



**XIAMEN  
INTERNATIONAL  
SCHOOL**  
厦门国际学校

**XIS Elementary School  
Parent Handbook  
2025-2026**



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Dear Parents,

In this handbook, you will find the answers to questions about programs, policies, and procedures at Xiamen International School (XIS). We encourage you to read through this carefully to become familiar with how the school operates. We hope it will answer most of your questions and make it easier for us to work together.

As always, if you have any questions or concerns, we encourage you to contact the school directly. Please sign and return the appropriate pages of this document.

Sincerely,

**Inna Klein**

Head of School

**Mary Collins**

Elementary School Principal

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## Chapter 1 – Overview

### 1.1 Mission Statement and Core Values

#### **Mission Statement**

At XIS our mission is to inspire and develop confident, knowledgeable students who enjoy lifelong learning, demonstrate global awareness and contribute compassionately to the world around them.

#### **Core Values**

These core values established as of January 2021 are intended to, along with the mission, guide and inform actions, planning, and implementation of programs at XIS.

**Community:** By showing care, kindness, and respect in a close-knit learning environment, the members of our community gain confidence to take on challenges, to lead, and to positively impact XIS, Xiamen, and our global communities.

**International Mindedness:** By valuing and embracing diversity in all forms, we become citizens of the world who are prepared to meet the challenges of an ever-changing landscape and who contribute to making the world a better place.

**Balanced Learner:** When approaching learning holistically, we acknowledge the entire person—the physical, emotional, social, intellectual, and artistic, thereby nurturing balance in life and learning.

**Character:** By acting with honesty and integrity, both virtues of character, we cultivate a life-long commitment to self-reflection and responsibility.

**Lifelong Curiosity:** At the heart of everything we do is learning in ways that promote natural curiosity and enjoyment of learning through authentic, inquiry-based, creative, and project-based learning experiences.

## 1.2 IB Learner Profile



### IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INQUIRERS</b><br>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.              | <b>OPEN-MINDED</b><br>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.                                   |
| <b>KNOWLEDGEABLE</b><br>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.                                      | <b>CARING</b><br>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.                                                                                    |
| <b>THINKERS</b><br>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.                                             | <b>RISK-TAKERS</b><br>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.                          |
| <b>COMMUNICATORS</b><br>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.              | <b>BALANCED</b><br>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| <b>PRINCIPLED</b><br>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. | <b>REFLECTIVE</b><br>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.                                                                   |

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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### 1.3 History of Xiamen International School

Xiamen International School (XIS) is a private, non-profit, Pre-Kindergarten through Grade 12 school located on the southeastern coast of the People's Republic of China (PRC), approximately 20 kilometers from the island of Xiamen. The school is situated on the mainland in the Xinglin district, which is connected to Xiamen Island by bridges.

Xiamen International School was established in 1997 by the Xiamen Municipal Government, Kodak, Mrs. Yang, and Dr. Bill Brown to offer schooling for children of expatriates residing in the Xiamen area. Xiamen International School is the first international school in Fujian Province to be legally authorized by the P.R.C. Education Ministry to accept children from the expatriate community. The school has been accredited multiple times by the Western Association of Schools and Colleges (WASC) and is authorized as an IB World School by the International Baccalaureate Organization (IBO).

There is a six-member board of directors comprised of former Xiamen Municipal Government officials, local educators, Mrs. Yang, and a parent appointed by the school's board of directors. A head of school directs the school with the assistance of an elementary and a secondary principal.

Xiamen International School is located in a suburb of Xiamen in a purpose-built school located on 8 acres of land. The Xiamen Municipal Government donated the land for the school and guarantees its financial stability. XIS represents a major pillar in its strategy to attract foreign investment to the area. The school facility consists of three connected buildings housing all enrolled students from pre-kindergarten to grade 12. In addition to the well-resourced general classrooms, XIS students enjoy three art studios, two IT labs, a design lab, a 3-D printer lab, three music rooms (with several practice rooms attached), and three science labs. A large library, serving the XIS community, holds over 37,000 volumes. Nestled next to the library, on the ground floor of the elementary school building, is the early years center with an adjacent free-play outdoor center.

On the east side of the XIS campus is a full-sized soccer pitch, several outdoor multi-sport courts, and a track. On the top level of our facilities is our air-conditioned gymnasium and indoor heated swimming pool.

## 1.4 Strategic Objectives 2023-2028

As part of continuous school improvement in line with our WASC accreditation cycle, XIS follows a multi-year strategic plan. Following the Synchronised Visit in April 2023 (WASC accreditation and IB evaluation), the three guiding strategic objectives of the most recently revised plan are as follows:

- 1) Maintain XIS' position as the leading school locally and continue to develop its position as a prominent international school, both regionally and globally.
- 2) Refine the process for curriculum development, review, and revision.
- 3) Implement a development plan for the provision of appropriate learning support systems.

## 1.5 Programme Overview

### Early Years Programme Overview

The Early Years programme at XIS caters to 4 and 5-year-olds (Pre-Kindergarten) and 5 and 6-year-olds (Kindergarten). The Early Years programme emphasizes the importance of relationships, environment and play and is specially designed to support the needs of very young children within our well-equipped and inspiring outside and indoor environments.

Why does XIS promote play-based learning in the Early Years? Research shows that when we let children play while learning:

- Their creativity will flourish.
- Their cognitive function will strengthen.
- Their social skills will develop.
- Children will learn how to manage big feelings – theirs and others.

The XIS Early Years curriculum is framed by the International Baccalaureate's Primary Years Programme (PYP). All students learn Language (English as the language of instruction and Mandarin as a home or additional language), Social Studies, Mathematics, Arts, Science, and Personal, Social and Physical Education. Within these subject areas, Approaches to Learning (Communication, Thinking, Social, Self-Management and Research Skills) support purposeful inquiry and lifelong learning. Students explore six transdisciplinary themes ('Who we are', 'Where we are in place and time', 'How we express ourselves', 'How the world works', 'How we organize ourselves' and 'Sharing the planet') to become critical and creative thinkers.

## **Elementary School Programme Overview (Grades 1-5)**

The XIS Elementary School programme (grades 1-5), within the Primary Years Programme (PYP), provides an inquiry-based and student-centered education with responsible action at its core. Students experience learning that is engaging, challenging and relevant acquiring knowledge, concepts and skills through six transdisciplinary themes: 'Who we are', 'Where we are in place and time', 'How we express ourselves', 'How the world works', 'How we organize ourselves' and 'Sharing the planet'. The subjects are Language (English as the language of instruction and Mandarin as a home or additional language), Social Studies, Mathematics, Arts, Science, and Personal, Social and Physical Education. Concepts link the different subject areas and allow for deep thinking.

A central principle of agency is evident throughout the XIS elementary school. Agency is voice, choice and ownership to impact learning and teaching. Approaches to learning (communication, thinking, social, self-management and research skills) have relevance across the curriculum and help students to explore subject knowledge in the context of the transdisciplinary themes. These skills support purposeful inquiry and set the foundations for lifelong learning.

With a focus on lifelong learning and the development of the whole child, XIS prepares children for the opportunities and challenges found in our rapidly changing, complex world.

## **Curriculum Standards**

The XIS Primary Years Programme is supported by a set of internationally recognized, rigorous standards including the Common Core Standards for Math and English Language Arts, the Next Generation Science Standards (NGSS), ACTFL World Language Standards, and the Ontario standards for PE, Music, and Visual Arts.

## Chapter 2 – General Administration and Organization

### 2.1 Administration

|                                                            |                                                                                   |                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mary Collins</b><br/>Elementary School Principal</p> |  | <ul style="list-style-type: none"> <li>• Curriculum and instruction</li> <li>• Staff development</li> <li>• PYP Coordination</li> <li>• WASC and IB action plan</li> <li>• Educational leadership of elementary division</li> <li>• Teacher appraisal</li> <li>• Student support</li> <li>• Student placement</li> </ul> |
|------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 2.2 Counselor

|                                                            |                                                                                    |                                                                                                           |
|------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p><b>Fey Reynolds</b><br/>Elementary School Counselor</p> |  | <ul style="list-style-type: none"> <li>• Student support services</li> <li>• Student placement</li> </ul> |
|------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

### 2.3 Whom Should I Ask?

| I need to....                                                   | I should ask....                                                                                                                                    | Position                     |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>Admissions</b>                                               |                                                                                                                                                     |                              |
| Know how to gain admission to the school                        | <p>Julia Su<br/> <a href="mailto:juliasu@xischina.com.cn">juliasu@xischina.com.cn</a> </p>                                                          | Admissions Coordinator       |
| <b>AP (Activity Program)</b>                                    |                                                                                                                                                     |                              |
| Know what APs are available and on what days the AP will occur. | <p>Lu Gang<br/> <a href="mailto:reggielu@xischina.com.cn">reggielu@xischina.com.cn</a> </p>                                                         | Director of Activity Program |
| Tell someone that my child will not be staying for his/her AP.  | <p>The Homeroom Teacher, teacher in charge of the AP and Wendy Lin<br/> <a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a> </p> | Transportation Coordinator   |
| <b>Attendance</b>                                               |                                                                                                                                                     |                              |

|                                                                             |                                                                                                                                                                                           |                                             |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Tell someone my child is home sick                                          | Homeroom Teacher and Willie Feng<br><a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>                                                                            | ES Secretary                                |
| Tell someone my child will be missing school for an extended period of time | Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>                                                                                              | Elementary School Principal                 |
| Obtain homework for my child for an extended absence                        | Homeroom Teacher                                                                                                                                                                          | -----                                       |
| Tell someone that my child is leaving school early                          | Homeroom Teacher and Willie Feng<br><a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>                                                                            | Main Office                                 |
| Ask about a health issue                                                    | Mary Yang<br><a href="mailto:maryyang@xischina.com.cn">maryyang@xischina.com.cn</a>                                                                                                       | Nurse                                       |
| Let someone know that the parents will be out of town for a few days        | Willie Feng<br><a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>                                                                                                 | ES Secretary                                |
| Let someone know that the parents will be out of town for more than a week  | Willie Feng<br><a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a><br>Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a> | ES Secretary<br>Elementary School Principal |
| <b>Buses</b>                                                                |                                                                                                                                                                                           |                                             |
| Let someone know that I have moved and get a new bus stop                   | Wendy Lin<br><a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a>                                                                                                       | Transportation Coordinator                  |
| Inform the school of a possible safety hazard                               | Wendy Lin<br><a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a>                                                                                                       | Transportation Coordinator                  |

|                                                                                                  |                                                                                                                                                                         |                                            |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Change of Contact Information</b>                                                             |                                                                                                                                                                         |                                            |
| Notify school that I have changed my address, phone number, or email address                     | Julia Su<br><a href="mailto:juliasu@xischina.com.cn">juliasu@xischina.com.cn</a><br>Linda Lin<br><a href="mailto:lindalin@xischina.com.cn">lindalin@xischina.com.cn</a> | Admissions Coordinator<br>Finance Director |
| <b>Concerns About My Child</b>                                                                   |                                                                                                                                                                         |                                            |
| Ask for help with concerns about my child's physical, emotional, social, or academic performance | Fey Reynolds<br><a href="mailto:feyreynolds@xischina.com.cn">feyreynolds@xischina.com.cn</a>                                                                            | Elementary School Counselor                |
| <b>Curriculum, Instruction, and Homework</b>                                                     |                                                                                                                                                                         |                                            |
| Learn more about the PYP at XIS                                                                  | Samantha Nellett<br><a href="mailto:samanthanellett@xischina.com.cn">samanthanellett@xischina.com.cn</a>                                                                | PYP Coordinator                            |
| Understand grade level or class curriculum, instruction, or home learning                        | Classroom Teacher                                                                                                                                                       | -----                                      |
| Ask about my child's placement in a grade level or class.                                        | Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>                                                                            | Elementary School Principal                |

