子女学校（西区校区）	Dulwich College Shanghai Puxi	上海	76	2016	560	40
14	18	深圳外国语学校国际部	Shen Wai International School	深圳	76	2011	1080	40
14	14	天津惠灵顿学校	Harrow Beijing	北京	76	2011	600	50
14	18	天津惠灵顿外籍人员子女学校	Wellington College International Tianjin	天津	76	2011	600	50
19	17	上海新加坡外籍人员子女学校	Shanghai Singapore International School	上海	75	1996	1200	30
19	25	西安宏源家国际学校	Xian Liangjiaten International School	西安	75	2003	660	10
22	25	苏州德威外籍人员子女学校	Suzhou Singapore International School	苏州	74	2007	800	140
22	NA	复旦大学附属中学国际部	Fudan International School	上海	74	2009	380	20
22	18	广州英国外籍人员子女学校	The British School of Guangzhou	广州	74	2005	1100	20
22	22	上海哈罗外籍人员子女学校	Harrow International School Shanghai	上海	74	2016	500	20
22	18	上海外国语大学附属外国语学校国际部	Shanghai Foreign Language School Affiliated to SISU International Department	上海	74	1999	2200	130
27	22	大连英国国际学校	Dalian American International School	大连	73	2009	400	20
27	NA	北京英国学校3校区	The British School of Beijing, Shunyi	北京	73	2009	1000	30
27	24	深圳前海哈罗礼德学校	Harrow International School Shenzhen Qianhai	深圳	73	2020	700	10
TOP 30	25	南京国际外籍人员子女学校	Nanjing International School	南京	72	1992	604	40
TOP 30	TOP 30	杭州惠灵顿外籍人员子女学校	Wellington College International Hangzhou	杭州	72	2018	1450	10
TOP 30	25	青岛耀中外籍人员子女学校	Yew Chung International School of Qingdao	青岛	72	2006	1100	10
TOP 30	TOP 30	重庆耀中外籍人员子女学校	Yew Chung International School of Chongqing	重庆	72	2001	400	10
TOP 30	TOP 30	上海英国外籍人员子女学校（西区校区）	The British International School Shanghai, Puxi	上海	72	2002	1970	60
TOP 30	TOP 30	北京加拿大国际学校	Canadian International School of Beijing	北京	72	2005	400	20
TOP 30	TOP 30	深圳曼彻斯特外籍人员子女学校	Quality School International of Shenzhen	深圳	72	2001	1020	30

来源：《2025胡润百学中国国际化学校排行榜》
NA版尚未上榜

WASC
ACCREDITING COMMISSION FOR SCHOOLS

EAST ASIA REGIONAL COUNCIL OF SCHOOLS
EARCOS

Proud to deliver
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ACAMIS 20 YEARS

CIS
COUNCIL OF
INTERNATIONAL
SCHOOLS

Shaping the future
of international education

6 May 2025

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

Dear Lily,

Congratulations!

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

CIS MEMBER)

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

Be an active part of the CIS community.

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

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

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

With kind regards,

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

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京领 KingLead
2025中国国际学校创新竞争力排行榜
外籍人员子女学校30强
西安梁家滩国际学校

评级

AAAA

In 2025 KingLead China International School Innovative Competitiveness Ranking Schools for Children of Foreign Personnel TOP 30
Xi'an Liang Jia Tan International School was awarded AAAA

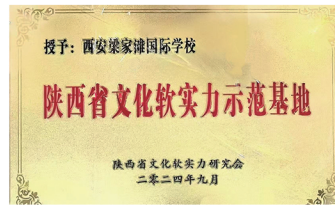希望中国 OUTLOOK OF CHINA
第十五届"希望中国"青少年教育戏剧
全国年度展演
实验学校
"希望中国"青少年教育戏剧研究院
2024年7月-2025年7月

国际学生生源基地
Partner School for International Undergraduate Program

授予:西安梁家滩国际学校
陕西省文化软实力示范基地
陕西省文化软实力研究会
二零二四年九月

西安市外国专家服务站
Xi'an Foreign Experts Service Station
西安市科学技术局(西安市外国专家局)
二〇二四年七月
July 2024

childsafeguarding.com

RECOGNIZED SCHOOL

This hereby recognizes

Xi'an Liangjiatan International School

China

for its commitment to protecting children through
Child Safeguarding Awareness training
of school employees, volunteers, and contracted staff.

Recognized since 2024

WELCOME LETTER FROM PRIMARY PRINCIPAL

Dear XLIS Primary School Community,

Welcome to the 2025 – 2026 academic year at XLIS! At our school, we are continuously working towards achieving our mission of being a non-profit school that enables students to become confident, open-minded, global citizens through lifelong learning and a sense of community.

This handbook has been completed to help you understand "How the World Works" in the primary school at XLIS for your child's year level. If, after you have read this handbook, you continue to have questions or have other information you are seeking, please reach out to your homeroom teacher, teaching assistant, or myself. All of the primary school staff have their emails listed at the back of this handbook for your reference.

Our program at XLIS begins with our youngest learners in the nursery (2-3 year old's) who then enter the Early Years (PYP) Programme from 3 to 6 years old. The Primary Years Programme (PYP) continues through the elementary grades to P6 (Grade 5). All of our students learn through the International Baccalaureate Primary Years Programme (IBPYP). Our learning outcomes are taken and adapted from the Ontario Canada curriculum standards. You can find all of the curriculum standards that your child will learn this year listed in this handbook by subject.

I would also recommend that you carefully read the Restorative Practices Policy included in this handbook. This policy is in effect for all of our students at XLIS and it outlines the approach we take to conflicts or misbehaviors by our students. Our number one priority is to educate our students to make good choices, to understand when they have made a mistake and to restore their relationships with others. Please take the time to learn this policy.

On behalf of our administration and primary years team, I would like to thank you for choosing us to be a part of your child's community. Together, the students, parents and school team can create a positive, caring and successful educational journey throughout the year.

With sincere thanks,

Marly Song
Primary Principal

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

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

SCHOOL MISSION & VISION

● Mission

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

● Vision

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

SECTION 2:

PRIMARY SCHOOL

XLIS PRIMARY LEARNING PRINCIPLES

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

Powerful learning happens when students feel safe and supported. This learning principle is met through the ongoing commitment of teachers, leaders, and students to demonstrate positivity, respect and caring for one another.

Powerful learning happens when students understand the "why's" of learning. This learning principle is met through the sharing of unit assessment criteria and learning goals at the beginning of a unit so students have a roadmap for their learning.

Powerful learning happens along a learning continuum. This learning principle is met though supporting learners to access the vertically aligned curriculum at each level. At XLIS, we understand that learning may happen for students at different rates and they may achieve success in different ways. A vertically aligned curriculum will help every student find success in their own time.

