



XLIS

XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL



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INTERNATIONAL SCHOOL

XLIS

2025 - 2026

PYP5 HANDBOOK

Xi'an Liangjiatan International School

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SECTION 1:

XLIS



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”**.

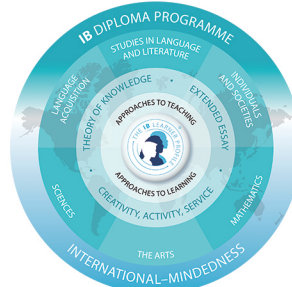
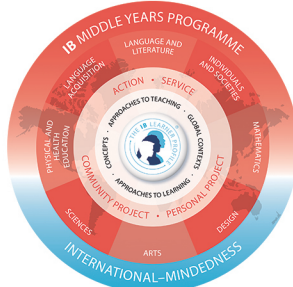
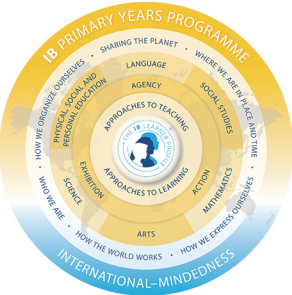
In addition to fostering environmental awareness and social responsibility, Xi'an Liangjiatan International School also leverages its unique position to promote intercultural understanding and exchange. By incorporating global issues and perspectives into its curriculum, the school provides students 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”**.



PRIMARY HANDBOOK



《2025胡润百学-中国外籍人员子女学校30强》
 ——学校综合实力以国内国际学校为参照

2025排名	上一期排名	学校	建校年限	建筑面积	师生比	最高学历		
1	1	北京顺义国际学校	International School of Beijing	北京	100	1900	1100	110
2	2	北京德威国际学校	Dulwich College Beijing	北京	96	2005	1500	70
3	3	北京乐成国际学校	Lettington Academy of Beijing	北京	34	1994	1200	80
4	6	上海美国学校	Shanghai American School	上海	93	1912	2900	250
5	5	上海中法国际部	Shanghai High School International Division	上海	92	1993	3300	200
6	4	上海美国外籍人员子女学校	Wellington College International Shanghai	上海	89	2014	1600	40
7	7	上海浦东美国学校(美国分校)	Dulwich College Shanghai Pudong	上海	82	2003	1600	40
8	8	上海浦东美国外籍人员子女学校	Yew Chung International School of Shanghai	上海	83	1993	2000	70
9	9	上海美国外籍人员子女学校	Concordia International School Shanghai	上海	82	1998	1350	70
10	13	上海美国外籍人员子女学校	Yew Chung International School of Beijing	北京	81	1997	1000	30
10	11	上海美国外籍人员子女学校	American International School of Guangzhou	广州	81	1981	1075	50
12	10	广州美国外籍人员子女学校	ISA Science City International School	广州	77	2020	800	20
12	NA	清华大学附属实验学校	Tsinghua International School	北京	77	2009	520	45
14	12	南京美国国际学校	BASIS International School Shenzhen	深圳	76	2015	800	50
14	14	上海浦东美国外籍人员子女学校	Dulwich College Shanghai Puxi	上海	76	2016	500	20
14	18	上海美国外籍人员子女学校	Shanghai International School	上海	76	2011	1000	40
14	14	北京国际学校	Harrow Beijing	北京	76	2005	1500	45
14	16	天津美国国际学校	Wellington College International Tianjin	天津	76	2011	600	50
18	17	上海美国外籍人员子女学校	Shanghai International School	上海	75	1998	1200	30
19	25	西安美国国际学校	Xian Langgiate International School	西安	75	2003	660	10
19	25	苏州美国外籍人员子女学校	Suzhou Singapore International School	苏州	75	1996	1040	60
22	20	苏州美国外籍人员子女学校	Dulwich College Suzhou	苏州	74	2007	900	140
22	NA	复旦大学附属实验学校	Fudan International School	上海	74	2002	380	30
22	18	广州美国外籍人员子女学校	The British School of Guangzhou	广州	74	2005	1100	70
22	22	上海美国外籍人员子女学校	Harrow International School Shanghai	上海	74	2016	500	20
22	21	上海美国外籍人员子女学校	Shanghai Foreign Language School Affiliated to SUI International Department	上海	74	1999	1200	130
27	22	大连美国国际学校	Dalian American International School	大连	73	2006	400	20
27	NA	北京美国国际学校	The British School of Beijing	北京	73	2009	1000	30
27	24	南京美国国际学校	Harrow International School Shenzhen	深圳	73	2000	700	30
TOP 30	25	南京美国国际学校	Qiyeh International School	南京	73	1992	600	40
TOP 30	TOP 30	南京美国国际学校	Wellington College International Hangzhou School	杭州	72	2018	1400	10
TOP 30	25	南京美国国际学校	Yew Chung International School of Qingdao	青岛	72	2006	200	20
TOP 30	TOP 30	南京美国国际学校	Yew Chung International School of Chengde	承德	72	2001	400	10
TOP 30	TOP 30	南京美国国际学校	The British International School Shanghai	上海	72	2002	1970	60
TOP 30	TOP 30	北京美国国际学校	Canadian International School of Beijing	北京	72	2006	1200	30
TOP 30	TOP 30	南京美国国际学校	Quality School International of Shenzhen	深圳	72	2001	1020	60

