

XLIS XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL



XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

XLIS

2026 - 2027

PYP2 HANDBOOK

Xi'an Liangjiatan International School

CONTENTS

SECTION 1:	School Introduction	02
XLIS	Welcome Letter from Primary Principal	07
	IB Mission Statement	08
	School Mission & Vision	09

SECTION 2:	XLIS Primary Learning Principles	11
PRIMARY	P2 Handbook — Curriculum	12
SCHOOL	Welcome to Co-Curricular Activities at XLIS	27
	Introduction to the School Library	29
	Communication	32
	Assessment and Reporting	33
	Medical Issues	34
	Student Support	35
	XLIS Grade Acceleration Policy	36

SECTION 3:	Restorative Practices Policy	38
RELEVANT	Academic Integrity	47
POLICIES	Technology Acceptable Use Policy	52
	Access Policy	61
	Assessment Policy	63
	Attendance Policy	68
	Dress Code Policy	71
	Communication Policy	72

SECTION 4:	Contact List	74
CONTACT		
LIST		

SECTION 1:

XLIS



INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

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

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

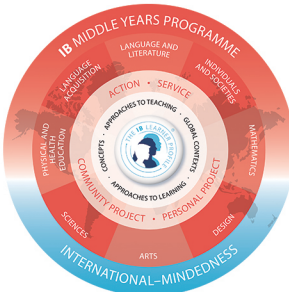
Additionally, XLIS enhances its focus on inclusivity and diversity by integrating local knowledge and perspectives into the curriculum— for example, through the incorporation of traditional Chinese language, cultural practices, and values into daily educational initiatives. This enriches students' educational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

Beyond environmental awareness and social responsibility, XLIS leverages its unique position to promote intercultural understanding and exchange. By integrating global issues and perspectives into its curriculum, the school provides students with a nuanced understanding of the complex relationships between culture, identity, and global citizenship. For instance, through project-based learning, students explore real-world challenges such as climate change, economic inequality, and social justice, deepening their appreciation for the interconnectedness of global issues.

Furthermore, XLIS amplifies its focus on cultural responsiveness by incorporating diverse resources into the curriculum— including literature and media from various cultural contexts— which fosters cross-cultural understanding and empathy among students from diverse backgrounds. These approaches solidify XLIS's reputation as a leader in international education and cultivate a community of global citizens equipped to navigate the complexities of an increasingly interconnected world.

In conclusion, Xi'an Liangjiatan International School has emerged as a pioneering institution in Northwest China, cultivating global citizens with a profound understanding of Chinese culture and a commitment to social responsibility. In turn, it plays a vital role in supporting the "Belt and Road" initiative and advancing regional internationalization. As the school continues to grow and evolve, it is poised to make an even more profound impact on the region, nurturing a new generation of leaders capable of navigating the complexities of our interconnected world. By further integrating environmental education, social responsibility, and intercultural understanding into its curriculum, XLIS will reinforce its commitment to holistic education and contribute to a more sustainable and equitable future for the region. With its strong foundation and dedication to excellence, XLIS is well-positioned to remain a beacon of international education, shaping the next generation of global citizens and promoting cross-cultural understanding and exchange. As it looks to the future, the school is set to thrive, leaving a lasting impact on the region and beyond, while striving to realize its vision: "to lead education through innovation and a student-centered, community-driven approach."