Powerful learning happens when knowledge is constructed and co-constructed by students. This learning principle is met through learners being provided opportunities to build their understanding

about the world across subjects, independently and collaboratively with their peers. At the heart of this constructivist approach is student inquiry.

Powerful learning happens when students receive meaningful feedback. This learning principle is met through students receiving timely, quality feedback from both teachers and peers that high-lights achievements and supports improvement.

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

P4 HANDBOOK—CURRICULUM

● DAILY ROUTINE

Each school day begins at 8:20 am each morning and ends at either 3:25 pm or 4:30 pm, depending on ECA's. Our class periods are 40 minutes in length.

Here is our daily schedule:

- ◆ 8:00 – 8:20 am: arrival and outside play
- ◆ 8:20 am: 2 class periods
- ◆ 9:40 – 10:00 am: recess break (snack and outside playtime)
- ◆ 10:00 am: 3 class periods
- ◆ 12:00 – 1:00 pm: lunch break (30 minutes to eat, 30 minutes to play outside)
- ◆ 1:00 pm: 2 class periods
- ◆ 2:20 – 2:40 pm: snack break
- ◆ 2:40 pm: 1 class period
- ◆ 3:25 pm: school dismissal
  Tuesday and Thursday
- ◆ 3:30 – 4:30 pm: ECA class

● SCHOOL CLOSURE

Should the school need to close for any reason (such as extreme weather, pandemic times, etc.), clear communication will be made with parents through Seesaw and email. Any lessons the students are to complete will be sent through Seesaw and the students can submit their work for timely feedback from the teacher. During extended periods of closure, there will be a mix of synchronous and asynchronous lessons provided by the teachers and a schedule will be sent home in advance.

At XLIS, students will study the subjects of language, mathematics, social studies and science in their homeroom. They will go to specialist teachers to learn visual arts (VA), performing arts (PA), personal, social and physical education (PSPE), and Mandarin. This is what we call the 'knowledge' component of the curriculum. The learning outcomes for each subject area have been taken and adapted from the Ontario, Canada curriculum standards and are available online here:

https://www.dcp.edu.gov.on.ca/en/curriculum#elementary
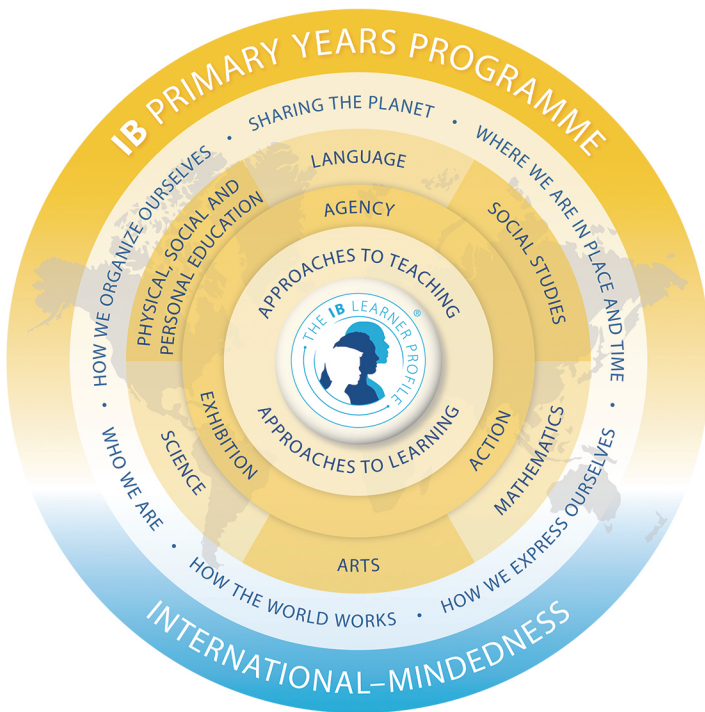
There are four other important components to the Primary Years Programme (PYP) curriculum. These are concepts, skills (Approaches to Learning – ATL's), learner profile attributes (also our school-wide learner outcomes – SLO's), and action.

LEARNING OUTCOMES BY SUBJECT

Language

Digital Media Literacy

- Demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities.
- Demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission.
- Gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning.
- Demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts.
- Demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator.
- Use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems.

Oral and Non-Verbal Communication

- Use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities.
- Select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response.
- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently.
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed.
- Use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension.

Language Foundations for Reading and Writing

- Use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts.

- Use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading.
- Use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words.
- Demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context.
- Read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading.

Language Conventions for Reading and Writing

- Identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses.
- Demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly.
- Use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions.

Reading: Knowledge about Texts

- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.
- Identify and describe some characteristics of literary and informational text forms and their associated genres.
- Identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning.
- Describe ways in which images, graphics, and visual design are used in a given text, and demonstrate an understanding of their purpose and connection to the content of the text.
- Identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning.
- Identify the narrator's point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story.

Reading: Comprehension Strategies

- Activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts.

- Identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives .
- Make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information.
- Use strategies such as rereading, visualizing, and asking questions, to monitor and confirm their understanding of various texts.
- Identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them.
- Identify the main idea in a simple text, and relate important details in sequence.

Reading: Critical Thinking in Literacy

- Identify literary devices, including metaphor and assonance, and describe how they help communicate meaning.
- Make inferences using stated and implied information and ideas to understand texts.
- Analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements.- Identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning.
- Identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience.
- Describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility.

Developing Ideas and Organizing Content

- Plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics.
- Identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning.
- Generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas.
- Gather information and content relevant to a topic, using three or more sources.
- Sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used.
- Identify the strategies that helped them develop ideas for texts and organize content.

Writing: Creating Texts

- Draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.
- Demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic.
- Identify the point of view, including first person or third person, used in their texts.

- Make simple revisions to draft texts, including replacing words and adding sentences, to improve content and clarity, using feedback from others.
- Edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections.
- Produce final texts using simple techniques, to achieve the intended effect.
- Present the texts they have created using appropriate strategies, including by reading aloud with expression.

Mathematics

Number Sense

- Read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life.
- Compare and order whole numbers up to and including 1000, in various contexts.
- Count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies.
- Use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials.
- Demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract.
- Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6,8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts.
- Represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths.

Operations

- Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms.
- Represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings and standard fractional notation.
- Use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations.
- Recall and demonstrate multiplication facts of 2,5, and 10, and related division facts.
- Represent multiplication of numbers up to 10x10 and division up to 100/10, using a variety of tools and drawings, including arrays.
- Represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings.