来源：《2025胡润百学-中国国际学校排行榜》
 制作：IBWORLD.COM





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.



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 125 countries, leading experts via the CIS Affiliated Consultant Network, and the CIS Global team of more than 50 educators and industry professionals.
- **Evaluation** of practices and policies using global standards in international education to support continuous improvement.

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

With kind regards,

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

1 / 1 Schipholweg 113 | 2316 JC Leiden | The Netherlands | T +31 (0) 71 524 33 00 | www.cis.org



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



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



OUTLOOK
OF CHINA
希望中国

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

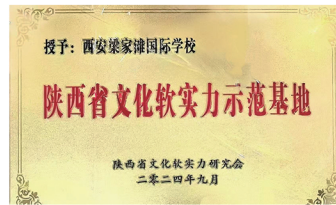
“希望中国”青少年教育戏剧展演
2024年7月-2024年9月



西安交通大学
XI'AN JIAOTONG UNIVERSITY

西安梁家滩国际学校
XI'AN LIANGJIATAN INTERNATIONAL SCHOOL

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

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,

A handwritten signature in black ink that reads "Marly Song". The signature is stylized and fluid, with a long horizontal stroke extending to the right.

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 through 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 highlights 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.

P5 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.

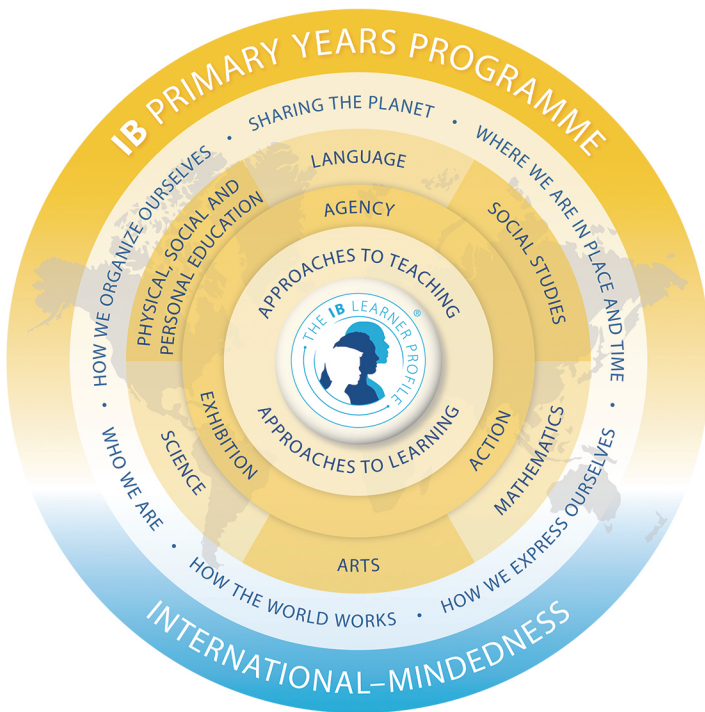
Here is our daily schedule:

- ◆ 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

- Explain 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 personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission.
- Gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning.
- Demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts.
- Demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production.
- Select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions.
- Communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community.