Proud to deliver



《2025胡润百学·中国外籍人员子女学校30强》						
——特别感谢支持中国民办教育发展的各界人士						
排名	学校	城市	建校时间	学生人数	占地面积	
1	北京市国际学校	International School of Beijing	北京	1980	1000	
2	北京美国学校	Dulwich College Beijing	北京	2005	1500	
3	英国爱德蒙学校	British Academy of Beijing	北京	1994	1100	
4	上海美国学校	Shanghai American School	上海	1912	2000	
5	上海国际学校	Shanghai High School International Division	上海	1993	3000	
6	上海美国国际学校·东方分校	Welling College International Shanghai	上海	2014	1600	
7	上海美国国际学校·浦东分校	Dulwich College Shanghai Pudong	上海	2001	1600	
8	上海美国国际学校·静安分校	Yew Chung International School of Shanghai	上海	1993	2200	
9	上海协和国际学校·静安分校	Concordia International School Shanghai	上海	2002	1500	
10	北京美国国际学校·朝阳区分校	Yew Chung International School of Beijing	北京	2001	1600	
11	美国国际学校·广州分校	American International School of Guangzhou	广州	2001	1675	
12	广州科学城国际学校·天河区分校	USA Science City International School	广州	2020	800	
13	天津海山国际学校	Tonghai International School	天津	2009	520	
14	深圳美国国际学校	BASIS International School Shenzhen	深圳	2015	800	
15	上海美国国际学校·（西虹桥）	Dulwich College Shanghai Puxi	上海	2016	500	
16	上海国际学校·（静安）	Shanghai International School	上海	2011	1000	
17	上海美国国际学校·（静安）	Harrow Beijing	北京	2005	1500	
18	上海美国国际学校·（静安）	Welling College International Shanghai	上海	2011	600	
19	上海美国国际学校·（静安）	Shanghai Singapore International School	上海	1996	1200	
20	西安国际学校	Xian Langgatan International School	西安	2003	660	
21	深圳国际学校	Stollon Singapore International School	深圳	1996	1040	
22	苏州美国国际学校	Shanghai American International School	上海	2007	800	
23	意大利国际学校·天津分校	Kuwait International School	天津	2002	380	
24	英国国际学校·上海分校	The British School of Shanghai	天津	2003	1100	
25	上海美国国际学校·（静安）	Harrow International School of Guangzhou	广州	2016	500	
26	上海美国国际学校·（静安）	Shanghai Foreign Language School	上海	1999	1200	
27	上海美国国际学校·（静安）	Alliance to SSU International Department	上海	2006	400	
28	英国国际学校·上海分校	Edwin American School	上海	2003	400	
29	英国国际学校·上海分校	The British School of Beijing, Shunyi	北京	2009	1000	
30	上海美国国际学校·（静安）	Harrow International School Shenzhen	深圳	2003	700	
TOP 30	上海美国国际学校·（静安）	Shanghai Foreign Language School	上海	1999	1200	
TOP 30	上海美国国际学校·（静安）	Shanghai American International School	上海	2006	400	
TOP 30	上海美国国际学校·（静安）	Welling College International Shanghai	上海	2014	1600	
TOP 30	上海美国国际学校·（静安）	Yew Chung International School of Shanghai	上海	2006	400	
TOP 30	上海美国国际学校·（静安）	Yew Chung International School of Beijing	北京	2001	1600	
TOP 30	上海美国国际学校·（静安）	Shanghai American International School of Guangzhou	广州	2001	1675	
TOP 30	上海美国国际学校·（静安）	The British International School of Shanghai	上海	2002	1970	
TOP 30	上海美国国际学校·（静安）	Canadian International School of Beijing	北京	2003	2000	
TOP 30	上海美国国际学校·（静安）	Quality School International of Shenzhen	深圳	2001	1000	
TOP 30	上海美国国际学校·（静安）	Shanghai American International School of Beijing	北京	2001	1600	

6 May 2025

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

Dear Lily,

Congratulations!

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



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

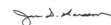
Be an active part of the CIS community.

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

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

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

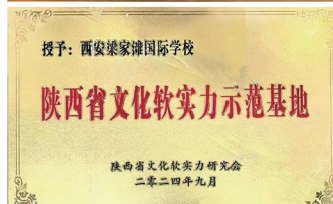
With kind regards,



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

1 / 1

Schipholweg 113 | 2316 XC Leiden | The Netherlands | T +31 (0) 71 524 33 00 | www.cis.nl



WELCOME LETTER FROM PRIMARY PRINCIPAL

Dear XLIS Families,

Welcome to the 2026–2027 school year! It is my great pleasure to introduce you to our Primary Parent Handbook, a valuable resource designed to help you navigate our school community and partner with us in your child's educational journey.

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) framework. 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.



At the heart of everything we do is our mission: to be a non-profit school that enables students to become confident, open-minded global citizens through lifelong learning and a sense of community. This mission guides our daily decisions, shapes our learning experiences, and reminds us that education extends far beyond academic achievement. We are committed to nurturing curious, compassionate learners who think critically, communicate effectively, and contribute positively to our diverse world.

This handbook contains essential information about our school policies and practices, including communication protocols, dress code expectations, and our approach to student well-being. I encourage you to pay particular attention to our Restorative Practices policy, which outlines our behaviour expectations and approach to resolving conflicts between children. 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, as it reflects our commitment to building a caring, respectful community where every child learns to take responsibility for their actions and relationships.

Strong partnerships between home and school are fundamental to student success. We value open, respectful communication and encourage you to stay connected with your child's teachers throughout the year. Together, we can ensure your child feels supported, challenged, and celebrated.

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.

Thank you for entrusting us with your child's education. We look forward to a wonderful year of learning, growth, and community building.

Warm regards,

A handwritten signature in black ink, reading 'Marly Song'. The signature is stylized with a large, flowing 'M' and 'S'.

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.