Patterns and Relationships

- Identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts.
- Create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values.
- Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations.
- Create and describe patterns to illustrate relationships among whole numbers up to 1000.

Equations and Inequalities

- Describe how variables are used, and use them in various contexts as appropriate.
- Determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not.
- Identify and use equivalent relationships for whole numbers up to 1000, in various contexts.

Data Literacy

- Sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate.
- Collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables.
- Display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales.
- Determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data.
- Analyse different data sets presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions.

Probability

- Use mathematical language, including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions.
- Make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations.

Geometric and Spatial Reasoning

- Give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns.
- Sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles.
- Compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain.
- Identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent.

Measurement

- Compare the areas of two-dimensional shapes by matching, covering, or decomposing and re-composing the shapes, and demonstrate that different shapes can have the same area.
- Use appropriate nonstandard units to measure area, and explain the effect that gaps and overlaps have on accuracy.
- Use square centimetres (cm2) and square metres (m2) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides.
- Use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter.
- Explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths.
- Use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy.Compare, estimate, and measure the mass of various objects, using a pan balance and nonstandard units.
- Use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same.
- Use analog and digital clocks and timers to tell time in hours, minutes, and seconds.
- Use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems.

Financial Literacy

- Estimate and calculate the change required for various simple cash transactions involving whole amounts and amounts of less than one.

Science

STEM Investigation and Communication Skills

- Use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures.

Growth and Changes in Plants

- Assess ways in which plants are beneficial to society and the environment, and ways in which human activity has an impact on plants and plant habitats.
- Demonstrate an understanding of characteristics and uses of plants and of plants' responses to the natural environment.

Forces and Motion

- Assess the impacts of various forces on society and the environment.
- Demonstrate an understanding of how forces cause motion and changes in motion.

Strong and Stable Structures

- Assess the importance of form, function, strength, and stability in structures to society and the environment.

- Demonstrate an understanding of the concepts of strength and stability as they relate to structures with various forms and functions, and of the factors that affect structures' strength and stability.

Soils in the Environment

- Assess the importance of soils for society and the environment, and the impact of human activity on soils.
- Demonstrate an understanding of the composition of soils, of different types of soils, and of processes and practices that can affect the health of soil.

Social Studies

- Describe some of their own roles, relationships, and responsibilities.
- Identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have.
- Demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience.
- Identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice.
- Demonstrate an understanding that it is important to treat other people and the environment with respect.
- Formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self.
- Gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them.
- Interpret and analyze information relevant to their investigations, using a variety of tools.
- Evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self.
- Communicate the results of their inquiries, using appropriate vocabulary.
- Demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions.
- Formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong.
- Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them.

Social-Emotional

- Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.
- Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.
- Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.
- Apply skills that help them to recognize sources of stress and to cope with challenges, including help- seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.
- Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.

Mandarin-Language and Literature

Foundations of Language

- Use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension.
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed.
- Read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading.

Comprehension: Understanding and Responding to Texts

- Identify literary devices, including metaphor and assonance, and describe how they help communicate meaning.
- Identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience.
- Make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information.
- Identify the main idea in a simple text, and relate important details in sequence.
- Activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts.
- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.

Composition: Expressing Ideas and Creating Texts

- Identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning.
- Edit draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.
- Gather information and content relevant to a topic, using three or more sources.
- Demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic.
- Draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.
- Identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator.

Mandarin-Language Acquisition

Foundations of Language

- Use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension.
- Identify and construct various sentence types and forms, including simple sentences, compound sentences.
- Use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small and large-group conversations and various classroom activities.
- Use developing knowledge of the meanings of words to read and spell words.
- Select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non verbally, recognize when a message is difficult to understand, and develop an appropriate response.
- Read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading.

Comprehension: Understanding and Responding to Texts

- Identify specific purposes for engaging with texts, including learning facts or in formation, or to gain insight or new perspectives.
- Describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility.
- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.

- Explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts.
- Identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes.
- Make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information.

Composition: Expressing Ideas and Creating Texts

- Identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning.
- Identify the strategies that helped them develop ideas for texts and organize content.
- Gather information and content relevant to a topic, using three or more sources.
- Draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.
- Demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic.
- Identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator.

Visual Arts

- Use elements of (Art) design in art works to communicate ideas, messages, and understandings.
- Use a variety of materials, tools, and techniques to respond to design challenges.
- Explain how elements and principles of design are used to communicate meaning or understanding in their own or others' artwork.
- Identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.
- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject.
- Demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art.
- Describe how visual art forms and styles represent various messages and contexts in the past and present.
- Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.
- Express their feelings and ideas about works of art.
- Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places.

Performing Arts

- Apply the elements of music when singing, playing an instrument, and moving.
- Create compositions for a specific purpose and a familiar audience.
- Use the tools and techniques of musicianship in musical performances.
- Demonstrate an understanding of standard and non-traditional musical notation.
- Sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods.
- Express personal responses to musical performances in a variety of ways.
- Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.
- Create dance phrases using a variety of pattern forms.

Personal, Social and Physical Education

- Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.
- Explain how the brain responds when it thinks there is a threat and how that response might affect thoughts, emotions, and actions.
- Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol.
- Describe the physical and mental benefits of participating in physical activity every day.
- Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.
- Identify new capabilities and other benefits that may result from improved cardio- respiratory fitness.
- Develop and act on personal goals related to physical activity.
- Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.
- Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.
- Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.
- Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.
- Identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges.
- Demonstrate the ability to jump for distance or height, using two-foot and onefoot take-offs, while remaining in control.
- Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.
- Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment.
- Retain objects of different shapes and sizes in different ways, using different body parts and equipment.
- Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.
- Demonstrate an understanding that different physical activities have different components.

- Apply a variety of simple tactics to increase their chances of success during physical activities.
- Describe how visible differences and invisible differences make each person unique and identify ways of showing respect for differences in others.
- Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.
- Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.
- Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small group activities.
- Demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others can affect the environment.
- Identify factors that affect physical development, social-emotional development, and the development of a healthy body image.
- Demonstrate an understanding of the importance of good oral health to overall health and assess the effect of different food choices on oral health.
- Apply decision-making strategies to make healthy choices about behaviors and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered.
- Explain how local foods and foods from various cultures can be used to expand their range of healthy eating choices.

WELCOME TO ATHLETICS AND ACTIVITIES AT XLIS

At XLIS, the Athletics and Activities Department is here to provide your child with an enriching experience outside regular class hours. For students in P3 and P4, this includes a robust Extra-Curricular Activity (ECA) program, the first opportunities to participate as a member of a school team in the U9 age division, and participation in enriching schoolwide events. In these early years of a child's development, it is integral to ensure a breadth and variety of activities. From sports and arts to academic clubs and engaging events, the Athletics and Activities Department is looking to provide opportunities to explore their passions and experience new endeavors.

