XLIS
XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

2024 - 2025

PYP5 HANDBOOK

Xi'an Liangjiatan International School

XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL
XLIS

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SECTION 1:

XLIS

INTRODUCTION

Xi'an Liangjiatan International School (XLIS), formerly known as Xi'an Hi-Tech International Department (X-HISID), was founded in 2003. It is the first IB World School authorized by the International Baccalaureate Organization in the northwest region of China. It is also a non-profit international school-established by the Xi'an Municipal Government and the Hi-Tech Zone Administrative Committee of Xi'an with the objective of serving the Shaanxi Free Trade Zone. Currently, the school is comprised of approximately 700 students and faculty members, hailing from over 53 countries around the world. All of XLIS' faculty members are highly qualified and possess a high level of experience in international education. This establishment was designed to provide outstanding international education on a large scale. As of now, the school has about 140 Chinese and foreign faculty members from over 21 countries and regions. All the staff members have obtained the qualifications and degrees required for their positions. There are 71 members with a master's degree or above, two members have obtained their doctoral degree and three are in doctoral programs. The average age of foreign staff is 38 years old and their average years of teaching is 11 years.

The school was located in Xi'an Hi-Tech Development Zone, and the school's newly built campus is currently located at the heart of Liangjiatan, Xi'an's International Community, invested by Xi'an International Community Construction Development Co. Ltd. It covers a land area of 103 acres. The campus was designed by Chinese, American and Italian architects. The campus is between the iconic Qinling Mountain range and the historic Fenghe River, which is in line with the ultimate objective of creating a green and sustainable school that integrates technology, talent and innovation in Xi'an's Hi-Tech Zone. It is meant to embody global unity, while solidifying China's vision of harmoniously exchanging knowledge to enrich all civilizations.

Xi'an Liangjiatan International School is committed to the professional development, implementation and sustainability of an effective international curriculum. It is the first school to complete several international certifications. It is also the first IB World School in northwestern China that is fully authorized to offer the PYP, MYP and DP curriculums. It serves as the first SAT and AP testing center. XLIS is a WASC accredited member school, an ACAMIS International School in the Sino-Mongolian region, a member of EARCOS, a Jr. NBA course-authorized school, and the only international youth collaboration camp in Shaanxi Province.

XLIS caters to outstanding international students aged 3-18 under the framework of the IB PYP, MYP and DP. XLIS focuses on its students' developmental needs by providing small class sizes and teaching within a global context. The educators at XLIS respect the differences among students and their talents and highly value the importance of family education. They strive to create an international community that is conducive to students' all-round growth through multidisciplinary teaching, social practices, inquiry and project-based learning.

In response to the "One Belt and One Road" call, our school launched the "International Exchange Program" in 2019 to do a good job in supporting education in the construction of the China (Shaanxi) Pilot Free Trade Zone, to open channels for talent exchange at home and abroad, and to promote Chinese culture. Teacher and student groups from Exupery International School in Latvia, Melbourne Carey Baptist Grammar School, Singapore School of the Arts and Almaty Mathematical and Linguistic School Samai in Kazakhstan came to XLIS to conduct course exchanges and carry out Chinese cultural experience activities. In order to attract and gather in Xi'an, and to promote the construction of Xi'an Hi-Tech Industries Development Zone to the world-class standard, our school set up a "Silk Road Scholarship" to encourage and support countries and regions around the world primary and secondary school students with excellent quality to study abroad in Xi'an.

During the past ten years, high school graduates have received offers from Tsinghua University in China, Hong Kong University of Science and Technology, New York University, Washington University, University of Toronto, Queens University, University College London, the University of Nottingham, University of Edinburgh, University of Sydney, the University of Melbourne, Waseda University, University of Amsterdam, Seoul National University, and several other colleges and universities.

The Xi'an Langjiatan International Education Community is composed of students, parents, schools and social forces. Through the establishment of the new PTA and continuation of the Xi'an Liangjiatan International Choir, encouraging students to establish primary and secondary student councils, and supporting the primary and secondary schools to actively carry out domestic and foreign research and community service or social welfare activities, and insisting on parent workshops, ECA's, International Day, Literacy Week, Summer Fair, Sports Day, concerts and other activities, the cohesion of all members of the community will be strengthened and a good education environment will be jointly created. XLIS is committed to developing students into knowledgeable, open-minded, caring inquirers, balanced risk-takers, and communicators. They will learn to be principled and reflective, striving to create a better and more peaceful world.