P2 HANDBOOK—CURRICULUM

● DAILY ROUTINE

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

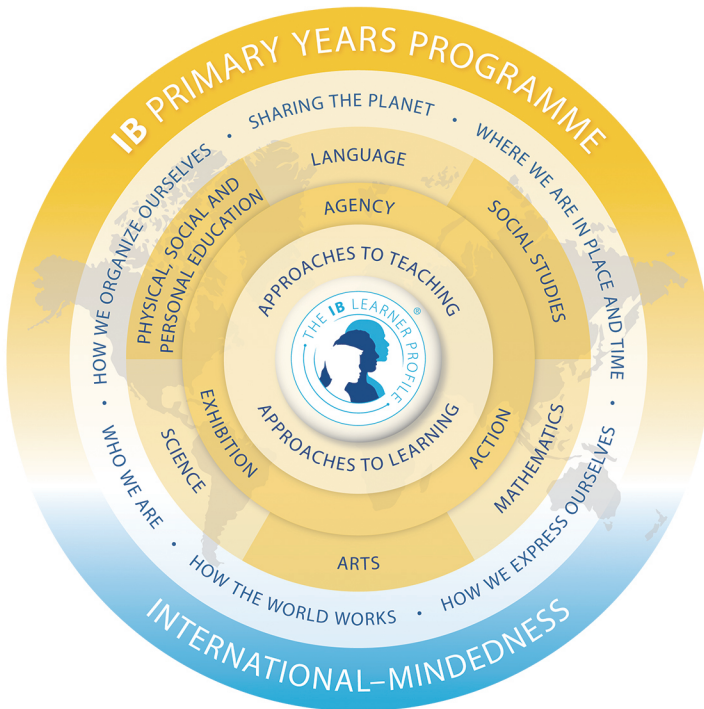
Here is our daily schedule:

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

● SCHOOL CLOSURE

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

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



<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>

There are four other important components to the Primary Years Programme (PYP) curriculum. These are concepts, skills (Approaches to Learning – ATL’s), learner profile attributes (also our school-wide learner outcomes – SLO’s), and action.

LEARNING OUTCOMES BY SUBJECT

Language

Digital Media Literacy

- Demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities.
- Demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission.
- Gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning.

Oral and Non-Verbal Communication

- Use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities.
- Identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally.
- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently.
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages.
- Use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas.

Language Foundations for Reading and Writing

- Use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity.
- Identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity.-
- Use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts.
- Use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading.

- Use developing knowledge of the meanings of words and common morphemes to read and spell words.
- Demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context.
- Read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression.

Language Conventions for Reading and Writing

- Identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences.
- Demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly.
- Use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end.

Reading: Knowledge about Texts

- Read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, identify simple literary and informational text forms and their associated genres.
- Identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning.
- Demonstrate an understanding of the relationship between simple illustrations, images, and graphics and text.
- Identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning.

Reading: Comprehension Strategies

- Activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts.
- Identify purposes for engaging with texts, including enjoyment or finding information.-
- Make predictions using background knowledge, text features, and evidence from the text.
- Use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts.
- Identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them.
- Identify important information in a simple text, including the main idea.

Reading: Critical Thinking in Literacy

- Identify simple literary devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning.
- Make simple inferences, using stated and implied information and ideas, to understand simple texts.
- Analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events.
- Identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning.
- Express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility.

Writing: Developing Ideas and Organizing Content

- Identify the topic, purpose, and audience for various simple texts they plan to create.
- Generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas.
- Gather information and content relevant to a topic, using a single source sort and sequence ideas and information, taking into account the text form and genre to be used.

Writing: Creating Texts

- Draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies.
- Print letters and words with appropriate formation patterns, size, placement, and spacing.
- Demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic.
- Make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling.
- Produce final texts, using simple techniques, to achieve the intended effect.
- Present the texts they have created using appropriate strategies, including by reading aloud with expression.

Mathematics

Number Sense

- Read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life.
- Compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts.

- Compare and order whole numbers up to and including 50, in various contexts.
- Estimate the number of objects in collections of up to 50, and verify their estimates by counting.
- Count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies.
- Use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2.
- Recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts.
- Use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10.

Operations

- Use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations.
- Recall and demonstrate addition facts for numbers up to 10, and related subtraction facts.
- Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50.
- Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used.
- Represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings.

Patterns and Relationships

- Identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts.
- Create and translate patterns using movements, sounds, objects, shapes, letters, and numbers.
- Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns.

Equations and Inequalities

- Determine whether given pairs of addition and subtraction expressions are equivalent or not.
- Identify and use equivalent relationships for whole numbers up to 50, in various contexts.