School Teams for P4 Students*:

In P4 students can participate in two co-ed team sports, two individual sports, and the school swim team. The co-ed team sports participate in weekly games and a culminating tournament during the season against other schools in Xi'an. The individual sports do not have formal practices and simply include participation in a meet against other schools in Xi'an. The school swim team trains every Tuesday and Thursday morning at 7:00 AM and includes the chance to participate in a major international tournament – ACAMIS Jr. Swim.

U9 Sports Seasons			
Sport	**Season**	**Training Times**	**Competitions**
Soccer	One(Aug.-Oct.)	Lunch Time	XIAC Soccer League
Cross Country	One (Sept.-Nov.)	None	XIAC Cross Country
Basketball	Three (Feb.-April)	Lunch Time	XIAC Soccer League
Track & Field	Three (Feb.-April)	PSPE Class	XIAC Track & Field
Swimming	Year Round (Aug.-June)	Tues./Thurs. AM	XIAC & ACAMIS Swim

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

Explore Our ECA Offerings for P4:

Sports Academy:
Board Game
Table Tennis
Tennis
Blue Dragon Football Club
Competitive Basketball
Golf
Kickboxing

Arts Academy:
Art & Craft Club
XLIS Choir
Ballet Dance
Jazz Drum Set
Pop Dance

Technology Academy:
PYP Science Experiment
Sea, Land, and Air Course

Learning Academy:
English Enhancement Class

Introduction to the School Library

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

Welcome to the school library where students will find many wonderful books and resources to help them learn and grow.

Every week, there will be a special library class where students will learn about the library, including how to find books, how to borrow and return books, and how to take care of books. They will also learn about different types of books, such as fiction, non-fiction, and picture books, and how to choose a book that interests them. Additionally, they will discover how to use the library catalog to find books.

In the library class, the librarian will connect what students are learning in their homeroom class with the library. For example, if they are learning about animals in their Unit of Inquiry (UOI) lesson, they will find and read books about animals in the library. There will also be activities that help students explore their UOI topics through books and other resources.

The library class will include fun activities like story time - where students can enjoy listening to stories read by the librarian, free reading time, book talks - where they can share their favorite books with friends, and research skills - where they will learn how to find information for their projects.

Remember, the library is a place for everyone to learn and have fun. Students should always be respectful and quiet so everyone can enjoy their time here. If they have any questions, they can ask the librarian, who is there to help. The librarian is excited to see students in the library and to help them discover the joy of reading and learning!

COMMUNICATION

Our primary means of communication is through a platform called "Seesaw". This can be accessed through the web or through an app on the phone or tablet. Log-in details are provided by the homeroom teacher and are unique to each student. You may contact your child's teacher or TA at any time through this portal, but please give them at least 24 hours to respond.

Parents are informed of student learning through:

6 x PYP Newsletters

2 x Parent/Teacher Conferences

1 x Student-led conference

3 x Reports on Managebac

Seesaw

Parents are also encouraged to schedule regular meetings with teachers.

*For more information on communication,
please review the XLIS Communication Policy

ASSESSMENT AND REPORTING

Assessment

Assessment takes two main forms at XLIS – formative assessment and summative assessment. Formative assessment takes place on a regular basis and informs how teachers plan their next lessons. Each of our lines of inquiry are formatively assessed and students are provided with feedback. For any information about the formative assessments in your child's class, you may find them uploaded to Managebac or you may contact your child's homeroom teacher directly.

Summative assessment takes place at the end of each unit of inquiry. Students are assessed on their understanding of the conceptual central idea of the unit. This assessment is often project-based and can follow a framework such as a GRASPS assessment. This task and criteria is uploaded to Managebac at the beginning of each unit and shared with students so they have a clear understanding of the end goal for the unit.

Standardized testing also takes place at XLIS. Students will complete the MAP assessment at the beginning and end of each school year to assess their progress in literacy, mathematics and science. This is an adaptive assessment that will inform teachers of the current level of each student and provide valuable information on planning instruction to meet students' educational needs.

Reporting

A report card is generated at three points in the school year (a progress report in October, a semester one report in January, and a final report in June) to inform parents of their child's progress. Our reporting system is based on a proficiency scale, not on percentages or letter grades. Each of the learning outcomes for the unit will be assessed and the students will be marked on a 3-point scale:

1 - emerging (is just beginning to understand, still needs teacher support)
2 – developing (is able to demonstrate some areas of the learning outcome, may still need some support)
3 – demonstrating (is able to independently demonstrate the learning outcome)

All of our reports will be generated through Managebac. When you enroll with XLIS you will receive an email with your log-in details to this platform. You may download a PDF version of your child's report from here for the future.

Parent- Teacher Conferences

After the progress and semester one reports, there will be scheduled parent-teacher conferences. This is a 15-minute time where the parent may meet with the teacher to discuss the progress of their child and to set learning goals for the next reporting period. In May, we have student-led conferences, where the students will reflect on their school year with their parents and teach all about the learning in their class.

MEDICAL ISSUES

Health Center

A full-time doctor and nurse are employed at XLIS. They may be found in the Health Center each day. Any accidents that happen on school campus are taken care of by our Health Center staff. As well as providing medical services, this team also educates our school community on preventative health measures, such as how to limit the spread of infectious diseases, eye exams, and dental care.

Children must be kept home in the event of:

• Temperature of 37.5 or higher. Children must be fever free for 24 hours without medication before returning to school.
• Recurring vomiting or diarrhea
• Viral or bacterial conjunctivitis
• Head lice – until treated
• Infectious diseases such as norovirus, hand-foot-mouth disease, influenza, Covid-19, etc

Please report all cases of infectious diseases (i.e. strep throat, chicken pox, rubella, measles, mumps, influenza, lice, etc). Any notices regarding health matters should be sent to the Health Center or nurse's email and will be treated confidentially. Any medicine that needs to be given to a student needs to be administered by the health center staff. This requires a doctor's report, prescription and complete packaging of the medicine.

In the case of a major emergency, the medical center staff will examine the student first. They will then contact the hospital and parents. A decision will then be made as to whether the medical staff or parents will bring the student to the hospital, depending on the seriousness of the situation.

STUDENT SUPPORT

Enhanced Learning

XLIS has a separate Enhanced Learning Center for primary and secondary students. This center is designed to support students with learning difficulties as well as students who are considered highly able (traditionally refered to as gifted and talented). Students who are identified to have special education needs (SEN) will be assessed to determine if enhanced learning support is needed. This process is done in collaboration with parents, the student and the teachers. If it is determined that enhanced learning support is needed, a learning program with be designed for that student. This is called an Individualized Education Plan (IEP).