XLIS
XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAMME

IB MIDDLE YEARS PROGRAMME

IB DIPLOMA PROGRAMME

WASC
ACCREDITING COMMISSION FOR SCHOOLS

Proud to deliver
THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD

EAST ASIA REGIONAL COUNCIL OF SCHOOLS
EARCOS

20 YEARS
ACAMIS

CollegeBoard SAT

WELCOME LETTER FROM PRIMARY PRINCIPAL

Dear XLIS Primary School Community,

Welcome to the 2024 – 2025 academic year at XLIS! At our school, we are continuously working towards achieving our mission of being a non-profit school that enables students to become confident, open-minded, global citizens through lifelong learning and a sense of community.

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

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

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

With sincere thanks,

Marly Song
Primary Principal

IB MISSION STATEMENT

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

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

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

SCHOOL MISSION & VISION

● **Mission**

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

● **Vision**

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

SECTION 2:

PRIMARY SCHOOL

XLIS PRIMARY LEARNING PRINCIPLES

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

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

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

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

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

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

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

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

P5 HANDBOOK—CURRICULUM

● DAILY ROUTINE

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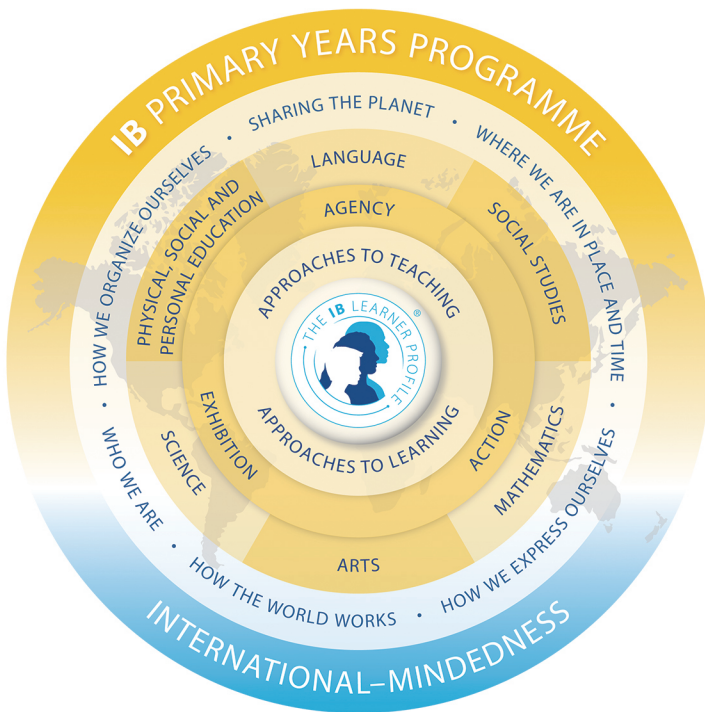Here is our daily schedule:

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

● SCHOOL CLOSURE

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

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

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

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

LEARNING OUTCOMES BY SUBJECT

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 – ATLs), learner profile attributes (also our school-wide learner outcomes – SLOs), and action.

Homeroom

Language

Oral Communication
- Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.
- Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- Identify a variety of purposes for speaking.
- Use a variety of appropriate visual aids to support or enhance oral presentations.
- Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.

Listening
- Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:prepositions and conjunctions.
- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

Reading
- Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.
- Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal.

- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.
- Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- Identify a variety of text features and explain how they help readers understand texts.
- Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts.
- Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.
- Automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts.
- Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience.

Writing

- Spell familiar words correctly.
- Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling.
- Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech.
- Identify the topic, purpose, and audience for a variety of writing forms.
- Use sentences of different lengths and structures.
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the present tense.
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:adjectives and adverbs.
- Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.
- Use specific words and phrases to create an intended impression.
- Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.
- Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.
- Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: regular verbs in the past tense.
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: Irregular verbs in the past tense.

- Generate ideas about a potential topic using a variety of strategies and resources.
- Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.
- Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns.
- Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary.
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: verbs in the future tense.
- Sort and classify ideas and information for their writing in a variety of ways.
- Write more complex texts using a variety of forms.

Media Literacy
- Identify the purpose and audience for a variety of media texts.
- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.
- Explain why different audiences might respond differently to specific media texts.
- Identify who produces various media texts and the reason for their production.
- Identify elements and characteristics of some media forms.
- Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning.
- Describe in detail the topic, purpose, and audience for media texts they plan to create.
- Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create.
- Identify conventions and techniques appropriate to the form chosen for a media text they plan to create.
- Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Mathematics

Number Sense
- Read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life.
- Compare and order whole numbers up to and including 10 000, in various contexts.
- Round whole numbers to the nearest ten, hundred, or thousand, in various contexts.
- Represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator.