Oral and Non-Verbal Communication

- Use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes.
- Select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response.
- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently.
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning.
- Use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension.

Language Foundations for Reading and Writing

- Use 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 a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust 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 and compound sentences formed with prepositional phrases and/or independent and dependent clauses.
- Demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, 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 and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work.

Reading: Understanding and Responding to Texts

- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.
- Describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning.
- Identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning.
- Explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts.
- Identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre.
- Identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story.

Reading: Comprehension Strategies

- Identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new 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 pose questions to check whether their predictions were correct.
- Use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts.
- Describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them.
- Summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion.

Reading: Critical Thinking in Literacy

- Describe literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience.
- Make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts.
- Analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect.
- Explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed.

Writing: Developing Ideas and Organizing Content

- Identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning.
- Generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences.
- Gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information.
- Select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium.

Writing: Creating Texts

- Draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.
- Establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre.
- Identify the point of view used in their texts, and the perspectives and bias conveyed in their texts.
- Make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback.
- Edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts.
- Produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect.
- Publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message.

Mathematics

Number Sense

- Read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life.

- Compare and order whole numbers up to and including 10 000, in various contexts.
- Round whole numbers to the nearest ten, hundred, or thousand, in various contexts.
- Represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator.
- Use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers.
- Count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools.
- Read, represent, compare, and order decimal tenths, in various contexts.
- Round decimal numbers to the nearest whole number, in various contexts.
- Describe relationships and show equivalences among fractions and decimal tenths, in various contexts.

Operations

- Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms.
- Use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations.
- Recall and demonstrate multiplication facts for 1×1 to 10×10 , and related division facts.
- Use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used.
- Represent and solve problems involving the multiplication of two- or threedigit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays.
- Represent and solve problems involving the division of two- or three digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays.
- Represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation.
- Show simple multiplicative relationships involving whole-number rates, using various tools and drawings.

Patterns and Relationships

- Identify and describe repeating and growing patterns, including patterns found in real-life contexts.
- Create and translate repeating and growing patterns using various representations, including tables of values and graphs.
- Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns.
- Create and describe patterns to illustrate relationship among whole numbers and decimal tenths.
- Plot and read coordinates on the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another.
- Describe and perform translations and reflections on a grid, and predict the results of these transformations.

Equations and Inequalities

- Solve equations that involve whole numbers up to 50 in various contexts and verify solutions.
- Solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions.

Coding

- Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events.
- Read and alter existing code, including code that involves sequential, concurrent repeating and nested events, and describe how changes to the code affect the outcomes.

Data Literacy

- Describe the difference between qualitative and quantitative data, and describe situations where each would be used.
- Collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data and organize the data in frequency tables and stem-and-leaf plots.
- Select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs.
- Create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data.
- Determine the mean and the median 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 sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar-graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions.

Probability

- Describe the likelihood that events will happen, and use that information to make predictions.
- Use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions.
- Make and test predictions about the likelihood that the mean, median, and mode (s) of a data set will be the same for data collected from different populations.

Geometric and Spatial Reasoning

- Identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry.

Measurement

- Explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity.

Measurement

- Use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity.
- Solve problems involving elapsed time by applying the relationships between different units of time.
- Identify angles and classify them as right, straight, acute, or obtuse.
- Use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths.
- Apply the formula for the area of a rectangle to find the unknown measurement when given two of the three.

Financial Literacy

- Identify the various methods of payment that can be used to purchase goods and services.
- Estimate and calculate the cost of transactions involving multiple items priced in whole amounts, and the amount of change needed when payment is made in cash, using mental math.
- Describe some ways of determining whether something is reasonably priced and therefore a good purchase.
- Explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each.
- Explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another.

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.