In some cases, it may be required that a much more detailed assessment is carried out. This further assessment is called Psychological Educational testing. The enhanced learning teacher (ELT) will support parents to find a suitable testing center and provide contacts. In some cases, a student may require a one-to-one aide to support them in the classroom and with their daily learning. It may also be possible that XLIS is unable to meet the needs of the student.

English As an Additional Language (EAL)

XLIS provides language support to students from P2 – P6 who are still developing in their acquisition of English. The support is determined through the WIDA English proficiency assessment. This test will give a score from 1 (emerging) to 6 (native level) in listening, speaking, reading and writing. If the student's overall score falls below 3/6, then he or she will be available for EAL support. Students will complete this test when applying to XLIS if they are in P4 or above.

In the primary school, four EAL support teachers work with students to develop their English proficiency. Mostly, this support is done through a "push-in" model where the homeroom teacher and EAL support teacher co-plan, co-teach and co-assess the students. The language specialist will come to the classroom to support students within the regular classroom lesson periods. All students from P2 to P6 will take the WIDA Model assessment in the spring. If a student reaches above a 3 on the spring WIDA assessment, he or she would no longer need support from the EAL teacher.

XLIS GRADE ACCELERATION POLICY

It is Xi'an Liangjiatan International School (XLIS) policy that grade acceleration in lieu of "academic giftedness" should be considered an option of last resort. Differentiation of lesson content, internal enrichment programs, independent research projects and mentorship should be explored before grade acceleration is considered. Students applying for academic acceleration must be currently enrolled in XLIS. Thus, grade acceleration cannot be applied for before the student has been admitted to the school. The application for grade acceleration must be submitted before the first progress report of term on in October. The XLIS Grade Acceleration Panel will reach a decision on whether to accelerate and will inform the parents by no later than the end of term one (January). This policy is applied to all three divisions of XLIS (PYP, MYP, DP). The process for applying for grade acceleration is as follows:

● A letter of interest (email) must be submitted by the parent

● Submission of student work sample(s) to the Grade Acceleration Panel

● Submission of a written teacher recommendation. Afterwards, there is a consultation with the current teacher(s) to check the validity of the claim

● The parent will provide the school with the results of a psychological education report translated into English. This report must be completed by a certified Educational Psychologist and be taken within the last three years or less. Several subtests will be expected, such as WISC, WIAT (achievement sections), WPPSI (for children 6 years and under), and a full-scale IQ score. These scores should range within the 95th to 99th percentile. Things such as non-verbal ability, working memory, processing speed, and achievement scores will be of interest to us. Additionally, an assessment that addresses social-emotional grit and well-being would be useful as well.

SECTION 3:

RELEVANT POLICIES

RESTORATIVE PRACTICES POLICY

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

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

IB Learner Profile Attributes
Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risktakers, balanced and reflective.

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

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

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

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

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

Role of Principals and Counselors

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

LOWER GROUP (ECEA-P3)

Instances of inappropriate behavior:

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

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

CONSEQUENCES LEVEL 1-

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

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

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

CONSEQUENCES LEVEL 2-
Planned team support, which may involve teachers, parents, counselors, and administrators. May include:

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

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

CONSEQUENCES LEVEL 3-
Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:

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

MIDDLE GROUP (P4-M3)

Instances of inappropriate behavior:

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

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

• Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour	• Littering • Off task • Non-compliance

CONSEQUENCES LEVEL 1-

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

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

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

• Vandalism • Deliberate disruption in teaching and learning condition • Theft	• Profanity • Teasing or bullying • Disrespect	• Verbal abuse • Cheating

CONSEQUENCES LEVEL 2-

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

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

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

- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Leaving school without permission, truancy
- Use and distribution of tobacco or alcohol or other forms of substance abuse
- Racism, homophobia, sexism

- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Inappropriate use of electronic devices such as computer hacking or phishing

CONSEQUENCES LEVEL 3-

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

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

UPPER GROUP (M4-DP2)

Instances of inappropriate behavior:

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

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

• Inappropriate moving around school campus/ skipping classes • Tardiness/late to school • Dress code violation / hair colour	• Littering • Off task • Non-compliance

CONSEQUENCES LEVEL 1-

Logical and planned interventions. Least to most intrusive.

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

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

- Vandalism
- Deliberate disruption in teaching and learning condition

- Profanity
- Teasing or bullying

- Disrespect
- Verbal abuse

CONSEQUENCES LEVEL 2-
Planned team support, which may involve teachers, parents,counselors, administration. May include:

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

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

- Violence towards self, others or property
- Possessing or accessing pornographic materials

- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or

- Leaving school without permission, truancy
- Use and distribution of tobacco or alcohol or other forms of substance abuse
- Racism, homophobia, sexism

weapons
- Sexual and racial harassment
- Inappropriate use of electronic devices such as computer hacking or phishing
- Taking pictures without consent

CONSEQUENCES LEVEL 3-
Planned team support which will involve parents, teachers, counselor, administrators, and other support agencies as appropriate. May include:

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

ACADEMIC INTEGRITY

Xi'an Liangjiatan International School provides an education focused on enabling confident, open-minded global citizens through life-long learning and a sense of community. An under standing of academic integrity is central to the learning process at XLIS. Educators work to instill academic honesty in students by modelling good practice. IB students and teachers are principled, and "they act with a strong sense of fairness, justice, and respect for the dignity of individuals, groups, and communities. They take responsibility for their actions and the consequences that accompany them." (IB Learner Profile)

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

The collective goal is to:
• Promote fairness and honesty in students.
• Guide them to become responsible and ethical citizens.
• Instill respect for intellectual property.
• Foster an environment of academic trust.

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

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

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

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

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

What is Academic Integrity?

Academic Honesty is showing personal integrity in presenting original work.

Strategies for developing a practice of academic integrity:

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

• All teachers at XLIS attend an Academic Integrity workshop and sign a contract.

• At the beginning of the academic year, students from PYPS – MYP l, MVP 2-5, and DP are introduced or reintroduced to the practice of academic integrity and sign contracts.

• In collaboration with the 18 Coordinators, the librarian conducts regular sessions to guide students with research skills and referencing appropriate for their development stages. Teachers reinforce these skills in teaching the subjects.

• Coordinators lead workshops for parents to create awareness about academic integrity at the school.

• Positive reinforcement and open-mindedness are demonstrated when addressing academic integrity. Teachers are responsible for giving students clear guidance on academic writing.