|                                                                         |                                                                                                                                                                                                                                                                         |                                                                                   |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Express concerns that have not been resolved after talking to a teacher | Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>                                                                                                                                                                            | Elementary School Principal                                                       |
| <b>Discipline</b>                                                       |                                                                                                                                                                                                                                                                         |                                                                                   |
| Ask about a classroom discipline problem                                | Classroom Teacher                                                                                                                                                                                                                                                       | -----                                                                             |
| Ask about a discipline issue beyond the classroom                       | Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>                                                                                                                                                                            | Elementary School Principal                                                       |
| <b>English Language Support</b>                                         |                                                                                                                                                                                                                                                                         |                                                                                   |
| Ask what kind of support is available                                   | Homeroom/EAL Teacher                                                                                                                                                                                                                                                    | -----                                                                             |
| Ask about my child's placement in the program                           | Homeroom/EAL Teacher                                                                                                                                                                                                                                                    | -----                                                                             |
| Ask about the program itself                                            | Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>                                                                                                                                                                            | Elementary School Principal                                                       |
| <b>Lost and Found</b>                                                   |                                                                                                                                                                                                                                                                         |                                                                                   |
| Let someone know my child lost something at school or on the bus        | Homeroom Teacher<br>Wendy Lin<br><a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a>                                                                                                                                                                 | Transportation Coordinator                                                        |
| Check on status of item that was lost                                   | Willie Feng<br><a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>                                                                                                                                                                               | ES Secretary                                                                      |
| <b>Special Events</b>                                                   |                                                                                                                                                                                                                                                                         |                                                                                   |
| Ask for information about upcoming events                               | Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>                                                                                                                                                                            | Elementary School Principal                                                       |
| <b>Tuition and Withdrawal</b>                                           |                                                                                                                                                                                                                                                                         |                                                                                   |
| Make a tuition payment or ask a tuition question                        | Linda Lin<br><a href="mailto:lindalin@xischina.com.cn">lindalin@xischina.com.cn</a>                                                                                                                                                                                     | Finance Director                                                                  |
| Notify the school that we will be moving                                | Julia Su<br><a href="mailto:juliasu@xischina.com.cn">juliasu@xischina.com.cn</a><br>Linda Lin<br><a href="mailto:lindalin@xischina.com.cn">lindalin@xischina.com.cn</a><br>Mary Collins<br><a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a> | Admissions Coordinator<br><br>Finance Director<br><br>Elementary School Principal |

## 2.4 Student Reports – Elementary

### Understandings

- The school year is divided into two semesters.
- Reports containing comments and levels of achievement for approaches to learning and learning outcomes in different subject areas (including English Language Arts and Maths) are issued at the end of semester 1 and 2. At the end of quarter 1, a shorter report is issued which is used as the basis for the 3-way conferences in October. This report describes how

well students are demonstrating approaches to learning skill areas. At the end of semester 1 and semester 2, teachers report on levels of achievement in three units of inquiry.

- The Early Years run a different reporting and assessing cycle. In Early Years, individual Learning stories will be sent home at least two times in a school year, and short reports are sent home at the end of the first quarter and semester 1. A complete report is sent home at the end of the school year.
- In grades 1-5, the reports at the end of semesters 1 and 2 will indicate if the student is working well above or well below grade level expectations in the areas of English Language Arts and/or Mathematics.
- 3-way conferences are held during October and March. In Early Years, the October conferences are parent-teacher conferences. Student-led conferences occur during May. It is very important that parents attend these scheduled conferences to monitor their child's progress.
- Indicators showing levels of achievement are designed to reflect progress in class and are based on a variety of assessment methods. Excessive absences will have a negative impact on a student's progress.
- Students must be successful at one grade level in order to be promoted to the next grade. Academic achievement throughout the school year and social/emotional maturity are both important measures of success for students.

### **Parent Responsibility**

- When reports go home, discuss with your child his/her progress. Remember to praise good effort.
- Set reasonable goals based on the report to help your child be successful.
- Make an appointment to talk with your child's teacher(s) about any concerns expressed in the report to find out how you can best support your child at home.

## **2.5 Tuition and Withdrawal**

### **Understandings**

- All tuition and fees are computed once a year and paid in US dollars; fees must be paid on time.
- Tuition and transportation fees are prorated for students who apply for admission after classes have begun.
- No refund will be granted for students who withdraw after the fourth week of school.
- Before four weeks, there is a 50% refund.
- Parents are responsible for contacting the school when they plan to withdraw a student from the school.

- Students will receive a checkout form that must be signed by teachers, the librarian and the Elementary School Principal to indicate that all materials have been turned in and all work is up to date. The school cannot release any school record or reports until this form is completed. We do not issue transcripts in Elementary School.
- Student records will be mailed to the new school via DHL once the student has successfully checked out and upon the parents' payment of the postal fee.

### Parent Responsibility

- Contact the school as soon as you know that you will be withdrawing from the school. Don't wait until the last minute or ask your child to inform us.
- Clean out your child's bedroom and book bag. Make sure that all texts, materials and library books are returned to the school or paid for before you go.
- Leave a forwarding address for both you and your child's new school.
- Let us know exactly what the new school will need (reports, teacher recommendations, etc.). Teacher recommendations for a student are sent directly to your child's new school and cannot be given directly to parents or guardians.

## Chapter 3 – Curriculum, Instruction, and Learning

### 3.1 Elementary Course Descriptions

Elementary school subjects are often embedded into the PYP units of inquiry. There is an expectation that students learn to think independently and work cooperatively. The following course descriptions give a general outline of expected practices in your child's classroom.

#### Language Arts

The ability to read and write at grade level is crucial to a child's continued achievement in school. To ensure success, students participate in a daily literacy period, as well as read and write while engaged in learning for units of inquiry. During the literacy block, emphasis is placed on providing experiences that appropriately challenge individual students into becoming strong readers, writers, listeners and speakers. During units of inquiry, students are expected to use those skills and learn new ones as they explore new ideas and concepts. The Language strands are: Listening and Speaking, Reading and Writing. We also have separate Language standards which address conventions of standard English, knowledge of language and vocabulary acquisition and use.

***The single most influential factor in young children's success in learning to read is parents who read aloud to them at home. Taking an interest in your child's writing and encouraging his/her efforts will also greatly help your child learn this important skill.***

### Mathematics

At XIS our Maths Philosophy is based on the power of mathematics as an effective tool for solving real-world problems. We believe that while our Mathematics standards along with conceptual understandings are aligned to grade levels, we teach and assess students according to their current levels of understanding and by nurturing a growth mindset. We practice this through creative inquiry-based learning engagements during which students have the opportunity to struggle and engage in conceptual thinking. This empowers students to become assessment-capable learners with agency who reflect on and take responsibility for their learning. Furthermore, we believe in communicating clearly and effectively with parents about their child's achievements and next steps for learning.

Teachers create maths units, either integrated with the units of inquiry or as standalone units. The units give students the opportunity to investigate and learn to problem solve, use patterns, develop number sense, use probability, statistics and concepts connected with shape and space, and to develop critical and logical thinking skills. The Mathematics strands are: Number, Pattern and Function, Measurement, Data Handling and Shape and Space. Maths fluency, Maths Journals and Number Talks all allow students the opportunity to express their understanding of maths concepts and critical thinking skills. Increasing Maths fluency helps students to build the skills needed to be successful in Maths and through inquiry, students can construct, transfer and apply mathematical understandings.

### Visual Arts

Arts includes Visual Arts, Music, Dance and Drama, and the Arts strands are Creating and Responding. Responding includes reflecting, responding and analysing and exploring forms and cultural contexts.

The Visual Arts programme expands a student's ability to understand, enjoy and create visual art. Students learn the elements of art by working with a variety of materials, techniques and processes while creating two and three-dimensional works. Students are also exposed to art history, cultural influences and well-known works of art as part of their learning experience. Art can be used to support a unit of inquiry, may follow from an exploration into a unit or may be taught as a stand-alone subject, with an emphasis on skills.

### Music

The Elementary School Music programme focuses on exposing students to vocal and instrumental music. Students learn to read, write and perform musical pieces. As with the Visual Arts programme, music can be taught to support a unit of inquiry, may follow from an exploration in a unit or be taught independently, with an emphasis on skills. In Grade 5, students have one period a week of Music, and one period of the Performing Arts Programme, during which they focus on strings, band and choir in rotation throughout the school year.

### Physical Education (PE)

PE in the Elementary School focuses on physical and motor skill development, as well as the promotion of physical fitness and health awareness. In activities and games, students are expected to participate with enthusiasm, as well as demonstrate appropriate behavior and positive social interactions.

We have different PE uniforms for summer and winter months and these can be purchased at school. For Early Years – Grade 2 students, the PE uniform is optional for PE classes, while for Grades 3-5 it is compulsory.

PE is part of the Personal, Social and Physical Education (PSPE) subject area and comes under the Movement (Active Living) strand. Under PSPE are also Identity, Interactions and Wellness, and all teachers are responsible for these strands of PSPE. Homeroom teachers often address Identity, Interactions or Wellness conceptual understandings and learning outcomes during units of inquiry, and subject specialists such as PE and Visual Arts teachers also address these strands.

### Science

Science is taught within the programme of inquiry. During science-focused units, students are encouraged to form their own questions and investigations, as well as research, experiment and observe. The Science strands are: Life Science; Physical Science; and Earth and Space Science. Students engage in Science and Engineering Practices while constructing their understanding of Disciplinary Core Ideas through the lens of Crosscutting Concepts. Students use all three dimensions in an integrated way to make sense of phenomena or design solutions to problems.

### Social Studies

Social Studies is taught within the programme of inquiry through the PYP units of inquiry. The aim of Social Studies is to prepare students to be citizens of the world with an awareness of social issues, geography, history and the environment. To enhance international mindedness, social issues are analyzed from many different perspectives. This helps to further international-mindedness, understanding, appreciation for diversity, and responsibility. The Social Studies strands are: Time, Continuity and Change; Connections and Conflict; Geography; Culture, Society and Identity; Government; Production, Distribution and Consumption; and Science, Technology and Society.

### Additional Languages

We believe in the importance of fostering intercultural understanding through communicating in a variety of ways in more than one language, and we recognize multilingualism as a fact, a right and a resource for learning. In PYP schools, students are required to learn a language in addition to the language of instruction at least from the age of seven. In the Elementary School, we offer both English as an Additional Language (EAL) Support and Chinese language (Mandarin).

Students are immersed in age-appropriate classrooms with an English as an Additional Language (EAL) teacher at each grade level (grades 1-5) to support the English Language Learners (ELL). EAL teachers co-plan and co-teach with classroom teachers in order to further support novice and intermediate English language speakers. The emphasis is on the key areas of listening, speaking, reading and writing. We believe that students learn English more quickly if exposed to English via teachers and peers on an ongoing, regular basis. EAL teachers may also pull small groups of students from class for more focused instruction as needed.

### Chinese Language

The goal of the Chinese language (Mandarin) program is to enable students to communicate in Mandarin and to develop an understanding and appreciation of Chinese culture. Students are divided into Mandarin A (home language speakers, including students at an intermediate level) and Mandarin B (students learning Chinese as an additional language) classes to receive more focused instruction. They are placed in one of three levels: Novice, Intermediate and Advanced. Note that language development also depends on a child's age and therefore for lower grade levels, e.g. grade 1, students will only be placed in Novice or Intermediate level Chinese language classes.