Habitats and Communities

- Assess impacts of human activities on habitats and communities, and analyse actions for minimizing negative impacts and enhancing positive ones.
- Demonstrate an understanding of habitats and communities and of interrelationships among the organisms that live in them.

Light and Sound

- Assess the impacts on society and the environment of technological innovations related to light and sound.
- Demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

Machines and Their Mechanisms

- Evaluate the impacts of various machines and their mechanisms on society and the environment.
- Demonstrate an understanding of the basic principles and functions of machines and their mechanisms.

Rocks, Minerals, and Geological Processes

- Assess the social and environmental impacts of geological processes and of human uses of rocks and minerals.
- Demonstrate an understanding of rocks, minerals, and Earth's geological processes.

Social Studies

- Describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self.
- 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 analyse 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.
- Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions.
- Gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions.
- Evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship.
- Compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs.
- 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 no sustainable actions.
- Compare social organization in two or more early societies.
- Compare aspects of the daily lives of different groups in an early society, and explain how differences were related to the social organizations, of that society.
- Compare two or more early societies in terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present-day.

- Identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps.
- Demonstrate the ability to extract information on daily life in early societies from visual evidence.
- Describe the social organization of some different early societies and the role and status of some significant social and work-related groups in these societies.

Social-Emotional

- 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 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 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 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.

Mandarin-Language and Literature

Foundations of Language

- 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 strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning.
- Use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes.
- Select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response.
- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently.

Comprehension: Understanding and Responding to Texts

- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.
- Describe various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre.
- Identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning.
- Analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect.
- Describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them.
- Identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture.
- Use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts.
- Explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts.

Composition: Expressing Ideas and Creating Texts

- Identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning.
- Identify the point of view used in their texts, and the perspectives and bias conveyed in their texts.
- Generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences.
- Edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts.
- Gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information.
- Identify the point of view used in their texts, and the perspectives and bias conveyed in their texts.
- Describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator.
- Make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback.

Mandarin-Language Acquisition

Foundations of Language

- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently.
- Identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases.
- Use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension.
- Use 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 and messages communicated orally and non verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response.
- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently.
- Read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading.

Comprehension: Understanding and Responding to Texts

- Explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts.
- Describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them.
- Analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect.
- Identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience.
- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.
- Identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts.
- Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.
- Identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre.

- Describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them.

Composition: Expressing Ideas and Creating Texts

- Identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning.
- Identify the point of view used in their texts, and the perspectives and bias conveyed in their texts.
- Identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning.
- Gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information.
- Describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator.
- Establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre.
- Identify the point of view used in their texts, and the perspectives and bias conveyed in their texts.
- Draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.

Visual Arts

- Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.
- Use elements of (art) design in art works to communicate ideas, messages, and understandings.
- Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.
- Explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.
- Demonstrate awareness of the meaning of signs, symbols, and styles in works of art.
- Describe how visual art forms and styles represent various messages and contexts in the past and present.
- Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made.
- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- Use a variety of materials, tools, and techniques to determine solutions to design challenges.
- Identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.

Performing Arts

- Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.
- Create musical compositions for specific purposes and audiences.
- Demonstrate an understanding of musical signs and standard notation on the five-line staff and use devised notation to record the sequence of sounds in a composition of their own.
- Identify the elements used in the music they perform, listen to, and create, and describe how they are used.
- Sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods.
- Express detailed 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.
- Use narrative form to create short dance pieces on a variety of themes.
- Use dance as a language to explore and communicate ideas derived from a variety of literature sources.
- Demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts.
- Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.

Personal, Social and Physical Education

- Apply skills that help them to recognize sources of stress and to cope with challenges, including help seeking behaviors, as they participate in learning experiences, in order to support the development of personal resilience.
- 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.
- Identify the key nutrients provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance.
- Describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.
- Identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Food Guides.
- Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.
- Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.
- Identify ways of promoting healthier eating habits in a variety of settings and situations.

- Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control, as well as to adapt to challenging situations over which they have less immediate influence.
- Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.
- Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviors 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 and lead-up games.
- Apply a decision-making process to assess risks and make safe decisions in a variety of situations.
- Describe various types of bullying, abuse, and other non-consensual behavior, including cyber-bullying, and identify the impacts they can have and appropriate ways of responding.
- Identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health.
- Develop and act on personal fitness goals based on their interests, selfassessments, and feelings when participating in physical activity.
- Demonstrate behaviors 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 common precautions for preventing accidents and injuries, including concussions, while participating in different types of 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.
- Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.
- Demonstrate the ability to jump and land, in control, from a low height.
- Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.
- Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.
- Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment.
- Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.
- Identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories.
- Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.



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 P5 and P6, this includes a robust Extra-Curricular Activity (ECA) program, expanded opportunities to participate as a member of school teams in the U11 age division, and participation in enriching schoolwide events. Students in this age group have started to develop passions and interests and the athletics and activities offerings are here to ensure they can be pursued in an educational context. From sports and arts to academic clubs and engaging events, the Athletics and Activities Department is looking to enhance your child's experience at school by providing a diversity of learning experiences.

School Teams for P5 Students*:

In P5 students can participate in eight sports that represent the school in interscholastic competition. Except for mini volley, the teams are divided by gender and participate in weekly games and a culminating tournament against other schools in Xi'an. Most practices for school teams at this age take place after school and require a significant time commitment from students and parents. 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.

U11 Sports Seasons			
Sport	Season	Training Times	Competitions
Soccer	One(Aug.-Oct.)	Mon./Fri.	XIAC Soccer League
Cross Country	One (Sept.-Nov.)	Tues./Thurs.	XIAC Cross Country
U11 Mini Volley	Two (Nov.-Jan.)	Lunch Time	XIAC Mini-Volley League
U11 Table Tennis	Two (Nov.-Jan.)	Mon./Fri.	XIAC Table Tennis
Basketball	Three (Feb.-April)	Mon./Fri.	XIAC Soccer League
Track & Field	Three (Feb.-April)	Tues./Thurs.	XIAC Track & Field
U11 Baseball	Four (May)	Mon./Fri.	XIAC Baseball
Swimming	Year Round (Aug.-June)	Tues./Thurs. AM	XIAC & ACAMIS Swim

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

Explore Our ECA Offerings for P5:

Sports Academy:

Swimming
Board Game
Tennis
Blue Dragon Football Club
Table Tennis
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 library! Here, students will find lots of books and exciting things to help them learn and grow. Every week, students will have a special class in the library to learn important skills and have fun with books.

In their weekly library class, students will learn library literacy, which includes how to find books in the library, understand how books are organized, and discover different types of books and resources. These lessons will connect to what students are learning in their Units of Inquiry (UOI), helping them find books and resources related to their current unit and understand the topics better.

Students will also learn about academic integrity, which means being honest and fair in their schoolwork. Students will understand why it is important to do their own work and to give credit to others when they use their ideas. Additionally, students will develop basic research skills, such as asking good questions to find the information they need, using books, articles, and safe websites for their research, and practicing taking notes and organizing information. There will be fun activities too, like book discussions where students can talk about the books they read and share their thoughts with classmates, story time to enjoy listening to stories read by the librarian, free reading time, and library challenges to participate in fun challenges to find books and learn new things.

Remember, the library is a place to explore, learn, and enjoy. Students are encouraged to be curious, ask questions, and have fun with their reading and research!



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 referred 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 will 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 one 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 discipline.

LOWER GROUP (ECEA-P3)

Instances of inappropriate behavior:

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

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

CONSEQUENCES LEVEL 1-

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

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

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

CONSEQUENCES LEVEL 2-

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

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

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

CONSEQUENCES LEVEL 3-

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

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

MIDDLE GROUP (P4-M3)

Instances of inappropriate behavior:

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

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

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

CONSEQUENCES LEVEL 1-

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

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

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

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

CONSEQUENCES LEVEL 2-

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

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

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

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

CONSEQUENCES LEVEL 3-

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

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

UPPER GROUP (M4-DP2)

Instances of inappropriate behavior:

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

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

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

CONSEQUENCES LEVEL 1-

Logical and planned interventions. Least to most intrusive.