Procedures for dealing with matters of academic misconduct:

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

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

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

Primary Years Program

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

Teacher Responsibilities are to:

Early Years - Primary 4

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

Middle Years Programme

Teachers Responsibilities are to:

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

Students Responsibilities are to:

- Read the school and 1B Academic Integrity policies and sign the school contract.
- Produce authentic work.
- Acknowledge sources correctly using the appropriate format.
- When working collaboratively, acknowledge the work of other members of the group.
- Observe ethical practice when completing the personal project.

Parents' Responsibilities are to:

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

Diploma Programme

School Responsibilities are to:
• Ensure DP examination sessions are conducted following the IB Guidelines, modeling academic integrity.
• Provide secure storage for exam papers.

Coordinator Responsibilities are to:
• Ensure invigilators are informed of the conduct of the rules and regulations for conducting exams with academic integrity.
• Inform the IB of matters of suspected malpractice.

Student Responsibilities are to:
• Read the school and IB Academic Integrity policies and sign the school contract.
• Read the academic honesty sections of the subject guides.
• Produce and submit authentic work.

Parents Responsibilities are to:
• Read the Academic Integrity policy and sign the contract.
• Encourage ethical behavior and independent student work.

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

Addendum – Artificial Intelligence (AI)

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

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

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TECHNOLOGY ACCEPTABLE USE POLICY

Introduction

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

Values (What are XLIS Values)

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

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

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

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

Willing to accept new ideas without prejudice.

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

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

SCHOOL TECHNOLOGY

PYP/MYP Devices

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

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

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

Equipment and Facilities

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

Telephones

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

Security Cameras CCTV

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

Smart Cards

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

USER RIGHTS, RESPONSIBILITIES & PROHIBITIONS

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

• Show respect and courtesy for other users in XLIS's community, which includes the strict prohibition of cyberbully, harassment, threatening, prejudicial or discriminatory statements.

• Recognize and honor the intellectual property of others, by not storing, transmitting or distributing protected material without the written consent of the holder of the protection rights.

• Comply with legal restrictions regarding plagiarism, the use and citation of information resources and copyright law and the XLIS Academic Integrity Policy and contracts.

• Limit the use of the school's technology resources to the educational mission of the school.

• Avoid tampering or experimenting with the school network or equipment, including efforts to bypass the school's internet filters or proxies, using a VPN other than the school-provided "always-on tunnel".

• Make personal devices available for inspection by an administrator or other authorized staff member upon request.

• Use appropriate language in all communications.

• Never use or attempt to use another student's assigned hardware, subscriptions, logins, files, or personal information.

• Avoid giving out personal information, such as name, address, photo, or other identifying information online, including usernames and passwords.

• Avoid using personal computers or equipment to record (audio/visual) others without their permission.

• Avoid modifying or copying any protected system files, system folders, or control panel files without prior approval of the Head of IT.

• Obey the laws and restrictions of the local government.

SCHOOL TECHNOLOGY

- Non-academic game playing, downloading and video streaming.

- Game applications should not be open on campus at XLIS, unless permission is given from a member of the teaching staff.

- Exception: Social media is permitted when not in class, study time, or study areas within XLIS.

- Accessing, storing, transmitting, or distributing offensive, indecent, obscene or pornographic mate rials in any form.

- Circumventing or attempting to circumvent security measures or filtering/monitoring/ reporting software.

- Using a virtual machine or an alternative operating system to mislead or hide computer activities.

- Using bit torrent software, P2P, or other software that uses XLIS network for sharing files.

- Knowingly introducing any form of computer virus to any student, teacher or school device.

- Using XLIS' computer system, email or the internet for commercial gain, political purpose, illegal activities, impersonating another user, or to advocate violence.

USE & PROPERTY RESPECT

Educational Use

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

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

Respect for Others

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

Respect for Security

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

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

Software Installation

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

Software Copyright

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

Hardware

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

Audio Visual Hardware

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

Internet/World Wide Web Usage

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

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

Expected standards of conduct include

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

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

The school wil use available monitoring and blocking software to filter objectionable materials on the intemet.

Personal Equipment

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

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

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

Cyber-Bullying

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

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

Violations involving Pornography

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

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

Limitation of School Liability

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

PROCEDURES FOR ALLEGED VIOLATIONS

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

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

IMPORTANT ADDITIONAL NOTES

• If a student's computer or mobile device is lost or damaged, the student and/or parent is responsible for paying for repairs or the balance owed on the lost/damaged computer, and furnishing a replacement laptop or mobile device as soon as possible either by purchasing a new computer/mobile device through the school or providing their own with the same or higher specification.

• If any ICT peripheral is lost or damaged, the student and/or parent is responsible for paying for repairs or the cost of a replacement.

• Student user name on any laptop/mobile device should be firstname.lastname for identification and safety monitoring purposes.

• Students should bring their laptops or mobile device to school fully charged every day.

• Laptops must be carried in protective computer bags whenever they are moved.

- Mobile devices must be in a protective case at all times while in school.

- PYP-Laptops/Mobile devices should not be left unsupervised, and should be locked in a locker when not needed. Keeping the device safe from loss or damage is the responsibilty of the student.

- For collaboration on school-related matters, students are strongly encouraged to use the school-provided email account and /or the school messaging platform. This ensures the highest degree of transparency and accountability.

- Student e-mail accounts use the following convention:first.last@studentmail.xalis.com. Report any Laptop/Mobile device or network problems promptly by sending an e-mail to the IT Help desk at ict@xalis.com or coming to the IT department.

- Treaty our Laptops/ Mobile device with care: do not drop it, get it wet, leave it unattended, or leave it outdoors.

- Students are strongly encouraged to make backups of all important files at least once a week, using the pre-installed Time Machine or Windows Restore software on an external storage device. Backing up your student mobile device is also strongly encouraged.

- Social Media is permitted only when not in class, study time, or study areas within XLIS.

CAMPUS ACCESS CONTROL POLICY

1.XLIS Staff Entry System

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

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

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

2.XLIS Treeshine Staff Entry System

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

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

3.XLIS Student Entry System

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

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

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

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

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

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

4.XLIS Parent and Visitor Entry System

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

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

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

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

5.XLIS School Entry System for Activity Days

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

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

6.XLIS School Gate Duties

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

6.2 Gatekeepers are required to strictly implement the school's visitor registration system. All visitors must provide their entry time and state the reason for entering the school. The gatekeeper must verify and confirm the visitor's request with the

relevant department before granting access. Individuals who have not been approved in advance are not permitted to enter the campus. Security personnel must take full responsibility for proper registration and may not rely on verbal explanations in place of formal written records.