Students in Chinese language classes cannot usually be moved to a different class because the students work in classes of different language levels and the teachers have assessed the students to make sure they are in the most appropriate class.

### Technology

Digital devices provide a rich learning environment for students and XIS encourages and sees as a privilege technology use at school. Students in the Elementary School receive regular instruction in the use of computers, software and digital citizenship. The programme emphasizes careful and considerate use of the hardware and the internet and exposes students to a wide range of software to meet their academic needs. It is important for users to be safe, responsible and respectful when using digital devices and it is the joint responsibility of staff and the parent or guardian to educate the students about the responsibilities and expectations when using technology.

The IT teacher and the classroom teachers collaborate so that students can use technology to work on classroom projects related to units of inquiry. iPads and laptops are available for students to use. For students to be able to use these devices and have access to the school's ICT resources, parents need to read and discuss the XIS Elementary School Technology - Acceptable Use Agreement form with their children and then sign the agreement. Students must abide by all rules set out in the XIS Elementary Acceptable Use Agreement form.

In Grade 5, we have a Bring Your Own Device (BYOD) programme through which students bring their own devices in order to increase their use of technology to enhance learning. Using a device in Grade 5 will better prepare students for the PYP Exhibition and the Middle Years Programme, where the bulk of learning and home learning assignments are posted on-line. We therefore

require Grade 5 students to bring their own device to school for learning purposes. Students may not bring their own device to school unless they have already returned the signed XIS Elementary School Technology - Acceptable Use Agreement form (see below).

For all grade levels, the process of compiling class lists involves a lot of time and thought from our staff. We consider very carefully the balance within each class. We think about gender balance, nationality, languages and learning needs. We also take into consideration friendships: which students work well together, or which students do not perform well when placed with friends etc. Please understand that because of these factors, requests for children to be moved to another class cannot be accommodated. We appreciate your understanding in this matter.

### **The Early Years Programme**

Pre-Kindergarten (Pre-K) and Kindergarten are the first years of formal schooling for children. Our programme focuses on play-based and experiential learning fostering a child's desire to explore his/her environment. With this goal in mind, teachers provide a supportive and challenging curriculum that contributes to the full development of each child.

Pre-K students must be at least four years old by 1 September of the school year in order to enroll in school. In addition, they must be fully toilet-trained, able to eat by themselves, and be socially and emotionally ready to learn individually and with groups. In some cases, children can be admitted to Pre-Kindergarten at the age of 3. If children join Pre-K at the age of 3, they are always required to repeat Pre-Kindergarten the following school year. Occasionally the Principal will decide that a child can go straight to Kindergarten even though the child does not meet the age requirements. This placement is granted provided that the child is ready in academic and social-emotional areas and will be five (5) years old by November 1.

Kindergarten students must be at least five years old by 1 September of the school year. No previous schooling is required at either level for admittance.

The Pre-K and Kindergarten daily schedules are organized yet flexible, with a variety of teacher directed as well as play-based, student-led inquiry activities.

In an international school, languages and cultures are diverse, yet playing is universal and play is an important part of the Pre-K and Kindergarten programme. During childhood, to play is to explore, to create, to invent, to hypothesize, to test, to discover, to express oneself, to feel joy and to learn. Children learn by seeing and listening, and also by doing, so that they can master various skills. Play helps students initiate decisions as well as work toward independence.

### **What you should do**

- Familiarize yourself with the PYP so you can better support your child.
- Attend school-run parent sessions about the PYP to enhance your understanding.
- Talk to your child's teacher or the PYP Coordinator if you have any questions about the grade level's programme.

## 3.2 Home Learning

### Understandings

We believe that students need a balance of study and play, and we make every effort to make sure that students have home-learning assignments that are meaningful and not overwhelming.

Different cultures have different attitudes about home-learning. Teachers strive to provide the right balance, and it's not unusual for the same teacher to hear from one parent that the children have too much home-learning and from another that the children don't have enough.

At XIS we follow best educational practice and extensive research shows that at the elementary school level too much home-learning is not beneficial to students. The recommendation is 10 minutes times the grade level of the student per evening (on average). This means that a 1st grader would have an average of  $1 \times 10 = 10$  minutes per evening; a 5th grader would have an average of  $5 \times 10 = 50$  minutes per evening and so on. This guideline applies to fluent English speakers with at least average school ability. English Language Learners or students who have specific learning needs may take extra time to complete an assignment. In addition to the time stipulated for assignments, we also recommend that all students (Grade 1-5) read every evening in English and/or in their Home Language. We recommend Pre-K and Kindergarten students are read to every evening. Home learning over a holiday should only be reading, except if students are completing home learning from the previous week. Our home-learning expectations are outlined below:

### Elementary Home Learning Expectations

| Grade Level  | Home-Learning Time<br>(Maximum Daily)                                   | Home-Learning Areas<br>(May include during a week)                                                                                                               |
|--------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-K        | Homeroom Teachers will advise. Home-learning for Pre-K will be minimal. | Reading for pleasure, occasional small home projects (with parental support)                                                                                     |
| Kindergarten |                                                                         | Reading, sight words, online resources as appropriate (with parental support)                                                                                    |
| Grade 1      | 10 minutes                                                              | Mandarin and mathematics practice, inquiry/research with parental support, word work, reading; online resources (e.g. IXL) as appropriate for Language and Maths |
| Grade 2      | 20 minutes                                                              |                                                                                                                                                                  |

|                |            |                                                                                                                                                                                  |
|----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade 3</b> | 30 minutes | Mandarin and mathematics practice, inquiry/research with parental support, word work, music practice, reading; online resources as appropriate (e.g. IXL) for Language and Maths |
| <b>Grade 4</b> | 40 minutes |                                                                                                                                                                                  |
| <b>Grade 5</b> | 50 minutes |                                                                                                                                                                                  |

### Parent Support: Elementary

- Home-learning should represent a student's honest and best efforts. Ordinarily, it should be independent. Your assistance is encouraged when necessary. Assistance means helping with the process, not giving your child the answers.
- Please check your child's home-learning diary or record regularly and ask him/her about the assignments.
- Check to make sure that assignments are done on time. If students do not submit home learning, teachers will follow up with students and notify parents if it continues. Once a week, we run a home learning session during lunch recess for students in grades 3 – 5 who have not completed their home learning for that week.
- If your child has a tutor, please share this policy with him/her. The tutor should make contact with the class teacher to gain more detailed information about how to help your child.
- If parents have specific requests concerning home learning, we ask that they contact their child's teacher(s).

## 3.3 EAL (English as an Additional Language) Support

### Understandings

- Students learn English at very different rates. Some students will progress quickly through the EAL programme and others will need more time.
- It usually takes 5 to 7 years for students to have truly solid academic English.
- The school expects students to speak English in every classroom, except in Mandarin and (in Secondary) Korean classes.
- It is very important for children to develop their home language and the maintenance and development of home languages is actively promoted. Research shows that students who are not strong in their home language have considerable difficulty learning an additional language and a student's home language is also essential for culture, identity and cognitive development. Children with a strong home language have a powerful advantage and knowledge, skills and concepts gained in one language often transfer to other languages.
- Children are encouraged to speak, read and write English at school and to make friends with children who do not speak their home language so that they must speak English more often.

- Parents are advised to keep in close contact with the EAL and classroom teachers to make sure that they understand what skills children will need to make further progress in English.

### **3.4 Language Guidelines EAL**

#### **Understandings**

- Xiamen International School is an English-language instruction school with students from approximately 30 countries and regions. We are not a bilingual school and although we also offer classes in Mandarin (and in Secondary, Korean), our emphasis is on students becoming completely fluent in English.
- Other than Mandarin or Korean classes, all instruction will take place in English. XIS also recognizes the value of home languages in facilitating communication and understanding; understandings gained in one language are transferable to another and students may use languages other than English in order to gain academic competency. When the goal is the development of academic language and access to the curriculum, translanguaging is viewed as an effective approach. While students are strongly encouraged to use the language of instruction in the classroom, they may use their home languages to clarify understanding to gain academic competency. Translanguaging, in which students flexibly draw on known languages and combine their elements to meet communicative and social needs, is used as a communication strategy when relevant.
- Students may do research or drafts of work in their home language.
- The school commits to on-going training for teachers in strategies for working with EAL students.

#### **Language of Inclusion**

The school has a policy that in all classrooms other than Mandarin and Korean students are to speak English, the language of inclusion, in order not to isolate other students. This means that all students, teachers and teaching assistants must use the language of inclusion, unless otherwise specifically directed by the teacher. Students are also encouraged to use English outside the classroom, for example in the playground, on the bus and in the hallways and cafeteria. Students are expected to speak respectfully. Profanity and vulgarity are not allowed in any language.

#### **XIS Responsibility**

We recognize the importance of students maintaining their home language. Research is very clear on this. Students who are not strong in their home language will not make as much progress in an additional language. For example, if a student can only speak, read or write in his home language at a third-grade level, he may only learn to speak, read or write in English at that level. Therefore, we believe that it is very important that students continue to develop their home language as well as English. In order to support those efforts, the school will:

- Permit the use of the home language by students in the hallways, cafeteria, playground, bus and other non-academic areas of the school while strongly encouraging the use of English.
- Continue to build a collection of books and resources in the library in the language groups represented in the school.
- Encourage students to read, write and speak in their home language at home and to receive tutoring where appropriate.

### 3.5 Library Procedures

#### Understandings

- Borrowing books from the library is considered a privilege.
- Students may exchange library books at any time. They do not need to wait for library day to exchange books; however, they must ask permission from their classroom teachers to visit the library.
- Students must be in “good standing” (no overdue items, no money owed) to check out library materials.
- Overdue notices are sent to students frequently. No fines are charged. In exchange, students are expected to respond quickly to any notification of overdue items. If there are questions, speak with the librarian.
- Some items (reference materials) do not circulate to students except with the librarian’s permission.
- Students must pay for damage to or loss of library materials. The replacement cost will be twice the current price, based on library vendor cost as import duties are very high.
- Students may bring paper, pencils, and notebooks to the library. Bags and private books should be placed in the area designated for this purpose outside the library doors.
- All library materials must be either returned or paid for before the end of the school year. Replacement books are welcomed with the librarian’s consent.
- Reports and MAP test reports will be withheld for students who are not cleared in the library.
- Students are expected to behave appropriately in the library. Students who are noisy or disruptive may lose their library privileges, may be required to serve detention, may be sent to the principal, or may be required to have a parent conference.
- Parents can register for a family account, which allows up to ten items to be checked out for two weeks. Some items (e.g. reference materials) are not available for family check-out. This family account is in addition to the student check-out.
- Students have the following individual library privileges:

| Grade | Number of Items<br>(Checked Out) | Check Out Period<br>(Weeks) |
|-------|----------------------------------|-----------------------------|
| Pre-K | 1                                | 1                           |

|              |   |   |
|--------------|---|---|
| Kindergarten |   |   |
| Grade 1      |   |   |
| Grade 2      | 2 |   |
| Grade 3      | 3 |   |
| Grade 4      |   | 2 |
| Grade 5      | 4 |   |

## Parent Responsibility

If your child is in the Elementary School, please monitor your child's library choices to ensure that the level of the books chosen is appropriately challenging, but not frustrating.