- Use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers.
- Count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools.
- Read, represent, compare, and order decimal tenths, in various contexts.
- Round decimal numbers to the nearest whole number, in various contexts.
- Describe relationships and show equivalences among fractions and decimal tenths, in various contexts.

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

Patterns and Relationships
- Identify and describe repeating and growing patterns, including patterns found in real-life contexts.
- Create and translate repeating and growing patterns using various representations, including tables of values and graphs.
- Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns.
- Create and describe patterns to illustrate relationship among whole numbers and decimal tenths.

- Plot and read coordinates om the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another.
- Describe and perform translations and reflections on a grid, and predict the results of these transformations.

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

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

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

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

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

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

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

Science

- Assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial.
- Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans.
- Use a variety of forms to communicate with different audiences and for a variety of purposes.
- Identify risk associated with the use of communications technology, including internet use, texting and gaming.
- Investigate, through experimentation, how various materials, and construction techniques can be used to add strengths to structures.

- Use technological problem-solving skills, and knowledge acquired from previous investigations,to design and build a strong and stable structure that serves a purpose.
- Define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load.
- Identify the strength of a structure as its ability to support a load.
- Identify properties of materials that need to be considered when building structures.
- Describe ways in which the strength of different materials can be altered.
- Identify a variety of forms of energy and give examples from everyday life of how that energy is used.
- Identify renewable and non-renewable sources of energy.
- Describe how energy is stored and transformed in a given device or system.
- Evaluate the effects of various technologies on energy consumption and propose ways in which individuals can improve energy conservation.

Social Studies

- Describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self.
- Formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self.
- Gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them.
- Interpret and analyse information relevant to their investigations, using a variety of tools.
- Evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self.
- Communicate the results of their inquiries, using appropriate vocabulary.
- Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions.
- Gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions.
- Evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship.

- Compare selected communities from around the world, including their own community,in terms of the lifestyles of people in those communities and some ways in which the people meet their needs.
- Demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or nonsustainable actions.
- Compare social organization in two or more early societies.
- Compare aspects of the daily lives of different groups in an early society, and explain how differences were related to the social organizations, of that society.
- Compare two or more early societies in terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present- day.
- Identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps.
- Demonstrate the ability to extract information on daily life in early societies from visual evidence.
- Describe the social organization of some different early societies and the role and status of some significant social and work-related groups in these societies.

Social-Emotional

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

Mandarin

- Demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions.
- Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.
- Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.
- Identify the topic, purpose, and audience for a variety of writing forms.
- Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.
- Describe in detail the topic, purpose, and audience for media texts they plan to create.
- Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- Make inferences about texts using stated and implied ideas from the texts as evidence.
- Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.
- Sort and classify ideas and information for their writing in a variety of ways.
- Use overt and implied messages to draw inferences and construct meaning in media texts.
- Identify a variety of purposes for speaking.
- Identify a variety of purposes for reading and choose reading materials appropriate for those purpose.
- Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.
- Use some vivid and/or figurative language and innovative expressions to add interest.
- Use overt and implied messages to draw inferences and construct meaning in media texts.
- Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.
- Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.
- Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal.
- Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary.
- Use specific words and phrases to create an intended impression.

- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.
- Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.
- Demonstrate the ability to extract information on daily life in early societies from visual evidence.

Visual Arts

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

Performing Arts

- Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.
- Create musical compositions for specific purposes and audiences.
- Demonstrate an understanding of musical signs and standard notation on the five-line staff and use devised notation to record the sequence of sounds in a composition of their own.
- Identify the elements used in the music they perform, listen to, and create, and describe how they are used.
- Sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods.
- Use the tools and techniques of musicianship in musical performances.
- Express detailed personal responses to musical performances in a variety of ways.
- Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.
- Use dance as a language to explore and communicate ideas derived from a variety of literature sources.
- Demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts.
- Identify and describe some of the key influences of music within contemporary culture.
- Demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today.

Personal, Social and Physical Education

- Describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.
- Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.
- Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.
- Apply skills that help them to recognize sources of stress and to cope with challenges, including help seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.
- Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.
- Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.
- Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviors that enhance their readiness and ability to take part.
- Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games.
- Identify factors that motivate participation in physical activity every day at school, at home, or in their communities.
- Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each.
- Identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health.
- Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity.
- Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.
- Describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity.
- Identify the key nutrients provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance.