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

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

ASSESSMENT POLICY

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

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

Our goals are:

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

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

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

Terms used at school:

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

GUIDELINES

■ PRIMARY YEARS PROGRAMME

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

Effective Assessment

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

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

WHAT: Assessment of knowledge, skills and conceptual understandings.
HOW: Assessment tools and strategies to monitor, document and measure learning.
WHY: To inform learning and teaching.

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

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

The use of strategies and tools in assessments:

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

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

CRITERIA: 1-Emerging 2-Developing 3-Demonstrating

Standardised assessment

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

◼◼MIDDLE YEARS PROGRAMME

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

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

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

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

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

Moderation: Summative assessments should be moderated in order to
- ensure that all students are graded fairly.
- ensure that a common standard is reached by all teachers involved.
- ensure that criteria are applied accurately.

■ DIPLOMA PROGRAMME

All DP teachers are required to follow the following practices:

1. Formative assessments- teachers give formative assessments before a summative assessment to ensure that the students are clear about the requirements of the tasks.
Feedback is provided and students are expected to redo the work applying the feedback.

2. Formative assessments are given during the introduction and the completion of the IA Students are given the criteria and the teacher should ensure that the expectations for each criterion is clear.
3. Summative Assessments: Marking of the assessments have to be in line with the objectives of the paper.
4. All tasks and marks should be recorded on Managebac and made available to the students and parents.
5. Students are awarded grades after a variety of tasks have been given to them so that the marks are fair and reflect their actual ability.
6. Marks awarded are against the grade boundaries issued by IB and the teacher can decide to make slight adjustments to the boundaries after consultation with the DP Coordinator.
7. Report are issue 3 times in the year - in each DP year - Progress Reports - October
Semester reports - January
End of year Reports: June for DP1
                 May for the DP2

8. Predicted grades are issued as follows:

    DP1 - June of the 1st academic year.

    DP2 - October of the 2nd year

          January of the 2nd year

          April of the 2nd year for IB Predicted Grades.

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

Grading and Reporting:

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

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

Training:

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

Reporting:

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

Bibiography:

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

Busan International School. 'Assessment Policy'. 2015.

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

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

ATTENDANCE POLICY

Introduction:

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

School Responsibility:

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

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

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

Parents' responsibility:

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

Primary School Procedures

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

Secondary School Procedures

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

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

Registers

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

Lateness

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

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

Long Absences

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

Frequent Absence:

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

Any enrolled student will be marked as follows in ManageBac:

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

1. Unauthorised absence

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

2. Authorised absence

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

3. Approved Educational Activity

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

This would include:

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

References

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

Updated on: 2023/03/29

DRESS CODE POLICY

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

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

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

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

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

Consequences for not following the dress code:
• Students will receive a behavior note on ManageBac.
• On photoshoot days, students with dyed hair, wrong dress code will be left out of the shooting.
• Repeated breaching of the dress code will lead to students being sent home.

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

Updated on: 2023/05/13

COMMUNICATION POLICY

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

Our goals are:

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

GUIDELINES

Primary Years Programme:

For the Primary Years Programme at XLIS, the following practices are followed:
- The principal sends a weekly email to the community to inform them of how we are achieving our mission and working towards our vision and Schoolwide Learning Outcomes (SLOs)
- The PYP coordinator uploads a newsletter to the school website at the start of each unit so that parents can support the learning at home
- The only two communication platforms used at XLIS which are Microsoft email and Seesaw
- We no longer use WeChat for any communication in the primary school
- The teacher will send an group message once a week to inform parents about the week ahead, any parent may respond to this message to ask for individual feedback on any area of their child's learning
- A thorough report on each student's progress is sent home in October, January and June
- A summative assessment tool which clearly describes criteria for success is provided usually in the form of a GRASPS at the start of each unit
- A formative assessment tool in the form of a 3 Point Formative Assessment or equivalent is provide to students through each unit in order to help them reflect and adjust before the summative assessment
- PYP workshops are planned throughout the year depending on the needs of parents to learn about the program.

SECTION 4:

CONTACT LIST

西安梁家滩国际学校2025-2026学年教职工名单表
Xi'an Liangjiatan International School 2025-2026 Staff Name List

SCHOOL MANAGEMENT 学校管理层

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100001	Lily Liu 刘莉	Head of School 总校长	lily.liu@xalis.com
100004	Brian Lalor	Deputy Head of School 副总校长	brian.lalor@xalis.com
100268	Shameek Ghosh	Secondary Principal 中学部校长	shameek.ghosh@xalis.com
100136	Marly Song	Primary Principal 小学部校长	marly.song@xalis.com
100002	Alex Rambaud	Director of Student Well-being & Dormitory 学生关怀及宿舍总监	alex.rambaud@xalis.com
100009	Echo Zhao 赵俊琼	Director of Brand Development 品牌发展总监	echo.zhao@xalis.com
100020	Kriss Parker	Director of Logistics 后勤总监	kriss.parker@xalis.com
100011	Kathy Wei 魏凯雪	Director of HR & All Staff Well-being 人事总监及工会主席	kathy.wei@xalis.com
100181	Zachary Dwyer	Director of Athletics & Activities, Secondary Physical and Health Education Teacher 体育及活动总监，中学体育教师	zach.dwyer@xalis.com

PRIMARY 小学

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100312	Nicola Crossfield	PYP Coordinator 小学部协调员	nicola.crossfield@xalis.com
100328	Sarah Henderson	ECEA1 Homeroom Teacher 幼儿园A1班班主任	sarah.henderson@xalis.com
100276	Mim Griffin	ECEA2 Homeroom Teacher, Early Years Lead Teacher 幼儿园A2班班主任，幼儿园教研组长	mim.griffin@xalis.com
100233	Eli Mardani	ECEB1 Homeroom Teacher 幼儿园B1班班主任	eli.mardani@xalis.com
100313	Sue Sapoan	ECEB2 Homeroom Teacher 幼儿园B2班班主任	sue.sapoan@xalis.com
100329	Iman Khan	P1A Homeroom Teacher 一年级A班班主任	iman.khan@xalis.com