Coding

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

Data Literacy

- Sort sets of data about people or things according to one attribute, and describe rules used for sorting.
- Collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables.
- Display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels.
- Order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs.
- Analyze different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions.

Probability

- Use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions.
- Make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size.

Geometric and Spatial Reasoning

- Sort three- dimensional objects and two- dimensional shapes according to one attribute at a time, and identify the sorting rule being used.
- Construct three-dimensional objects, and identify two- dimensional shapes contained within structures and objects.
- Construct and describe two- dimensional shapes and three- dimensional objects that have matching halves.
- Describe the relative locations of objects or people, using positional language.
- Give and follow directions for moving from one location to another.

Measurement

- Read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons.
- Identify measurable attributes of two- dimensional shapes and three- dimensional objects, including length, area, mass, capacity, and angle.
- Compare several everyday objects and order them according to length, area, mass, and capacity.

Financial Literacy

- Identify the various coins up to 50¢ and coins and bills up to 50, and compare their values.

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.

Needs and Characteristics of Living Things

- Assess the importance of a healthy environment for living and non-living things, and the responsibilities of humans in contributing to a healthy environment.
- Demonstrate an understanding of the basic needs and characteristics of living things, including humans.

Energy in Our Lives

- Assess uses of energy at home, at school, and in the community, and suggest ways to use energy responsibly.
- Demonstrate an understanding of how energy affects their lives, and that the Sun is the principal source of energy for Earth.

Everyday Materials, Objects, and Structures

- Assess the impact on people and the environment of everyday objects, including structures, and the materials they are made of.
- Demonstrate an understanding that objects, including structures, have observable characteristics and are made from materials with specific properties that determine how they are used.

Daily and Seasonal Changes

- Assess the impact of daily and seasonal changes on living things, including humans.
- Demonstrate an understanding of daily and seasonal changes and of how living things respond to those changes.

Social Studies

- Describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times.
- 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.
- Describe some of their own roles, relationships, and responsibilities.
- Identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have.
- Identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice.

- Formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong.
- Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them.
- Communicate the results of their inquiries, using appropriate vocabulary and formats.
- Describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities.
- Demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community.
- Understanding Context: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance.
- 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.
- Identify basic human needs, and describe some ways in which people in communities around the world meet these needs.
- Describe the location of some significant places in their community, using relative location.
- Demonstrate an understanding of the basic elements of a map when reading and constructing.

Social-Emotional

- Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.
- Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.
- Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.
- 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.
- 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.

Mandarin Language and Literature

Foundations of Language

- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including.
- Identify, read, and spell most initials and finals, with automaticity.
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages.
- Demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly.
- Read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression.
- Use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end.

Comprehension: Understanding and Responding to Texts

- Demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text.
- Identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning.
- Read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.
- Use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts.
- Identify simple literacy devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning.
- Express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility.

Composition: Expressing Ideas and Creating Texts

- Print letters and words with appropriate formation patterns, size, placement, and spacing.
- Present the texts they have created using appropriate strategies, including by reading aloud with expression.
- Demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic.
- Make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling.
- Draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies.
- Identify a strategy they found helpful when presenting texts.

Mandarin-Language Acquisition

Foundations of Language

- Use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities.
- Identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally.
- Identify, read, and spell most initials and finals, with automaticity.
- Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently.
- Use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas.
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages.
- Read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression.

Comprehension: Understanding and Responding to Texts

- Activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts.
- Identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning.
- Identify thinking skills that helped them understand simple texts.
- Demonstrate an understanding of the relationship between simple illustrations, images, graphics and the text.
- Make predictions using background knowledge, text features, and evidence from the text.
- Use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts.
- Express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility.
- Identify purposes for engaging with texts, including enjoyment or finding information.
- Identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them.-
- Identify explicit and implicit perspectives communicated in a text, and describe how these perspectives could influence an audience.

Visual Arts

- Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences.
- Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work.
- Demonstrate an awareness of a variety of works of art from diverse communities, times, and places.
- Use a variety of materials, tools, and techniques to respond to design challenges.
- Identify and document their strengths, their interests, and areas for improvement as creators of art.
- Express their feelings and ideas about art works and art experiences.
- Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences.



Performing Arts

- Use the tools and techniques of musicianship in musical performances.
- Express initial reactions and personal responses to musical performances in a variety of ways.
- Identify and describe musical experiences in their own lives.
- Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes.
- Communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work.
- Express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story.
- Apply the elements of music when singing, playing, and moving.
- Create compositions for a specific purpose and a familiar audience.
- Express initial reactions and personal responses to musical performances in a variety of ways.
- Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create.