- Describe various types of bullying, abuse, and other non-consensual behavior, including cyber-bullying, and identify the impacts they can have and appropriate ways of responding.
- Identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Food Guides.
- Apply a decision-making process to assess risks and make safe decisions in a variety of situations.
- Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.
- Identify ways of promoting healthier eating habits in a variety of settings and situations.
- Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control, as well as to adapt to challenging situations over which they have less immediate influence.
- Apply skills that help them develop 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.
- Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.
- Demonstrate the ability to jump and land, in control, from a low height.
- Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.
- Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.
- Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment.
- Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.
- Identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories.
Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.

WELCOME TO OUR ECAS

At XLIS, Extra-Curricular Activities (ECAs) are activities offered by the school that take place outside of regular classroom hours. These activities are designed to enrich students' experiences, foster personal development, and promote a well-rounded education. From sports and arts to academic clubs and community service projects, ECAs cater to a wide range of interests and passions.

Explore Our ECA Offerings for P5:

1. Sports Academy:

- Swimming
- Board Game
- Tennis
- Blue Dragon Football Club
- Table Tennis
- Competitive Basketball
- Golf
- Kickboxing

2. Arts Academy:

- Art & Craft Club
- XLIS Choir
- Ballet Dance
- Jazz Drum Set
- Pop Dance

3. Technology Academy:

- PYP Science Experiment
- Sea, Land, and Air Course

4. Learning Academy:

- English Enhancement Class

Introduction to the School Library

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

Welcome to the library! Here, students will find lots of books and exciting things to help them learn and grow. Every week, students will have a special class in the library to learn important skills and have fun with books.

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

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

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

COMMUNICATION

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

Parents are informed of student learning through:

6 x PYP Newsletters

2 x Parent/Teacher Conferences

1 xStudent-led conference

3 x Reports on Managebac

Seesaw

Parents are also encouraged to schedule regular meetings with teachers.

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

ASSESSMENT AND REPORTING

Assessment

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

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

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

Reporting

A report card is generated at three points in the school year (a progress report in October, a semester one report in January, and a final report in June) to inform parents of their child's progress. Our reporting system is based on a proficiency scale, not on percentages or letter grades. Each of the learning outcomes for the unit will be assessed and the students will be marked on a 3-point scale:
1 - emerging (is just beginning to understand, still needs teacher support)
2 – developing (is able to demonstrate some areas of the learning outcome, may still need some support)
3 – demonstrating (is able to independently demonstrate the learning outcome)

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

Parent- Teacher Conferences

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

MEDICAL ISSUES

Health Center

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

Children must be kept home in the event of:

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

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

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

STUDENT SUPPORT

Enhanced Learning

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

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

English As an Additional Language (EAL)

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

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

XLIS GRADE ACCELERATION POLICY

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

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

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

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

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

SECTION 3:

RELEVANT POLICIES

RESTORATIVE PRACTICES POLICY

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

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

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

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

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

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

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

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

Role of Principals and Counselors

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

LOWER GROUP (ECEA-P3)

Instances of inappropriate behavior:

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

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

CONSEQUENCES LEVEL 1-
Logical and planned interventions. Least to most intrusive. may include:

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

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

CONSEQUENCES LEVEL 2-

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

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

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

CONSEQUENCES LEVEL 3-

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

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

MIDDLE GROUP (P4-M3)

Instances of inappropriate behavior:

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

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

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

CONSEQUENCES LEVEL 1-

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

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

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

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

CONSEQUENCES LEVEL 2-

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

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

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

- Violence towards self, others or property
- Possessing or accessing pornographic materials
- Leaving school without permission, truancy
- Use and distribution of tobacco or alcohol or other forms of substance abuse
- Racism, homophobia, sexism
- Interfering in any way other person's intellectual property or work
- Possessing dangerous items or weapons
- Sexual and racial harassment
- Inappropriate use of electronic devices such as computer hacking or phishing

CONSEQUENCES LEVEL 3-

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

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

UPPER GROUP (M4-DP2)

Instances of inappropriate behavior:

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

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

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

CONSEQUENCES LEVEL 1-
Logical and planned interventions. Least to most intrusive.

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

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

- Vandalism
- Deliberate disruption in teaching and learning condition

- Profanity
- Teasing or bullying

- Disrespect
- Verbal abuse

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

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

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

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

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

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

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

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

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

ACADEMIC INTEGRITY

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

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

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

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

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

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

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

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

What is Academic Integrity?

Academic Honesty is showing personal integrity in presenting original work.