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100314	Arno Botha	P1B Homeroom Teacher 一年级B班班主任	arno.botha@xalis.com
100290	Mariajose Cuevas	P2A Homeroom Teacher 二年级A班班主任	mariajose.cuevas@xalis.com
100265	Pejay Pauly	P2B Homeroom Teacher 二年级B班班主任	pejay.pauly@xalis.com
100227	Angela Loubser	P2C Homeroom Teacher 二年级C班班主任	angela.steeles@xalis.com
100075	Johnny Fees	P3A Homeroom Teacher, Lower Primary Lead Teacher 三年级A班班主任，小学低年级教研组长	johnny.fees@xalis.com
100259	Ahmed Hussien	P3B Homeroom Teacher 三年级B班班主任	ahmed.hussien@xalis.com
100330	Paige Stickelman	P3C Homeroom Teacher 三年级C班班主任	paige.stickelman@xalis.com
100282	Henry Puttick	P4A Homeroom Teacher 四年级A班班主任	henry.puttick@xalis.com
100288	Daniel Hall	P4B Homeroom Teacher 四年级B班班主任	daniel.hall@xalis.com
100266	Sandy Harrison	P4C Homeroom Teacher 四年级C班班主任	sandy.harrison@xalis.com
100115	Syuzanna Gasparyan	P4D Homeroom Teacher 四年级D班班主任	syuzanna.gasparyan@xalis.com
100291	Ross Foley	P5A Homeroom Teacher 五年级A班班主任	ross.foley@xalis.com
100253	Jack Le Roux	P5B Homeroom Teacher 五年级B班班主任	jack.roux@xalis.com
100017	Benjamin Wright	P5C Homeroom Teacher 五年级C班班主任	benjamin.wright@xalis.com
100228	Romann Loubser	P6A Homeroom Teacher 六年级A班班主任	romann.loubser@xalis.com
100204	Alexander Boel	P6B Homeroom Teacher 六年级B班班主任	alexander.boel@xalis.com
100052	Julia Fan 范瑜婧	P6C Homeroom Teacher, PYP Chinese Assistant Coordinator, Upper Primary Lead Teacher 六年级C班班主任,小学中方助理协调员,小学高年级教研组长	julia.fan@xalis.com
100114	Terren Maves	Primary EAL Teacher 小学英语教师	terrenlee.maves@xalis.com

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100331	Eric Puchalski	Primary EAL Teacher 小学英语教师	eric.puchalski@xalis.com
100332	Kevin O'Shea	Primary EAL Teacher 小学英语教师	kevin.oshea@xalis.com
100305	Whitney Hartford	Primary EAL Teacher 小学英语教师	whitney.hartford@xalis.com
100036	Kate Yu 于洋	Primary EAL Teacher 小学英语教师	kate.yu@xalis.com
100284	Christopher Walsh	Primary EAL Teacher, Primary PSPE Teacher 小学英语教师，小学体育教师	christopher.walsh@xalis.com
100223	Nancy Jing 景欢平	Primary Chinese Language Lead Teacher 小学中文教研组长	nancy.jing@xalis.com
100122	Sally Su 苏静	Primary Chinese Language Teacher 小学中文教师	sally.su@xalis.com
100168	Annie Wang 王雪纯	Primary Chinese Language Teacher 小学中文教师	annie.wang@xalis.com
100124	Faustina Wen 文蕾	Primary Chinese Language Teacher 小学中文教师	faustina.wen@xalis.com
100172	Carol Wu 吴柯蓉	Primary Chinese Language Teacher 小学中文教师	carol.wu@xalis.com
100125	Winnie Huang 黄璞	Primary Chinese Language Teacher 小学中文教师	winnie.huang@xalis.com
100138	Chad Boudreau	Primary PSPE Teacher 小学体育教师	chad.boudreau@xalis.com
100060	Richie Li 李程	Primary PSPE Teacher 小学体育教师	richie.li@xalis.com
100067	Maggie Qiu 秋月	Primary Makerspace Teacher 小学创客空间教师	maggie.qiu@xalis.com
100063	Pyoung Gang Kim	Primary Performing Arts Teacher, Performance Coordinator 小学音乐教师，表演艺术协调员	pg.kim@xalis.com
100279	Hye Jin Yeom	Primary Performing Arts Teacher 小学音乐教师	hyejin.yeom@xalis.com
100285	Setareh Tajbakhsh	Primary Visual Arts Teacher 小学艺术教师	setareh.tajbakhsh@xalis.com
100064	Jasmine Zhang 张旭臻	Primary Visual Arts Teacher 小学艺术教师	jasmine.zhang@xalis.com

TEACHING ASSISTANT AFFAIRS DEPARTMENT
助 教 事 务 部

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100074	Fiona Bai 白慧峰	Head of TA, Secretary to the Primary Principal 助教事务部主任, 小学校长秘书	fiona.bai@xalis.com
100302	Ella Dai 代伊	ECA1 TA 幼儿园A1班助教	ella.dai@xalis.com
100307	Yoyo Zhang 张雨	ECEA2 TA 幼儿园A2班助教	yoyo.zhang@xalis.com
100308	Amy Wang 王瑞璞	ECEB1 TA 幼儿园B1班助教	amy.wang@xalis.com
100257	Yuki Huang 黄雨婷	ECEB2TA 幼儿园B2班助教	yuki.huang@xalis.com
100236	Emma Xie 谢彬	P1A TA 一年级A班助教	emma.xie@xalis.com
100165	Gillian Wang 王楠	P1B TA 一年级B班助教	gillian.wang@xalis.com
100249	Kelly Lv 吕洁	P2A TA 二年级A班助教	kelly.lv@xalis.com
100144	Lan Wu 乌兰	P2B TA 二年级B班助教	lan.wu@xalis.com
100281	Summer Hou 侯梦瑶	P2C TA 二年级C班助教	summer.hou@xalis.com
100258	Betty Chen 陈瑞莹	P3A TA 三年级A班助教	betty.chen@xalis.com
100088	Vicky Wang 王伟娟	P3B TA 三年级B班助教	vicky.wang@xalis.com
100251	Joy Zhao 赵梓君	P3C TA 三年级C班助教	joy.zhao@xalis.com
100232	Olivia Zhu 朱靖蓉	P4A TA 四年级A班助教	olivia.zhu@xalis.com
100072	Daisy Yan 颜嘉敏	P4B TA 四年级B班助教	daisy.yan@xalis.com

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100272	Snow Bai 白雪	P4C TA 四年级C班助教	snow.bai@xalis.com
100252	Brenda Zhang 张蓓	P4D TA 四年级D班助教	brenda.zhang@xalis.com
100061	Kitri Jiang 蒋倩倩	P5A TA 五年级A班助教	kitri.jiang@xalis.com
100199	Irene Lin 林子敬	P5B TA 五年级B班助教	irene.lin@xalis.com
100309	Summer Zhang 张夏恬	P5C TA 五年级C班助教	summer.zhang@xalis.com
100254	Alex Zhu 朱晓坤	P6A TA 六年级A班助教	alex.zhu@xalis.com
100255	Wendy Li 李婷	P6B TA 六年级B班助教	wendy.li@xalis.com
100142	Shevon Hu 胡霄帆	P6C TA 六年级C班助教	shevon.hu@xalis.com
100211	Kelly Xing 邢蒙	Primary TA 小学部助教	kelly.xing@xalis.com

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