Personal, Social and Physical Education

- Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.
- Participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.
- Demonstrate an understanding of how being active helps them to be healthy, both physically and mentally.
- Perform a variety of locomotor movements, travelling in different directions and using different body parts.
- Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities.
- Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.
- Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.
- Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.
- Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.
- Demonstrate the ability to recognize caring behaviours and behaviours that can be harmful to physical and mental health, and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.

- Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. Identify the physical signs of exertion during a variety of physical activities.
- Perform a variety of static balances, using different body parts at different levels. Send objects of different shapes and sizes at different levels and in different ways, using different body parts.
- Explain why people need food to have healthy bodies and minds.
- Identify habits and behaviours that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives.





WELCOME TO CO-CURRICULAR ACTIVITIES AT XLIS

At XLIS, the Athletics and Activities Department is here to provide your child with an enriching experience outside regular class hours. For students in ECEA to P2, this includes a robust Co-curricular Activity (CCA) program and participation in enriching schoolwide events. In these early years of a child's development, it is integral to ensure a breadth and variety of activities. From sports and arts to academic clubs and engaging events, the CCA program is looking to develop every child's potential early so that our student body can confidently represent the school in future athletic tournaments, academic competitions, and artistic performances.



Explore Our CCA Offerings for P2:

Sports Stream:

Elementary Basketball

Tennis

Golf

Kickboxing

Arts Stream:

Primary Art Club

Ballet Dance

Free Drawing

Technology Stream:

Model Airplane Design

Digital Media Workshop

Academic Stream:

Writers' Workshop

Storytelling and English Language Arts

Phonics

PYP Science Experiment



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.

Our weekly library lessons for P1 and P2 are planned to foster love for reading, to support literacy development for language learning and develop the students' library skills.

Picture Books Read-Aloud:

Read-Aloud sessions are used to support the class Units of Inquiry (UOI) as well as provocation for library skills' learning. Collaborating with homeroom teachers, books are carefully chosen based on different UOI's and each library skill they learnt in the library.

Basic Library Skills:

Students in P1 and P2 will understand and try to use alphabetic order in the library, learn how to take care of books, participate in library sublocation scavenger hunts, mastering basic library skills such as understanding call numbers.

These activities will lay the foundation for future research skills in upper primary, ensuring that our students are well-prepared for more advanced studies.



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

Vision

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

IB Learner Profile Attributes

Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Philosophy

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

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

Restorative practices allow individuals who may have committed harm to take full responsibility for his/her behavior by addressing the individual affected by the behavior. In order for this action to be taken the individual needs to have time to reflect on his/her behavior, acknowledge that they have damaged a relationship and make a plan on how the relationship can be restored. Whenever possible the consequence should have a direct relationship to the inappropriate behavior. For example, the consequence of littering could be cleaning the cafeteria. The consequence of smoking could be research and spreading awareness of the impact of smoking on health.

The subject/homeroom teacher shall be the initial person to deal with the issue and inform all necessary parties. In primary school, a reflection sheet is completed, and one copy is filed in the principal's office. It is the responsibility of the homeroom teacher to communicate with the parents after receiving the information. Students of concern are discussed with the counselor, principal, and teachers. It is the responsibility of duty teachers to inform the homeroom teachers/lead teacher.

In middle/high school all teachers are responsible for logging inappropriate behavior in the Student Support Log. Students of concern will be discussed during weekly meetings.

Role of Principals and Counselors

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

LOWER GROUP (ECEA-P3)

Instances of inappropriate behavior:

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

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

CONSEQUENCES LEVEL 1-

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

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

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

CONSEQUENCES LEVEL 2-

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

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

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

CONSEQUENCES LEVEL 3-

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

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

MIDDLE GROUP (P4-M3)

Instances of inappropriate behavior:

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

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

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

CONSEQUENCES LEVEL 1-

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

- Reflection
- Problem-solving through discussions with teachers
- Clear direction of behavior
- Choice of actions to repair the damage created
- Behaviour note sent home to parents and teachers.
- Reflection sheet
- Device held by the homeroom teacher and returned to the student at dismissal

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Vandalism • Deliberate disruption in teaching and learning condition • Theft • Violation of personal device management rules • Improper use of personal devices | <ul style="list-style-type: none"> • Profanity • Teasing or bullying • Disrespect • Verbal abuse • Cheating |
|---|--|

CONSEQUENCES LEVEL 2-

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

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

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

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

CONSEQUENCES LEVEL 3-

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

- Behaviour note sent to the family
- Reporting to parents via the Communication book
- Device held by the principal and released only after a parent or guardian attends a meeting at the school
- Time-out
- Three-way conference with Principal-Counselor-Parent
- In-school suspension
- Suspension
- Expulsion

UPPER GROUP (M4-DP2)

Instances of inappropriate behavior:

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

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

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

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

CONSEQUENCES LEVEL 1-

Logical and planned interventions. Least to most intrusive.