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

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

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

CONSEQUENCES LEVEL 2-

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

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

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

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

CONSEQUENCES LEVEL 3-

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

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

ACADEMIC INTEGRITY

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

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

The collective goal is to:

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

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

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

Consequences of academic misconduct:

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

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

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

What is Academic Integrity?

Academic Honesty is showing personal integrity in presenting original work.

Strategies for developing a practice of academic integrity:

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

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

Procedures for dealing with matters of academic misconduct:

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

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

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

Primary Years Program

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

Teacher Responsibilities are to:

Early Years - Primary 4

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

Middle Years Programme

Teachers Responsibilities are to:

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

Diploma Programme

School Responsibilities are to:

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

Coordinator Responsibilities are to:

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

Student Responsibilities are to:

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

Parents Responsibilities are to:

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

Teacher Responsibilities are to:

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

Addendum – Artificial Intelligence (AI)

Responsibilities are to:

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

Teacher Responsibilities are to:

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

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Updated on: 2023/05/11

TECHNOLOGY ACCEPTABLE USE POLICY

Introduction

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

Values (What are XLIS Values)

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

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

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

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

Willing to accept new ideas without prejudice.

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

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

SCHOOL TECHNOLOGY

PYP/MYP Devices

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

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

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

Equipment and Facilities

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

Telephones

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

Security Cameras CCTV

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

Smart Cards

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

USER RIGHTS, RESPONSIBILITIES & PROHIBITIONS

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

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

SCHOOL TECHNOLOGY

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

USE & PROPERTY RESPECT

Educational Use

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

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

Respect for Others

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

Respect for Security

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

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

Software Installation

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

Software Copyright

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

Hardware

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

Audio Visual Hardware

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

Internet/World Wide Web Usage

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

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

Expected standards of conduct include

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

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

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

Personal Equipment

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

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

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

Cyber-Bullying

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

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

Violations involving Pornography

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

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

Limitation of School Liability

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

PROCEDURES FOR ALLEGED VIOLATIONS

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

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

IMPORTANT ADDITIONAL NOTES

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

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

CAMPUS ACCESS CONTROL POLICY

1.XLIS Staff Entry System

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

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

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

2.XLIS Treeshine Staff Entry System

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

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

3.XLIS Student Entry System

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

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

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

3.4 Primary students who are not partaking in ECA's must be escorted to the gate and handover 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 throughout the unit. The summative assessments can be in a variety of forms: oral presentations, research papers, research essays, socratic seminars, art works, musical compositions and others. All summative assessments are informed by the objectives of the respective subjects. Teachers use the prescribed criteria from the subject guide to assess the work. However, in the lower MYP years, teachers can change certain terminology to make the criteria clearer to the students.

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

Reporting:

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

Moderation: Summative assessments should be moderated in order to

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

■ DIPLOMA PROGRAMME

All DP teachers are required to follow the following practices:

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

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

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

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

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

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

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

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

End of year Reports: June for DP1

May for the DP2

8. Predicted grades are issued as follows:

DP1 - June of the 1st academic year.

DP2 - October of the 2nd year

January of the 2nd year

April of the 2nd year for IB Predicted Grades.

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

Grading and Reporting:

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

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

Training:

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

Reporting:

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

Bibliography:

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

Busan International School. 'Assessment Policy'. 2015.

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

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

ATTENDANCE POLICY

Introduction:

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

School Responsibility:

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

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

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

Parents' responsibility:

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

Primary School Procedures

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

Secondary School Procedures

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

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

Registers

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

Lateness

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

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

Long Absences

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

Frequent Absence:

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

Any enrolled student will be marked as follows in ManageBac:

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

1. Unauthorised absence

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

2. Authorised absence

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

3. Approved Educational Activity

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

This would include:

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

References

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

Updated on: 2023/03/29

DRESS CODE POLICY

At Xi'an Liangjitan 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 中学部部长	shameek.ghosh@xalis.com
100136	Marly Song	Primary Principal 小学部部长	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
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