## Chapter 4 – Key Parent Information

### 4.1 School Attendance/Tardy Policy

#### Understandings

- The school values attendance and punctuality because what students learn in the classroom from teachers and other students cannot be replaced by simply making up assignments.
- A school-sponsored event like a field trip or tournament is not considered an absence.
- The school requires at least 85% attendance from all students.
- The school will contact parents after 5 days of absence within a quarter.
- After students have arrived late 10 times, the teacher will contact parents. Excessive tardies will also result in a warning letter being issued by the principal.

A student who misses more than 9 days of school per semester may not receive a grade or a comment on their report card for the learning that took place during their absence. Early Years students may not receive a learning story during that time, or they might not receive a comment on their report card for the learning that took place during their absence.

A student who misses 18 days in a school year may risk his/her promotion to the next grade.

Punctuality and attendance are expected, so please make sure your child arrives at school by the beginning of the school day. Proper attendance and being on time for school are directly related to student success. When a student is late to class (any time after 8:30 am), it creates problems for the student, the teacher, and the rest of the class, all of whom are held up if the teacher needs to repeat directions and information. All absences/ tardies are documented and will be entered into reports.

A late return at the beginning of the school year, a family vacation during the school year, or an early departure at the end of the school year are all recorded as absences.

### Absences Due to Sickness

If a student is absent for any reason, the Elementary School Secretary should be notified at 625-6581 or 625-6583 or by email, [williefeng@xischina.com.cn](mailto:williefeng@xischina.com.cn), before 9:00 am on the day of the absence. If a student becomes ill during the school day, the school will contact parent(s) and inform them of the situation. If the school decides that the student should go home, it is the parents' responsibility to pick up their child.

### Parent Responsibilities

- Contact the school if you know your child is going to be absent or late. You can call the school main office or email.
- Contact the Principal if you know in advance that your child will be gone for several days. She will work with teachers to have work sent home.
- Always ensure your contact details are up to date in case we need to call you to let you know that your child is sick or injured.
- Write and sign a note when your child returns to verify the dates s/he was absent and the reason. Your child may turn the note in to the homeroom teacher or the office.
- Make your travel plans so that students do not miss any school, especially before and after the holidays.
- Always make sure you or your child signs out in the office if s/he will be leaving school early. The Elementary School Secretary will issue you with an early leave form and you cannot exit the security gate without the signed form.

## 4.2 Schedules / Student School Day

### Core School Schedule

The school day schedule when the AP program is running (not the first three and last two weeks of the school year):

| Day       | Level              | Time      |
|-----------|--------------------|-----------|
| Monday    | Pre-K-Kindergarten | 8:30-2:30 |
|           | Gr 1-12            | 8:30-2:40 |
| Tuesday   | Pre-K-Kindergarten | 8:30-3:15 |
|           | Gr 1-12            | 8:30-4:20 |
| Wednesday | Pre-K-Kindergarten | 8:30-3:15 |
|           | Gr 1-12            | 8:30-3:20 |
| Thursday  | Pre-K-Kindergarten | 8:30-3:15 |

|               |                    |           |
|---------------|--------------------|-----------|
|               | Gr 1-12            | 8:30-4:20 |
| <b>Friday</b> | Pre-K-Kindergarten | 8:30-2:30 |
|               | Gr 1-12            | 8:30-2:40 |

The school day schedule when the AP program is *not* running (first three and last three weeks of school):

| <b>Day</b>       | <b>Level</b>       | <b>Time</b> |
|------------------|--------------------|-------------|
| <b>Monday</b>    | Pre-K-Kindergarten | 8:30-2:30   |
|                  | Gr 1-12            | 8:30-2:40   |
| <b>Tuesday</b>   | Pre-K-Kindergarten | 8:30-3:15   |
|                  | Gr 1-12            | 8:30-3:20   |
| <b>Wednesday</b> | Pre-K-Kindergarten | 8:30-3:15   |
|                  | Gr 1-12            | 8:30-3:20   |
| <b>Thursday</b>  | Pre-K-Kindergarten | 8:30-3:15   |
|                  | Gr 1-12            | 8:30-3:20   |
| <b>Friday</b>    | Pre-K-Kindergarten | 8:30-2:30   |
|                  | Gr 1-12            | 8:30-2:40   |

### Student drop-off and pick-up

- Students being dropped off by cars should not arrive at school before 8:05 am. The school gates will not be open to students until 8:05 am not long after the teachers arrive in school. If students arrive earlier, parents need to supervise students until 8:05 am.
- Students arriving by car should be in school and in their classroom no later than 8:30 am.
- Students who are picked up by cars should be picked up promptly. If parents are late, students are taken to the gate house to wait for cars.

## 4.3 School Busing

### Overview

XIS transportation services are arranged as a courtesy to XIS families. XIS is under strict transportation rules set by the local government. Busing for students is not guaranteed and is subject to cancellation at any point.

- Each XIS bus is regularly checked and maintained for safety.
- All XIS buses have seat belts.
- All XIS bus drivers are certified and trained to provide safe transport.

- All buses carry a bus monitor who speaks both English and Chinese. The bus monitor is responsible for seeing students safely onto and off of the bus and for maintaining discipline.
- We cannot guarantee an exact time for pick up or drop off as local traffic and construction may cause times to vary.
- In accordance with government regulations, parents may not travel on school buses with students.
- Students are not allowed to change buses or bus stops (in accordance with government regulations).
- At least two weeks written notice is needed by the transportation coordinator, Wendy Lin ([wendylin@xischina.com.cn](mailto:wendylin@xischina.com.cn)) if a bus stop change is requested due to house moving. Student and parents may choose the closest bus stop according to the established bus route system approved by the related government.

### **Parent Responsibility**

- Parents/guardians must be at the bus stop 5 minutes before pick-up time in the morning. In the afternoon parents/guardians must be at the bus stop 10 mins before the bus arrives to pick up young children (Grades Pre-K through 3). The buses cannot wait for parents to arrive, as they often block traffic when they stop, which could result in fines and tickets from the Xiamen police. If you cannot be present, please designate someone whom you authorize to pick the child up and contact the Transportation Coordinator as soon as possible to let her know who this will be.
- Let the school know ahead of time if your child is going to be absent.
- Remind your child/ren of the importance of safety rules, like wearing seatbelts and not distracting the driver or bus monitor. If disrupting behavior persists, he/she could be permanently removed from the bus.
- Inform the transportation coordinator/ main office as soon as possible if your child will take alternative transportation.
- Let the transportation coordinator know if you will be picking your child up from school.

### **Bus Rules**

- Students may not bring any object onto the bus that could harm another student. If the bus monitor believes there could be a problem with any object brought onto the bus, the bus monitor can take it away and then return it at the end of the day.
- The bus monitor purposely sits in the most appropriate place to monitor student behavior and safety, as well as to assist younger students on and off the bus.
- All students must be seated at all times when the bus is moving.
- Students may not open the windows at any time.
- No one is allowed to eat while on the bus. Students are allowed to drink water only.
- Everyone must speak quietly and use appropriate language while on the bus.

- The bus monitor will hand off younger children (Pre-K through Grade 2) to the responsible adult in the afternoon.
- Students who do not respect or listen to the bus monitor will be reported to the Principal.
- Students may not do anything that damages the bus. They will be required to pay for any damage they cause and could lose their bus privileges.
- Students should not be let off the bus prior to their regular stop for any reason unless it is an emergency. Then, the bus monitor must accompany that child while other students wait on their bus for their return. Bus monitors decide what constitutes a reason for stopping the bus.

#### 4.4 Code of Conduct in School

In the Elementary School we use Positive Behavioral Supports (PBS), the purpose of which is to create a framework of systems, including partnerships with families and the community, to establish a respectful, responsible and safe learning environment that supports the needs of all students. When done well, PBS provides positive social skills, and communication strategies (working it out instead of punishing) and may prevent 80-90 percent of problem behaviors. PBS has the following guiding principles.

- School personnel must be willing to examine their own behavior as students are taught to change theirs.
- Cultural differences exist and need to be understood.
- Positive relationships between students and adults are key to success.
- All students are valuable and deserve respect.
- All students can be taught to demonstrate appropriate behavior.
- Punishment does not work to change behavior.
- School climate is a shared responsibility among administrators, teachers, staff, students and families.

The aim of all IB Programmes (PYP, MYP, DP) is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As members of the XIS community, all students have certain rights and responsibilities. All students are expected to abide by this Code and to "do unto others as you would have them do unto you."

We expect that all parents will discuss these rules with their children.

| Rights     | Responsibilities |
|------------|------------------|
| I. Respect |                  |

|                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I have the right to be respected as an individual.</p> <p><i>Therefore, I expect respectful treatment from others and acceptance by others. I expect not be hurt, ridiculed or subjected to gossip</i></p>                                       | <p>I have the responsibility to show respect to everyone.</p> <p><i>Therefore, I will be respectful, considerate, and supportive of everyone at school. I will not participate in name calling, gossiping, teasing or intimidating others.</i></p>                                                                                                                          |
| <p><b>II. Learning Environment</b></p> <p>I have the right to learn to the best of my ability. I have the right to a good learning environment.</p> <p><i>Therefore, I expect to have my lessons taught well in a productive class setting.</i></p> | <p>I have the responsibility to do my best work and help others do their best.</p> <p><i>Therefore, I will listen and follow directions, ask for explanations when I need help, disturb no one in class, arrive to class on time, and turn in neat, carefully planned, completed work.</i></p>                                                                              |
| <p><b>III. Expression</b></p> <p>I have the right to respectfully express myself.</p> <p><i>Therefore, I expect to share my ideas with others and to discuss my problems with people in positions of authority.</i></p>                             | <p>I have the responsibility to support the rights of others to express themselves and to express myself appropriately.</p> <p><i>Therefore, I will listen politely when others are presenting or sharing their ideas and show respect for others' work.</i></p>                                                                                                            |
| <p><b>IV. Property</b></p> <p>I have the right to have my property and the property of others treated with respect.</p> <p><i>Therefore, I expect my property to be safe and left undisturbed by others.</i></p>                                    | <p>I have the responsibility to respect my own and other people's property.</p> <p><i>Therefore, I will use school property in a manner for which it was designed and handle other people's property only with their permission. I will keep my property where it belongs, in a safe and organized manner.</i></p>                                                          |
| <p><b>V. Safety</b></p> <p>I have the right to a physically safe school environment.</p> <p><i>Therefore, I expect to move throughout the school without being disturbed.</i></p>                                                                   | <p>I have the responsibility to act in a safe manner.</p> <p><i>Therefore, I will move from class to class without pushing, shoving or bothering others. I will walk and not run at all times. I will exercise common sense and play in a manner that does not endanger others. I will recognize the danger of "play fighting" and will choose not to engage in it.</i></p> |
| <p><b>VI. Sportsmanship</b></p>                                                                                                                                                                                                                     | <p>I have the responsibility to be a good sport.</p>                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I have the right to play in an environment where everyone uses good sportsmanship.</p> <p><i>Therefore, I expect to be included in activities and to have my turn with school equipment.</i></p>                                                   | <p><i>Therefore, I will let everyone participate in activities, share equipment with others and play fairly. I will settle differences without losing my temper, name calling, swearing or fighting.</i></p>                                                                                                                             |
| <p><b>VII. Safe Transport</b></p> <p>I have the right to safe and respectful treatment on the school bus.</p> <p><i>Therefore, I expect to have a calm and orderly entry, ride and exit on the bus.</i></p>                                           | <p>I have the responsibility to follow all bus rules and regulations and to always respect the right of others to a safe and orderly journey.</p> <p><i>Therefore, I will not enter, ride, or exit the bus in any way which disturbs the right of others to a safe and orderly journey.</i></p>                                          |
| <p><b>VIII. Conservation</b></p> <p>I have the right to a clean environment that is respected by its inhabitants.</p> <p><i>Therefore, I expect to inhabit a clean school where everyone respects and makes efficient use of their resources.</i></p> | <p>I have the responsibility to respect the school environment and to help protect and conserve the resources at my disposal.</p> <p><i>Therefore, I will not litter. I will not waste school supplies. I will recycle as directed and try to save energy by turning off lights and other electrical appliances when not needed.</i></p> |

## 4.5 Behavior Expectations

The administration and Board of XIS support and encourage student responsibility and have high expectations with regards to the behaviors of all members of the XIS Community. In this spirit, we work with students and families to ensure a safe and positive environment for all with good counsel, personal reflection and the opportunity to grow and learn from mistakes. XIS does, however, reserve the right to take appropriate disciplinary action, including suspension or expulsion, for activities that are considered detrimental to the welfare of the school, the student body, or the individual.