- Reflection
- Problem-solving through discussions with teachers
- Clear direction of behavior
- Choice of actions to repair the damage created
- Device held by the homeroom teacher and returned to the student at dismissal

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

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

- Profanity
- Teasing or bullying
- Disrespect
- Verbal abuse

CONSEQUENCES LEVEL 2-

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

- Reflection
- Time-out
- Conference with counselor and teacher
- Individual behavior plan on instances of repetitive acts
- Behaviour note to be sent to parents for making them aware and help the students acknowledge the harmful effect their behavior has on others
- Suspension
- Device held by the homeroom teacher and released only to a parent or guardian

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

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

CONSEQUENCES LEVEL 3-

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

- Behaviour note sent to the family
- Time-out
- Three-way conference with Principal-Counselor-Parent
- In-school suspension
- Suspension
- Expulsion
- Device held by the principal and released only after a parent or guardian attends a meeting at the school

School Trips

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

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

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

Updated on: 2026/06/10

ACADEMIC INTEGRITY

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

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

The collective goal is to:

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

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

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

Consequences of academic misconduct:

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

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

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

What is Academic Integrity?

Academic Honesty is showing personal integrity in presenting original work.

Strategies for developing a practice of academic integrity:

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

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

Procedures for dealing with matters of academic misconduct:

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

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

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

Primary Years Programme

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

Teacher Responsibilities are to:**Early Years - Primary 4**

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

Middle Years Programme**Teachers Responsibilities are to:**

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

Diploma Programme

School Responsibilities are to:

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

Coordinator Responsibilities are to:

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

Student Responsibilities are to:

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

Parents Responsibilities are to:

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

Teacher Responsibilities are to:

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

Addendum – Artificial Intelligence (AI)

Responsibilities are to:

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

Teacher Responsibilities are to:

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

Bibliography

International Baccalaureate Organization. 2015. Diploma Programme From Principles into Practices. IB Publishing Ltd.

International Baccalaureate Organization. 2018. Making the PYP Happen: A Curriculum Framework for International Primary Education. IB Publishing Ltd.

International Baccalaureate Organization. 2018. MYP From Principles into Practices. IB Publishing Ltd.

International Baccalaureate Organization. 2019. Academic Integrity Policy. Updated March 2023. IB Publishing Ltd.

International Baccalaureate Organization. 2019. Programme Standards and Practices. IB Publishing Ltd.

Updated on: 2023/05/11

TECHNOLOGY ACCEPTABLE USE POLICY

I. General Provisions

1.1 Policy Purpose

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

1.2 Scope of Application

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

1.3 Core Principles

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

2. Student Electronic Device Carrying and Usage Regulations

2.1 PYP

(1) Learning Device Management

- Carry permission: Not required.

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

(2) Personal Device Management

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

2.2 MYP

(1) Learning Device Management

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

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

(2) Personal Device Management

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

2.3 DP

(1) Learning Device Management

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

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

(2) Personal Device Management

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

3.Digital Citizenship Responsibilities

3.1 Standards of Conduct

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

3.1 Standards of Conduct

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

3.2 Network and Information Security Responsibilities

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

3.3 AI Tool Usage Guidelines

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

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

3.4 Care and Responsibility for School Equipment

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

4. Addressing Policy Breaches

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

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

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

Notes:

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

5. Teacher Supervision Responsibilities

5.1 Tiered Supervision Responsibility System

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

5.2 Supervision Requirements

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

6. Home and Community Collaboration

6.1 Parent Responsibilities

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

6.2 Family Device Management Support

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

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

ACCESS POLICY

1.XLIS Staff Entry System

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

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

2.XLIS Property Staff Entry System

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

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

3.XLIS Student Entry System

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

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

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

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

4.XLIS Parent and Visitor Entry System

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

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

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

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

5.XLIS School Entry System for Activity Days

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

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

6.XLIS School Gate duties

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

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

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

6.4 Security personnel must remain at their posts at all times during their shifts and are prohibited from leaving without permission. They should not engage in activities unrelated to their duties and must continuously monitor individuals entering and exiting the campus, as well as the surroundings of the duty area.

ASSESSMENT POLICY

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

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

Our goals are:

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

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

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

Terms used at school:

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

GUIDELINES

PRIMARY YEARS PROGRAMME

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

Effective Assessment

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

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

WHAT: Assessment of knowledge, skills and conceptual understandings.