Strategies for developing a practice of academic integrity:
As a school, we aim at sensitizing our students, teachers, and parents on this issue by implementing the following strategies:

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

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

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

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

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

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

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

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

Primary Years Program

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

Teacher Responsibilities are to:
Early Years - Primary 4
- Read the Academic Integrity Policy of the school.
- Collaborate with, for example, the librarian and technology specialists to build research skills and to help students identify sources of information
- Co-create the essential agreements for group work with students
- Model academic integrity by acknowledging where materials and ideas come from Primary 5 & 6
- Read the Academic Integrity Policy of the school.
- Teach citing and referencing to mitigate cases of academic malpractice
- Model academic integrity by citing sources on presentations and handouts.
- Teach students how to paraphrase, use quotations, and correctly cite sources to mitigate cases of plagiarism ism.

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

Parents' Responsibilities are to:
- Read the Academic Integrity Policy
- Encourage ethical behavior and independent student work

Middle Years Programme

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

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

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

Diploma Programme

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

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

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

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

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

Addendum – Artificial Intelligence (AI)

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

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

Students Responsibilities are to:

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

Parents' Responsibilities are to:

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

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Updated on: 2023/05/11

TECHNOLOGY ACCEPTABLE USE POLICY

Introduction

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

Values (What are XLIS Values)

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

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

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

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

Willing to accept new ideas without prejudice.

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

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

SCHOOL TECHNOLOGY

PYP/MYP Devices

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

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

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

Equipment and Facilities

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

Telephones

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

Security Cameras CCTV

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

Smart Cards

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

USER RIGHTS, RESPONSIBILITIES & PROHIBITIONS

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

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

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

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

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

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

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

• Use appropriate language in all communications.

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

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

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

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

• Obey the laws and restrictions of the local government.

SCHOOL TECHNOLOGY

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

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

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

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

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

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

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

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

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

USE & PROPERTY RESPECT

Educational Use

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

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

Respect for Others

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

Respect for Security

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

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

Software Installation

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

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

Hardware

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

Audio Visual Hardware

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

Internet/World Wide Web Usage

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

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

Expected standards of conduct include

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

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

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

Personal Equipment

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

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

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

Cyber-Bullying

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

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

Violations involving Pornography

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

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

Limitation of School Liability

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

PROCEDURES FOR ALLEGED VIOLATIONS

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

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

IMPORTANT ADDITIONAL NOTES

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

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

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

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

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

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

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

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

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

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

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

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

CAMPUS ACCESS CONTROL POLICY

1.XLIS Staff Entry System

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

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

2.XLIS Treeshine Staff Entry System

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

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

3.XLIS Student Entry System

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

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

3.3 Gate guards should strictly control students leaving school without permission during 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 Liangjiatan International School we are committed to develop reflective students who can take responsibility for their learning. Assessments focus on documenting student growth and are an integral part of the learning process. Throughout the continuum, assessment is aligned with the IB programme criteria and the Ontario learning outcomes.

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

Our goals are:

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

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

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

Terms used at school:

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

GUIDELINES

■ PRIMARY YEARS PROGRAMME

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

Effective Assessment

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

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

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

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

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

The use of strategies and tools in assessments:

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

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

CRITERIA: 1-Emerging 2-Developing 3-Demonstrating

Standardised assessment

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

MIDDLE YEARS PROGRAMME

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

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

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

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

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

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

DIPLOMA PROGRAMME

All DP teachers are required to follow the following practices:

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

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

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 orga anized to keep parents informed of their child progress.

Bibiography:

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Busan International School. 'Assessment Policy'. 2015.

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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 (referral to LA for FPN or Court Escalation can be made if there is high amounts of unauthorized absences

Any enrolled student will be marked as follows in ManageBac:
1. Unauthorised Absence marked in manageBac as 'A'
2. Authorised Absence marked in ManageBac as 'A'
3. Health- marked in ManageBac as 'H'
4. Field Trips- marked in ManageBac as 'F'

1. Unauthorised absence
This is for those students where no reason has been provided, or whose absence is deemed to be without valid reason.
2. Authorised absence
This is for those students who are away from school for a reason that is deemed to be valid.
3. Approved Educational Activity
This covers types of supervised educational activity undertaken off site but with the approval of the school.

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

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

Updated on: 2023/03/29

DRESS CODE POLICY

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

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

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

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

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

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

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

Updated on: 2023/05/13

COMMUNICATION POLICY

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

Our goals are:

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

GUIDELINES

Primary Years Programme:

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

SECTION 4:

CONTACT LIST

西安梁家滩国际学校2024-2025学年教职工名单表
Xi'an Liangjiatan International School 2024-2025 Staff Name List

SCHOOL MANAGEMENT　　学校管理层

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PRIMARY　　小学

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