XIS students are subject to school rules and disciplinary action for incidents of misconduct occurring during school or while attending school-sponsored activities, whether on the school campus or off the campus. All XIS athletes are subject to the training rules and disciplinary actions established by the school. Participation is a privilege and those who represent the school must assume additional responsibility for their actions.

Students who wish to participate in any athletics programs or extracurricular activities outside of APs are required to complete and submit a 'Athletics and Activities Participation Contract' once a year, usually at the beginning of the school year. This contract outlines the expectations for

participation as a member of any XIS representative athletics team or other organization group. XIS student-representatives are expected to adhere to all rules and responsibilities as outlined by XIS and by the event supervisor(s). Participants are highly visible representatives of the XIS community and as such are expected to understand that any incidents of misconduct may affect their participation. Any student may be suspended for all or part of any remaining athletics/activity season(s) for not meeting the conduct and behavior expectations.

**Repeated unrelated violations of the rules will be considered an unacceptable behavior pattern and may be grounds for disciplinary action, which may include suspension or expulsion.**

## **Laws of China**

It is important for all to remember that they are guests in this country. It is important to be respectful to the laws of the host country. Keep in mind, it is illegal to:

- Bring banned materials into the country. The Chinese government does not allow printed materials, tapes, CDs or DVDs that are anti-Chinese.
- Display in the People's Republic of China (P.R.C.) any political rhetoric, emblem, flag or insignia representing Taiwan as independent.
- Engage in or support any political or religious movements that are not approved by the Chinese government.

At the local level, it is illegal for teachers to tutor any students (whether or not the students are from XIS) for money at any time of year.

## **Health and Welfare**

### **Alcohol/Drugs**

Possession and/or being under the influence of alcohol may result in a 3-day or greater suspension, while the administration considers expulsion. Distribution and/or sale of alcohol may result in a 5-day suspension and may lead to expulsion.

Unauthorized possession, use, distribution or sale of drugs violate PRC Criminal Law. Any possession, use, distribution or sale of drugs by an XIS student will result in expulsion. The administration is required to notify the school board and report to the police authority.

### **Tobacco Use**

Smoking is unacceptable on campus or in the general vicinity of the school at any time and may result in a three-day suspension.

## **Behavior Expectations from Code of Conduct**

### **I. Respect (Code of Conduct)**

#### **Harassment & Intimidation (Bullying)**

This will not be tolerated by anyone. Teasing, physical aggression, threatening, or the verbal harassment of another person in any form including written, spoken, or electronic forms (WeChat or other social media if used at school, email, or through group games) may result in parent contact, a request for a letter of apology, and, in severe or repeated cases, suspension or expulsion.

#### **Cyberbullying**

Use of private cell phones, email accounts and other forms of electronic communication to harass or intimidate students, faculty, or staff will be grounds for disciplinary action including suspension or expulsion.

### **II. Learning Environment**

#### **Academic Honesty**

XIS expects all students to always do their own work on all assignments, including tests. The only exceptions are when the teacher has given directions to learn with parents or classmates. See Academic Integrity Guidelines and Procedures.

#### **Skippping School or Classes**

XIS expects students to come to school unless parents have informed us of an illness/excused absence. During the school day students are expected to attend all classes and must attend any after-school APs that they have signed up for. Skipping classes will be viewed as a dangerous activity, will not be tolerated and will result in a disciplinary action that may include suspension.

#### **Dress Code (see 'Dress Code')**

Inappropriate dress will result in a call to parents and a warning. Repeated offenses may result in a suspension.

#### **Inappropriate Behavior**

Any behavior that disrupts the learning opportunities or threatens the safety of others will not be tolerated.

#### **Insubordination**

Failure to follow a staff member's reasonable direction will not be tolerated and will result in a disciplinary action that may include suspension.

### **Gum Chewing**

Gum chewing is not permitted at school or on the bus.

### **Music**

Personal technology and digital music devices cannot be used in class unless allowed under direct instruction by a teacher. These devices may be used on the school bus. The school cannot be held responsible for loss or theft of these items.

## **III. Expression**

### **Obscenities and Profanities**

All students are expected to use appropriate, inoffensive language. This also refers to wording and slogans on clothing, text messaging and emails. It extends to all languages, not just English. Penalties may include (but are not limited to) parent contact, letters of apology and detention. Suspension is also possible if the language is aimed at an individual. It will be viewed and treated as an act of harassment.

## **IV. Property**

### **Technology**

All students and parents (Gr 2-12; Pre-K – Gr 1 parents) must sign and comply with the terms of the Acceptable Use Policy. Violations of the policy can result in loss or restriction of technology privileges. Repeated violations may result in loss of use, suspension and/or expulsion.

### **Vandalism**

Destroying or defacing school property is not permitted. Students may serve a detention, a suspension, and may have to either reimburse the school for any damages or spend time cleaning/repairing the damages.

### **Stealing**

It is not acceptable for students to take what doesn't belong to them. Students caught stealing may be given up to a five-day suspension for the first offense and will need to return or replace the stolen items. Repeated incidents of stealing and/or the theft of large items can result in expulsion.

### **Mobile Phones and Watchphones**

Elementary School students may bring a mobile phone or watchphone to school in their backpacks; however, it must stay in their backpack during the day. If an Elementary student is seen with a phone or watchphone out in school, the device will be taken from them and given to the Elementary School Principal. In most cases, the Principal will return the device to the student at the end of the school day, but after more than one reminder to the student, the Principal will ask parents to come to school to pick up the device. XIS cannot take responsibility for any loss or damage of any items brought to school from home.

### **Electronic Devices**

Electronic equipment by all students must be used and in compliance with "Acceptable Use Policy". Use must be authorized by school personnel and for educational purposes. The school cannot be held responsible for loss or theft of personal electronic items.

### **Toys**

Elementary School students may not bring toys or cards of any kind to play with at school (exceptions apply for Early Years students). If a student brings a toy to use on the bus, it may not be a play weapon. It must be used safely and not disturb others. It must stay in the student's book bag or rucksack during the day (including at recess), or a teacher or administrator may take it away to return it later. The school cannot be held responsible for loss or theft of such items.

We make items available in the cafeteria so that students can engage in an interesting and educational activity if they finish lunch early. This includes word games, sudoku puzzles, card games such as Uno, blocks and puzzles.

### **Textbooks**

The school may lend books to students, including library books, during the school year. Students must treat them with care. If these are lost or damaged, students and parents will be responsible for their repair/replacement, if necessary.

## **V. Safety (Code of Conduct)**

### **Aggressive or Dangerous Play**

Play fighting, being too rough, or running inside the building can result in injury to the student/others or damage to school property. These behaviors can be grounds for disciplinary action including, but not limited to detentions, letters to parents, in-school suspension, suspensions and expulsion depending upon frequency and/or severity.

### **Fighting**

Any deliberate, aggressive physical contact with another person that might result in an injury is considered fighting. Fighting may result in a minimum two-day suspension for all students involved. Starting a fight will result in heavier penalties. Repeated incidents may lead to expulsion. Use of a dangerous object while fighting will result in expulsion. Play-fighting may result in injury to one or more individuals and is not allowed. Disciplinary action will depend upon the frequency and/or severity of the violation.

### **Weapons**

Possession of a weapon (or using an object as a weapon) on campus, at a school event off campus or on the bus may be grounds for suspension or expulsion. The administration reserves the right to contact local police.

## **4.6 Elementary Discipline Process**

### **What you should know...**

We understand that the XIS learning environment is determined by the entire school community. However, it is also determined by each student's conduct. Understanding how to behave properly as a student is an essential part of learning to live in any society. Without a safe and secure learning environment, the teacher cannot teach effectively, and the learner cannot learn. Actions have consequences. Knowing that consequences for actions occur helps individuals choose appropriate behaviors.

In the XIS Elementary School there are expected school-wide guidelines for conduct (see Code of Conduct & Behavior Expectations sections), supplemented by guidelines in individual classrooms.

If a student breaks one of the classroom guidelines, the teacher or teaching assistant will handle the violation appropriately. If the offense is especially serious, or there have been repeated infractions, the Principal and/or Counselor may be requested to intervene.

If a student breaks a Conduct in School rule, the classroom teacher may refer the student to the Elementary School Principal. The administration and faculty of XIS believe it is important to have knowledge about a student, prior related incidents and the facts of an incident prior to assigning consequences.

Whenever a student is referred to the Counselor or the Principal for disciplinary reasons, this will be regarded as a more serious matter. Every attempt will be made to ensure there are clear, consistent and fairly administered consequences.

In general:

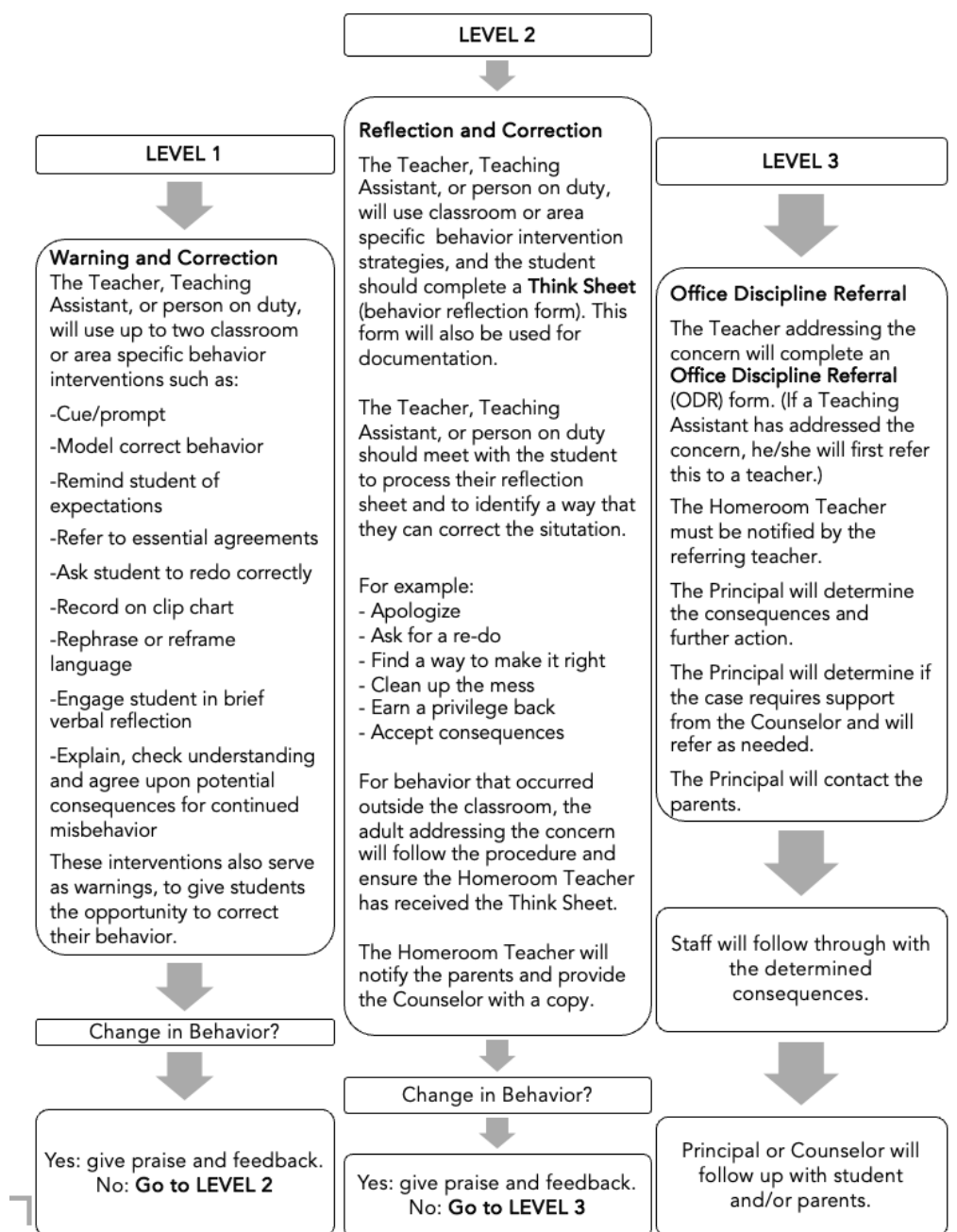
- The Principal will talk to the student and parents may be called.
- A report will go in the student's file.
- A consequence may be assigned by the Principal. The focus is on helping the student to understand that s/he is responsible for his/her behavior, and that there are consequences for unacceptable actions. When choosing a consequence, every effort will be made to determine what is both fair and effective. At any point, the school Counselor may be contacted for advice and/or referral. Consequences will be based on the severity and/or frequency of the infraction and may include, but are not limited to, reflections, letters of apology, written explanations of the incident and what should be done in the future, signed student contracts, loss of recess or snack time play, loss of access to special events such as assemblies, field trips or tournaments, lunch and snack detention, and full-day in-school suspension.

In cases of severe violations, the Principal, in discussion with the Head of School, has the authority to immediately assign a more serious consequence, such as external suspension of one or more days. If none of the above measures prove a successful deterrent, the Head of School, by Board Policy, has the authority to initiate expulsion procedures. This is utilized in a few very severe cases or when there are no other reasonable alternatives.

### **What you should do...**

- Familiarize yourself with the Code of Conduct and Conduct in Schools section of this Parent Handbook.
- Discuss the section with your child and sign and date the appropriate page to indicate you have completed this important activity together. Have your child return the signed and dated page to her/his teacher.
- Read the Code of Conduct carefully and then talk about it with your child.
- If you have any questions about whether or not something is appropriate, talk with your child's homeroom teacher, or the Principal if you need further clarification.
- Speak directly to the classroom teacher if you have any questions about that teacher's discipline policy or procedures.
- Speak to the Principal and/or the ES Counselor only if the discipline problem goes beyond the classroom teacher or cannot be resolved at the classroom level.
- Please note that parents and students are not allowed to watch XIS CCTV footage. Parents are entitled to access their child's educational records, albeit with restrictions concerning surveillance footage. In instances where a video features more than one student, the school is obligated to safeguard the privacy of all students involved. Therefore, if a parent requests it, such videos will not be released for viewing.

## XIS Elementary School Behavior Management Procedure



| XIS Elementary School Behavior Management Levels |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                  | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| LEVEL 1                                          | <p><b>Minor behaviors that occur irregularly or occasionally</b></p> <p>These are to be corrected in the moment. These behaviors could be described as unexpected or inappropriate for the school environment. They often occur when students are unaware of the consequences of their behavior. They are handled using Level 1 behavior intervention strategies by the Teacher or Teaching Assistant.</p>   | <p><b>Language:</b> slips, inappropriate non-swearing (such as “stupid”), inappropriate language not understood by user.</p> <p><b>Property Misuse:</b> careless accidents</p> <p><b>Annoyances:</b> blurting, side-talk, noise making, interfering in others’ games/work, off-task.</p> <p><b>Reluctant Compliance:</b> initially refusing or ignoring directions.</p> <p><b>Disrespect:</b> Unintentionally hurting other feelings (rude moments), isolated instance of disrespect, teasing that is occurring for the first time (such as altering names, or making comments without realizing it is hurtful).</p> <p><b>Hands/Feet/Objects not Kept to Self:</b> pushing or retaliation (not intending to cause harm), no contact play fighting.</p> <p><b>Not Meeting Safety Expectations:</b> Infrequent instances of not following expectations intended to maintain a safe environment in the classroom or other areas of the school. For example, running in the hall or concrete areas, sharing food, sliding down the banister.</p>                                                                                                                                        |
| LEVEL 2                                          | <p><b>Minor behaviors that occur frequently or have escalated in severity</b></p> <p>These are handled by the Teacher or Teaching Assistant using behavior intervention strategies for Level 1 behaviors, and the student should complete a Think Sheet (behavior reflection form). This form should be sent to the student’s homeroom teacher for filing/documentation and parents should be contacted.</p> | <p><b>Language:</b> continued use of level 1 Language, or single-time use of offensive/inappropriate language (swearing) or hand gestures.</p> <p><b>Property Misuse:</b> teasingly taking others’ possessions, thoughtlessly damaging property, improper use of equipment.</p> <p><b>Disruptions:</b> continuous blurting out, side-talk, noise-making, interfering in others’ games/work, continuously off-task.</p> <p><b>Defiance/Non-Compliance:</b> completely ignoring reasonable requests.</p> <p><b>Disrespect:</b> having to have the last word, argumentative with peers/adults.</p> <p><b>Relational Aggression:</b> put downs, excluding, cliques, threatening glares and body language, mean-spirited teasing/put-downs, spreading rumors, building alliances.</p> <p><b>Physical Aggression/Roughness:</b> wrestling, aggressive posturing, pushing/pinching/slapping in play.</p> <p><b>Not Meeting Safety Expectations:</b> continuously not following expectations intended to maintain a safe learning environment in the classroom or other areas of the school (play areas, cafeteria, stairs).</p> <p><b>Other situations:</b> academic lying or cheating.</p> |

|         |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEVEL 3 | <p><b>Major Behaviors are behaviors that pose a threat to student or staff safety</b></p> <p>These warrant an automatic referral to the Principal using an Office Discipline Referral (ODR) form. Homeroom Teachers must be notified by referring Teachers. Parents must be notified by the Principal or Counselor. Referral to the Counselor varies with case.</p> | <p><b>Abusive/Inappropriate Language:</b> continued use of offensive or inappropriate language directed at others, repeated use of inappropriate hand gestures, sexual language, threatening language.</p> <p><b>Property Misuse:</b> Vandalism/Theft - taking others' possessions to keep, purposely destroying property.</p> <p><b>Serious Disruptions:</b> serious, unsafe, or potentially harmful behaviors; stopping the learning process, serious behavior repeated after correction.</p> <p><b>Defiance/Insubordination/Non-compliance:</b> refusal to follow directions, insubordination that is creating an unsafe environment.</p> <p><b>Serious Disrespect:</b> continuous refusal to comply with reasonable requests that creates an unsafe learning environment.</p> <p><b>Harassment/Bullying:</b> put-downs or teasing that continues after attempts to correct, cyber bullying.</p> <p><b>Physical/Emotional/Verbal Bullying, Threats/Extortion:</b> continued verbal aggression (especially gender, racial, religious or sexual related comments), continued proximity after ordered separation.</p> <p><b>Physical Aggression:</b> hitting/kicking/punching/pinching/scratching intended to hurt the other person, fighting, encouraging others to fight.</p> <p><b>Other Situations:</b> incidents off school grounds, bus incidents, social media.</p> |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**We have read and understand the XIS Code of Conduct and Behavior Expectations.**

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

(not Early Years/Grade 1)

Student class: \_\_\_\_\_

Parent name: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Please sign and return to your child's homeroom teacher, or to Ms. Willie Feng.)

## 4.7 Guardianship and Parent Absence

This issue is of particular concern to the staff and administration at XIS. We have seen an increasing number of students left alone for extended periods of time. In a couple of instances, students have been injured or sick during the school day, and the school was unable to find a responsible adult to care for the child. **No issue is more important to us than your child's safety.** We need all parents and guardians to work honestly and consistently with us on making sure that children are safe all day and every day.

### Understandings

- All students, regardless of their age, must have an adult parent or guardian residing in Xiamen full time. XIS can have students withdrawn from school until appropriate guardianship has been established.
- The school must know who is responsible for your children at all times.
- You are responsible for making sure that the school has updated contact information, especially when you are traveling.
- If you plan to be away for a long period of time, you are responsible for coming to school and signing our Guardianship Form, placing someone else in charge of your child during your absence. Failure to communicate with the school about changes in Guardianship and any action that puts your child at risk in an emergency situation could jeopardize his/her continued enrollment.

### Parent Responsibility

- Contact the main office whenever you are going to be out of town, even for a day. Give us the name and contact information of the person who will be responsible for your child in your absence – even if it is your ayi/nanny.
- Come to school if you plan to be absent for more than one week. Bring with you the person who will be your child's guardian in your absence. Sign a paper outlining who the guardian will be in your absence.
- Call or email us any time your contact information changes. Make sure that we can reach you in case of an emergency.

#### 4.8 Authorization for Temporary Guardianship of Minor

##### AUTHORIZATION FOR TEMPORARY GUARDIANSHIP OF MINOR FORM

Child's Full Legal Name:

\_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Parent(s)/Legal Guardian(s):

Parent #1: Name:

\_\_\_\_\_

Parent #2: Name:

\_\_\_\_\_

Temporary Guardian(s):

Temporary Guardian #1: Name:

\_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_ Mobile  
phone: \_\_\_\_\_

Email: \_\_\_\_\_

Additional Contact Information:

\_\_\_\_\_  
\_\_\_\_\_

Emergency Contact: Name:

\_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

### **AUTHORIZATION FOR TEMPORARY GUARDIANSHIP OF MINOR FORM (Cont.)**

Mobile phone: \_\_\_\_\_ Email: \_\_\_\_\_

Additional Contact Information:

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### **AUTHORIZATION AND CONSENT OF PARENT(S) OR LEGAL GUARDIAN(S)**

1. I hereby declare that I have legal custody of the above-named child.
2. I hereby grant the temporary guardian my full authorization to make all decisions related to my child's welfare for the duration they are in their care.
3. This authorization is effective commencing on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ and expiring on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Parent 1's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent 2's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **CONSENT OF TEMPORARY GUARDIAN**

I hereby acknowledge the terms set forth above and agree to assume responsibility in accordance with those terms.

Temporary Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **4.9 Early Departure/Late Arrival**

### **Understandings**

- Students get the most benefit from their education when they are present for the whole school day/ year. Students who leave early for holidays or arrive back late from them often find that they have missed important learning opportunities as well as social activities.
- The school cannot provide early reports for any reason. You can print off your child's reports once they have been generated. We will gladly send reports on to you or your child's new school for a small fee. Parents of returning students can access the reports on Toddle.