HOW: Assessment tools and strategies to monitor, document and measure learning.

WHY: To inform learning and teaching.

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

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

The use of strategies and tools in assessments:

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

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

CRITERIA: 1-Emerging 2-Developing 3-Demonstrating

Standardised assessment

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

MIDDLE YEARS PROGRAMME

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

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

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

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

Reporting:

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

Moderation: Summative assessments should be moderated in order to

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

DIPLOMA PROGRAMME

All DP teachers are required to follow the following practices:

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

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

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

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

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

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

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

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

End of year Reports: June for DP1

May for the DP2

8. Predicted grades are issued as follows:

DP1 - June of the 1st academic year.

DP2 - October of the 2nd year

January of the 2nd year

April of the 2nd year for IB Predicted Grades.

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

Grading and Reporting:

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

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

Training:

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

Reporting:

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

Bibliography:

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

Busan International School. 'Assessment Policy'. 2015.

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

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

ATTENDANCE POLICY

Introduction:

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

School Responsibility:

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

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

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

Parents' responsibility:

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

Primary School Procedures

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

Secondary School Procedures

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

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

Registers

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

Lateness

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

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

Long Absences

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

Frequent Absence:

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

Any enrolled student will be marked as follows in ManageBac:

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

1. Unauthorised absence

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

2. Authorised absence

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

3. Approved Educational Activity

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

This would include:

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

References

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

Updated on: 2023/03/29

DRESS CODE POLICY

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

Responsibility of the School:

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

Responsibilities of Teachers:

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

Responsibilities of the students:

All students should respect the following dress code:

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

Responsibilities of parents:

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

Consequences for not following the dress code:

- Students will receive a behavior note on ManageBac.
- On photoshoot days, students with dyed hair, wrong dress code will be left out of the shooting.
- Repeated breaching of the dress code will lead to students being sent home.

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

Updated on: 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2026-2027学年教职工名单表

Xi'an Liangjiatan International School 2026-2027 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
100373	Gill Presland	Secondary Principal 中学部部长	gill.presland@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
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 体育及活动总监	zach.dwyer@xalis.com
100006	Leah Zhang 张莉莉	Director of Logistics 后勤总监	leah.zhang@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
100359	Sasha Epeer	ECEA2 Homeroom Teacher 幼儿园A2班班主任	sasha.epeer@xalis.com
100233	Eli Mardani	ECEB1 Homeroom Teacher 幼儿园B1班班主任	eli.mardani@xalis.com
100332	Kevin O'Shea	ECEB2 Homeroom Teacher, Early Years Lead Teacher 幼儿园B2班班主任, 幼儿园教研组长	kevin.oshea@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
100282	Henry Puttick	P2A Homeroom Teacher 二年级A班班主任	henry.puttick@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
100360	Candy Chiu	P3B Homeroom Teacher 三年级B班班主任	candy.chiu@xalis.com
100330	Paige Stickelman	P3C Homeroom Teacher 三年级C班班主任	paige.stickelman@xalis.com
100288	Daniel Hall	P4A Homeroom Teacher 四年级A班班主任	daniel.hall@xalis.com
100266	Sandy Harrison	P4B Homeroom Teacher 四年级B班班主任	sandy.harrison@xalis.com
100115	Syuzanna Gasparyan	P4C Homeroom Teacher 四年级C班班主任	syuzanna.gasparyan@xalis.com
100291	Ross Foley	P5A Homeroom Teacher 五年级A班班主任	ross.foley@xalis.com
100253	Jack Le Roux	P5B Homeroom Teacher 五年级B班班主任	jack.roux@xalis.com
100259	Ahmed Hussien	P5C Homeroom Teacher 五年级C班班主任	ahmed.hussien@xalis.com
100228	Romann Loubser	P6A Homeroom Teacher 六年级A班班主任	romann.loubser@xalis.com
100204	Alexander Boel	P6B Homeroom Teacher, 六年级B班班主任	alexander.boel@xalis.com
100017	Benjamin Wright	P6C Homeroom Teacher, Upper Primary Lead Teacher 六年级C班班主任, 小学高年级教研组长	benjamin.wright@xalis.com
100305	Whitney Hartford	Primary EAL Lead Teacher 小学英语教研组长	whitney.hartford@xalis.com
100331	Eric Puchalski	Primary EAL Teacher 小学英语教师	eric.puchalski@xalis.com