### **Responsibilities when Leaving Early or Arriving Early on School Days**

#### **Leaving School Early**

- Parents/guardians must contact the school if a student needs to leave early.
- Student must obtain written permission from the main office, signed by the elementary school secretary.

#### **Arriving to School Late**

- Elementary students should report to the Elementary Secretary's office before going to class if they arrive at school late.

### **Responsibilities when Departing Before the End of the School Year**

- Contact the school as soon as possible to let us know if your child will be departing early. This helps us ensure that all books and materials have been returned and that all teachers have an opportunity to speak to the student about missed work.
- If you are not returning, provide the school with a forwarding address for us to send important documents.

## **4.10 Health and Safety**

### **Understandings**

- Your child's health and safety are very important to us.
- Full-time, qualified medical staff work for the school; a doctor is also available across the street at Yingcai School.
- The nurse can dispense medication from home. Students may not take medicine alone.
- In the Elementary School, medication must be left with the nurse to be dispersed.

- If your child is injured at school and needs medical attention, our nurse will contact you and arrange for you to meet her and your child at the appropriate hospital or clinic.
- If your child feels unwell during the school day, the nurse can check the student's health and either administer treatment, allow the student to rest, or return the student to class.
- If there is any concern that your child is too sick to be in school or is contagious, the nurse will contact you and ask you to come to school and pick up your child.
- The Head of School or appropriate Principal will send home a letter and will post information on the website regarding any medical issues that may impact the school community.
- From the 2025-26 school year, our school nurses will carry out vision screening for all classes from Pre-K – grade 5.

### **Parent Responsibility**

- Keep your child at home if s/he is unwell, is running a fever ( $\geq 37.3$  C), has a cold or flu, or persistent cough, or diarrhea or is vomiting, or has any symptoms which you even suspect might be contagious.
- Pick up your child when requested; remember that anyone in the building can be affected by a sick child.
- Head lice: If lice are found on a student's head, the student will be sent home for treatment and all students in that grade level will be checked. If you find lice or eggs in your child's hair, please treat the hair with a shampoo recommended by a doctor. Your child should not return to school for 24 hours after treatment. This will allow him/her enough time to recover and to stop the spread to other children. Upon return the student will be checked again by the school nurse. We recommend that you also check your child regularly because head lice are very common in childhood.
- Take your child to a doctor or medical clinic if you have any concerns about your child's health or need directions about how long to keep your child out of school.
- Contact the nurse if your child is taking any medication. If the medication needs to be taken during the school day, send written permission to your child's homeroom teacher.
- Give the medicine to the nurse with a label that has the child's name, the name of the medication, the dosage required and the directions for administering the medicine.
- Contact the school immediately if your child is diagnosed with a contagious illness so that we can inform classroom teachers and other students.
- Read any information posted on the XIS website, Newsletters, WeChat, or sent home to keep informed of any potential public health concerns.
- Keep your contact details up to date in case we need to contact you in an emergency.

Current health regulations and protocols related to a pandemic are sent to parents as necessary.

In the case of several children in a grade level becoming ill, we will close the school if required to do so by the local government / government stipulations.

## **4.11 Special Events and Tournaments**

### **Understandings**

- Throughout the year, we hold a number of events for the XIS community depending on any pandemic situation. These include a beginning of year picnic, winter and spring concerts/performance, assemblies, a Lunar New Year celebration and ACAMIS tournaments. We encourage your attendance in support of your children.
- We cannot always provide transportation to or from these events.
- Teachers work hard with students to make sure that the events will be rewarding for your children.

### **Parent Responsibility**

- Come! These events are great opportunities to support your children.
- Return any slips we send home so that we can plan for transportation, seating and food.
- Observe the following rules for good audience members:
  - Turn off cell phones. If you must keep them on (because you're a doctor, for example), turn them to silent mode and leave the performance area to speak on the phone.
  - Be polite and attentive throughout the performance, not just during your child's part. Congratulate your child when the performance is over. Focus on what went well and not on what s/he may not have done well.
  - Make sure that all comments are positive and respectful to your child and all other participants.
  - Be aware that your behavior represents our school as much as our students' behavior does!

## **4.12 Visiting the School**

### **Understandings**

All persons entering/exiting campus through the front security guard station need to enter a proceed with personal ID confirmation at the security station before entering/exiting campus.. For further information, please contact the Elementary School Secretary, Willie Feng or see the most updated information sent by the school to all parents via email and WeChat.

## Campus Entry/Exit Procedure

1. For parents and Aji/driver authorized by parents, please contact the relevant division secretary, or the main office secretary, or the relevant administrative staff before arriving at XIS. Your ID information will then be sent to the security guard on duty and they will follow XIS entering/exiting procedure to proceed with your ID confirmation before allowing your entrance into campus.
2. If parents would like to take students (who normally take regular school buses) off campus after school hours, or students (with parents or not), for any reason, need to leave campus during school hours, please go to the Elementary School Secretary's Office to get a "Permission to Leave Campus" form. This needs to be signed by the Elementary School Secretary. If parents are not available to come to XIS personally for a "Permission to Leave Campus" form, please contact the Elementary School Secretary via WeChat, email or text message for the authorization.
3. For students taking private transportation: Please confirm the pick-up time for each day and fulfil the appropriate pick-up responsibilities. If the person picking up your child changes, please inform in advance the Elementary School Secretary, Willie Feng (at 6256581-123) for the sake of your child(ren)'s security. Please note that students in or below grade 3 are not allowed to leave campus alone. For students in grades 4 and 5, please email Ms. Willie ([williefeng@xischina.com.cn](mailto:williefeng@xischina.com.cn)) or Ms. Mary ([marycollins@xischina.com.cn](mailto:marycollins@xischina.com.cn)) to authorize the school to allow your child(ren) to leave campus alone at the end of the school day.
4. Student Dismissal: Please remind your children that if they realise they have forgotten something such as a lunchbox or a jacket, they must not go back into the school building. Instead, they can get their belongings the next day. Going back into school is potentially very dangerous because after school there is no supervision. If a student does return and we have to look for him/her, it causes unnecessary worry for parents and teachers.

## Visitor (not applicable for parents) Guidelines

- All visitors will be required to wear a brightly colored visitor's badge in a place where it is easily seen.
- Guards will ask for ID information and give you a badge even if they know you well and even if you are a regular visitor.
- In the Elementary School visits from previous students must be arranged at least one day in advance. Students who show up unannounced will be sent home.
- Visits to the Elementary School by potential students may be arranged with the Admissions Coordinator ([juliasu@xischina.com.cn](mailto:juliasu@xischina.com.cn)) or the Elementary School Principal ([marycollins@xischina.com.cn](mailto:marycollins@xischina.com.cn)). These visits do not usually last longer than one or two days.

### **Parent Responsibility**

- Bring some form of picture ID with you when you come to visit the campus.
- Comply respectfully with the guards when they ask to see your ID.
- Wear the visitor's badge in a prominent place on your body. Return the badge when you leave the school.
- Please use the designated adult bathrooms, not the student bathrooms.
- Please do not film or take photographs without permission.
- Call or write to the appropriate principal to arrange for student visits.

## **4.13 Volunteering – Parents**

### **Understandings**

- Parents are welcome to come to school any time. Parents don't need to wait for a special event to come visit us, but please call and let us know you're coming. When parents are on campus, we ask that you refrain from entering or waiting nearby your child's classroom unless you have previously discussed the visit with your child's teacher. This helps us to avoid a situation in which children are distracted in their learning.
- Volunteering is a great way to get to know the school and the other parents.

### **Parents can volunteer to help in a number of ways, including:**

- Serving as a class parent
- Sharing special knowledge with the class or joining special event organization groups – e.g. Holiday Bazaar, International Day
- Providing food or time for events (School BBQ picnic, ACAMIS tournaments, International Day, etc.). Serving on special committees for accreditation
- Translating
- Listening to students read.

### **Parent Responsibility**

- Speak to your child's classroom teachers if you have something you'd like to share (e.g., your culture, career, or expertise).
- Speak to the appropriate principal if you want to help with school-wide projects or offer an AP.
- Speak to the officers of the parent special events groups (PTSA) if you would like to become involved with their wide range of fund-raising and support activities.
- Understand that if you are working in classrooms, everything you hear and see in connection with students is of the utmost confidence and should not be shared with other adults or students.

## **PTSA**

XIS PTSA is a group of parent volunteers directly working together with the teachers and students of XIS for the benefit of the students and the entire school community. The mission of the PTSA is to enhance the educational experience of the children and their families by working in partnership the Board, administration, teachers, students and the local community. Every parent or guardian who has a child in school is invited to become an active member of the organization. The XIS PTSA Board is formed at the beginning of the school year. XIS PTSA Board Members work together to plan yearly events. They will be the event leaders who will work with the school representative and parents to organize the event, recruit volunteers, and run the event.

What does the XIS PTSA Board do?

- Help organize events and activities that are in line with school's education.
- Support the school when they need parent volunteers.
- Inform the school of important school-wide issues.
- Assist families with new students to transition to Xiamen and school.

### **4.14 IB Style Parenting**

The following list of characteristics is taken from the IB Learner Profile. We want to share with you what these attributes mean and what they might look like as parents.

#### **Inquirers**

- What it means: Inquirers are curious. They want to know how things work and why they work that way. They enjoy learning new things.
- What it looks like: Parents who are Inquirers ask for information when they don't understand something. They call or email the teacher and say, "Can you help me understand the home learning assignment?" or "Can you tell me a little bit more about the unit of inquiry and how it's set up?" or "Can you explain the school's discipline policy on bullying?" It's important to ask questions as they come up, rather than saving up a list and asking them all at once.

#### **Thinkers**

- What it means: Thinkers work hard at separating their feelings from the facts. They look for the logic of a situation and try to see the situation from all points of view before making a decision.
- What it looks like: Parents who are Thinkers try hard not to jump to conclusions. They listen to what their children have to say and what the teacher has to say about a situation and then try to make the most objective decision possible. (This can be a tough one when we're

talking about our own children!) Parents don't automatically assume that the child is always right or that the teacher is always right. They take each situation individually and gather all appropriate facts prior to reaching a conclusion.

### **Knowledgeable**

- What it means: Knowledgeable people have done their "homework." They know the facts about a situation or subject because they have done some research. They use that knowledge to make decisions.
- What it looks like: Knowledgeable parents have spent some time trying to understand the school and its programmes. They have attended Open Houses ('Meet the Teacher' events), Parent Sessions, Parent Conferences and other school- sponsored events in order to get all the information they need. They read the Parent Handbooks and the website and ask questions when they don't understand something.

### **Risk-takers**

- What it means: Risk-takers are willing to try new things and to work in new ways. They ask for help when they need it, but they also have confidence about working alone when they need to.
- What it looks like: Risk-taking parents contact the school directly when they have a question or concern. They participate in school events like International Day and Parent Conferences. They present to classes about their home country or their jobs. They willingly consider strategies for educating children that may be different from their own experience or home country.

### **Communicators**

- What it means: Communicators use a wide variety of strategies to get their point across. They speak out when they have questions or concerns, but they also listen effectively. They do this in ways that are positive and constructive. Good communication is the cornerstone of a good relationship with the school.
- What it looks like: Parents who communicate well always go right to the source. If it's a classroom question, they go to the teacher. If it's a bus question, they ask the bus monitor or the transportation coordinator. They make appointments and let the people involved know what the subject of the meeting will be so that no one is caught off guard or unprepared. They make sure that all involved people (parents and school staff) are invited to meetings. They speak and listen respectfully.