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100361	Roman Alokhin	Primary EAL Teacher 小学英语教师	roman.alokhin@xalis.com
100114	Terren Maves	Primary EAL Teacher 小学英语教师	terrenlee.maves@xalis.com
100223	Nancy Jing 景欢平	Primary Chinese Language Lead Teacher 小学中文教研组长	nancy.jing@xalis.com
100122	Sally Su 苏静	Primary Chinese Language Teacher 小学中文教师	sally.su@xalis.com
100168	Annie Wang 王雪纯	Primary Chinese Language Teacher 小学中文教师	annie.wang@xalis.com
100124	Faustina Wen 文蕾	Primary Chinese Language Teacher 小学中文教师	faustina.wen@xalis.com
100172	Carol Wu 吴柯蓉	Primary Chinese Language Teacher 小学中文教师	carol.wu@xalis.com
100125	Winnie Huang 黄璞	Primary Chinese Language Teacher 小学中文教师	winnie.huang@xalis.com
100284	Richie Li 李程	Primary PSPE Teacher, Athletics Coordinator 小学体育教师, 活动协调员	richie.li@xalis.com
100138	Christopher Walsh	Primary PSPE Teacher 小学体育教师	christopher.walsh@xalis.com
100060	Chad Boudreau	Primary PSPE Teacher 小学体育教师	chad.boudreau@xalis.com
100067	Maggie Qiu 秋月	Primary Makerspace Teacher, Primary EAL Teacher 小学创客空间教师, 小学英语教师	maggie.qiu@xalis.com
100063	Pyong Gang Kim	Primary Performing Arts Teacher 小学音乐教师	pg.kim@xalis.com
100279	Hye Jin Yeom	Primary Performing Arts Teacher 小学音乐教师	hyejin.yeom@xalis.com
100285	Setareh Tajbakhsh	Primary Visual Arts Teacher 小学艺术教师	setareh.tajbakhsh@xalis.com
100064	Jasmine Zhang 张旭臻	Primary Visual Arts Teacher 小学艺术教师	jasmine.zhang@xalis.com

TEACHING ASSISTANT AFFAIRS DEPARTMENT

助教事务部

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100074	Fiona Bai 白慧峰	Head of TA, Secretary to the Primary Principal 助教事务部主任, 小学校长秘书	fiona.bai@xalis.com
100374	Diana Wei 魏文靓	ECEA1 TA 幼儿园A1班助教	diana.wei@xalis.com
100307	Yoyo Zhang 张雨	ECEA2 TA 幼儿园A2班助教	yoyo.zhang@xalis.com
100249	Kelly Lv 吕洁	ECEB1 TA 幼儿园B1班助教	kelly.lv@xalis.com
100257	Yuki Huang 黄雨婷	ECEB2TA 幼儿园B2班助教	yuki.huang@xalis.com
100258	Betty Chen 陈瑞莹	P1A TA 一年级A班助教	betty.chen@xalis.com
100165	Gillian Wang 王楠	P1B TA 一年级B班助教	gillian.wang@xalis.com
100232	Olivia Zhu 朱靖蓉	P2A TA 二年级A班助教	olivia.zhu@xalis.com
100144	Lan Wu 乌兰	P2B TA 二年级B班助教	lan.wu@xalis.com
100281	Summer Hou 侯梦瑶	P2C TA 二年级C班助教	summer.hou@xalis.com
100236	Emma Xie 谢彬	P3A TA 三年级A班助教	emma.xie@xalis.com
100088	Vicky Wang 王伟娟	P3B TA 三年级B班助教	vicky.wang@xalis.com
100251	Joy Zhao 赵梓君	P3C TA 三年级C班助教	joy.zhao@xalis.com
100076	Sunny Jia 贾卓	P4A TA 四年级A班助教	sunny.jia@xalis.com
100272	Snow Bai 白雪	P4BTA 四年级B班助教	snow.bai@xalis.com

STAFF ID 员工卡号	NAME 姓名	POSITION 职位	EMAIL 邮箱
100252	Brenda Zhang 张蓓	P4C TA 四年级C班助教	brenda.zhang@xalis.com
100349	Jevin Wang 王静雯	P5A TA 五年级A班助教	jevin.wang@xalis.com
100061	Kitri Jiang 蒋倩倩	P5B TA 五年级B班助教	kitri.jiang@xalis.com
100309	Summer Zhang 张夏恬	P5C TA 五年级C班助教	summer.zhang@xalis.com
100254	Alex Zhu 朱晓坤	P6A TA 六年级A班助教	alex.zhu@xalis.com
100255	Wendy Li 李婷	P6B TA 六年级B班助教	wendy.li@xalis.com
100142	Shevon Hu 胡霄帆	P6C TA 六年级C班助教	shevon.hu@xalis.com
100211	Kelly Xing 邢蒙	Primary TA 小学部助教	kelly.xing@xalis.com



XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

XLIS



WeChat



Website

Presented by Xi'an Liangjiatan International School