### **Open-minded**

- What it means: Open-minded people recognize that there is more than one way to look at a situation or solve a problem. They recognize that very few problems have black and white or right and wrong answers. They are interested in hearing about all the possible solutions before coming to a decision. They are willing to try a new way of thinking or learning to see if it is a good fit for their child.
- What it looks like: Open-minded parents recognize that XIS may offer curriculum and instruction that is very different from what they had at home. They are respectful of cultural differences between themselves and other families and between themselves and the school.

### **Principled**

- What it means: Principled people are honest and responsible. They are committed to equality and fairness and act with integrity.
- What it looks like: Principled parents work directly with the school when problems arise. They don't engage in gossip or speculation but always seek facts and evidence from all appropriate sources. They treat everyone – students, parents, teachers, teaching assistants and administrators – with respect.

### **Balanced**

- What it means: Balanced individuals are interested in many things. Their lives are a balance of play and work, and they seek to keep a balance between the intellect, the body, the mind and the spirit.
- What it looks like: Balanced parents are interested in all aspects of their child's education. They understand that the whole child – physical, intellectual and social – all interact together. They encourage their children to participate in sports and the arts, in work and play, in intellectual pursuits and in building friendships. They are also well-balanced in their own lives, with interests outside the school and the lives of their children.

### **Reflective**

- What it means: Reflective people think about their own actions and learning styles. They are always asking, "How could I do that better?" or "What's the best way for me to do that?"
- What it looks like: Reflective parents look at what they can contribute to the school environment and to their child's education. Rather than expecting the school to solve all problems and address all concerns, they say, "What can I do to help? How can I contribute to my child's education?" They listen at parent conferences and meetings and try to figure out the best ways that they can support what is happening in the classroom.

### **Caring**

- What it means: Caring individuals are concerned about other people's feelings and ideas. They want to make friends and build good relationships and are more interested in building people up than they are in tearing them down.
- What it looks like: There are two important ways to talk about caring parents. First and foremost, we want them to care about their children. This means that they are present in their children's lives and treat them with love and respect. They create homes where children feel safe. Secondly, we hope that they will be caring in their relationships with our staff. This means finding things to praise as well as things to criticize. It means being empathetic and recognizing that teachers are people, too.

## **Chapter 5 – Communication**

### **5.1 XIS Communication - general**

#### **Microsoft Office Online 365**

- The XIS community uses Microsoft 365 to collaborate and communicate electronically.

#### **Toddle**

- In the Elementary School, our main platforms for home-school communication are email, Toddle and WeChat. Toddle is a teaching and learning platform that allows teaching teams to work together for curriculum planning, student portfolios, assessments, family communication and accreditation.
- All school report cards are posted on Toddle and parents are sent a link to access the reports. We do not send home hard copies of reports and it is the parents' responsibility to access, read and print them off.

#### **Newsletters**

- Elementary teachers post important information about the learning in class in regular newsletters, sent home via Toddle and WeChat. Please read the newsletter and other information sent from the teachers.
- The Elementary Principal also has a newsletter which is sent home every Monday via the XIS Elementary WeChat group. Please read the Principal's newsletter each week as it includes important information about our programmes. The PYP Coordinator and Elementary Counselor also contribute to this newsletter.

The school website gives general school information, calendars and news updates. The website address is <http://www.xischina.com>.

## WeChat

- The school has two WeChat accounts: one is a public account where schoolwide news and events are shared. Registered parents may join with the QR Code:



- The second official XIS WeChat group is a private group specifically for elementary parents who are automatically added upon enrollment to XIS. Messages may be sent out to the community via the school secretaries. All messages must be approved by the Principal.
- Class WeChat groups are set up at the beginning of each school year by the Elementary School Secretary. Teaching assistants are in the class WeChat groups, and all teachers of a particular class (including subject specialists) will be members of the class WeChat group. Each class has a parent rep, and the class WeChat groups are administered by divisional secretaries and facilitated by the PTSA representatives.
- Early Years (Pre-K and Kindergarten) students also have a home-school communication book which can be used to send written messages back and forth between the parents and the teacher.
- Please contact Ms. Willie if you need help in subscribing to a WeChat group.
- Please note that Teachers and Teaching Assistants are under no obligation to share their personal contact details, including WeChat IDs, with parents. We ask that parents use school email for any written communication. School email is the most appropriate way for parents to contact teachers, the Elementary Principal or the Elementary Counselor (see below section 5.2).

## Teacher Communication Expectations

- An overview of each unit of inquiry (UOI) is sent to parents by the homeroom team before the beginning of each new UOI. The overview includes information about the unit's central idea, lines of inquiry, concepts etc. and offers suggestions to parents for how they can support their child's learning at home. The teacher also mentions the type of field trip they might be interested in. Unit overviews are sent on Toddle (Announcements) and via WeChat. Homeroom teams also send a list of key vocabulary for the unit including, for younger grades, visuals and Chinese translation.

- Photos with brief explanations of student learning will be shared weekly by homeroom teams. These explanations could include success criteria used by the students and information about relevant concepts and skills. WeChat posts are more informal than newsletters, allowing parents to quickly see regular examples of student learning. Subject specialists will add something to the WeChat group once per unit for each class. Important notices are also often shared via Toddle announcements.
- Newsletters (one per unit) are shared with parents via email and Toddle at the end of every unit. Newsletters are short but curated, offering a higher level of quality than WeChat posts. They allow us to have a record of student work and evidence of learning shared by teachers with parents. Newsletters will include sample learning intentions, information about different learning experiences, assessment tasks, learner profile attributes and ATL. Subject specialists will contribute to at least one newsletter per grade level each year.

### **WeChat Agreements for Parents**

The purpose of the class WeChat group is to inform you of and help you with any questions you may have about class events or school news. Teachers also use the group to share photos with brief explanations of student learning, and to share unit overviews and newsletters. If you do not want to be a part of the group, you are not required to do so. We encourage you to continue checking your email, weekly newsletters from the Principal, announcements on Toddle, and the school website because important information is also shared there.

All teachers can be reached by calling the main phone line and leaving a message, or by emailing them. School email is the most appropriate way to contact teachers. Please note that Teachers and Teaching Assistants are under no obligation to share their personal contact details, including WeChat IDs, with parents. If parents do have Teacher or TA personal contact details, we ask that parents are respectful of this privilege and do not contact teachers after 5pm or on the weekend or holidays. If messages are posted on the WeChat group chat after 5pm, Teachers or Teaching Assistants will respond the following school day.

To ensure that the class WeChat group is used for the benefit of the class and school community, we must all abide by the following agreements:

1. Be mindful of your audience/group and respect their sensibilities.
2. Refrain from "chatting" with one or two people in a group.
3. Avoid gossip and the rumor mill.
4. Be conscious of how frequently you send messages and when you send them.
5. Evaluate the usefulness of your messages to others; does everyone really need to know this?
6. Evaluate your information before you hit 'send.' Is your information accurate and reliable and could it, unintentionally, cause others unnecessary worry or anxiety?
7. If you're angry, put your phone down.

8. Don't post anything you would feel uncomfortable saying to a person's face, including to your child's teacher, teaching assistant or coach.
9. Avoid debate and argument. WeChat is not the right forum for it.
10. Be aware of your tone in any message you send. Remember that it can be more difficult and take more effort to capture tone in writing than verbally.
11. Avoid sarcasm if there's a chance your humor could be misinterpreted.
12. Avoid profanity or any words/phrases that should not be used in a family environment.
13. Don't assume your group chat is private. A group chat is not private, regardless of your intentions and assumptions.
14. Keep your posts short and to the point.
15. Be a role model in your use of social media that your own children can respect!

*Last updated: November 2023.*

## **5.2 Whole-school Communication Pathways and Complaints Procedures**

See below the 2024-2025 version; these procedures are reviewed annually.

### **Communication Pathways**

The XIS community uses the Microsoft 365 suite to collaborate and communicate electronically with students. All students have a school email address and MS Teams is used for online discussions and meetings especially when the campus is closed.

Communication with parents utilizes various platforms:

- To ensure you are always kept up to date, it is important that school has accurate records of your current and preferred email addresses. To update this information please contact the main office.
- The school utilizes both private and public WeChat channels to broadcast newsletters, information bulletins and other notifications. There are class chat groups that are administrated by divisional secretaries and facilitated by PTSA representatives. For assistance in subscribing, contact the divisional secretary.
- Sometimes, information sessions about school programs are broadcast online using the MS Teams platform. You can access these sessions with the link directly in your browser on a laptop or desktop computer. If you wish to access using a mobile device such as a phone or tablet, you will require the MS Teams app to be installed. All or most information sessions are in-person events.

### **ManageBac and Toddle**

XIS uses the ManageBac (Secondary) and Toddle (Elementary) software platforms to track attendance, behavior, and academic performance. Progress reports are published in PDF format through these platforms. XIS encourages parents to use these platforms to continuously track the

progress of their children by viewing assignment feedback and other information provided by teachers. Email notifications may be sent when updates are added so please ensure that your registered email addresses are current.

## **Email**

All faculty, staff and students have a name@xischina.com.cn email address. When communicating by email with XIS staff, please follow up if you do not receive a response within 1-2 business days. We have had issues with parent emails being filtered by school servers so please call us if you have not received a response.

## **Parent Communication with Teachers and Administration**

The school aims to create a strong link between parents and the school. We encourage two-way, positive communication as often as possible. The best way to have concerns addressed is to first go to the person most directly involved.

The progression for communicating questions or concerns is as follows:

1. Direct communication with a teacher, or IB PYP/MYP/DP Coordinator
2. Divisional Principal
3. Head of School
4. School Board

Conversations with the Divisional Principal or Head of School should be reserved for only those occasions when working with the primary contact person has not been successful. Concerns should only be brought to the School Board when all other channels have been approached without successful resolution.

We strongly encourage parent attendance at 3-way Conferences, Parent-Teacher Conferences, Parent-Student-Teacher Conferences, Student-Led Conferences, Open House, or Meet the Teacher events, parent workshops and other events designed for parents to meet and talk to the teaching faculty and administration.

Recreational school events are not intended to function as parent-teacher conferences. Celebrations like the annual picnic, holiday bazaar, concerts, and tournaments are opportunities for all community members to enjoy each other's company. They are not designed for parents to get an update on a child's progress or to ask about instruction, curriculum, or school programs. We encourage parents to schedule a separate meeting to discuss these issues.

XIS recognizes the need for proper communications between and among students, teachers, parents, and administration. To assist in achieving this goal, the following general procedures are recommended for all concerned parties:

### **Procedure for communicating questions, complaints etc.**

1. Contact the source first. When the concern is about a student coursework and academic progress, the best person to contact first is the class teacher. If you have questions about IB programmes, contact the respective PYP/MYP/DP Coordinator. Divisional parent/student handbooks provide detailed information to help find the primary contact person for your concern.
2. Any problems that cannot be resolved through a communication with the primary contact person, or questions concerning the general operation of elementary or secondary divisions, should be directed to the Divisional Principals.
3. For further unresolved concerns, parents can reach out to the Head of School. Appointments can be made by calling the main school number +86 592 625 6581.

### **Translations**

The school has full time staff members who speak both Chinese and Korean and who are happy to serve as translators with appropriate advance notice.

### **Contacting Teachers**

All teachers can be reached by calling the main phone line and leaving a message, or by emailing them. Teachers are under no obligation to share their personal contact details with parents. If parents do have teacher personal contact details, we ask that parents are respectful of this privilege and do not contact teachers after 5pm or on the weekend or holidays. **School email is the most appropriate way to contact teachers.**

Teachers want to hear from parents and to work with parents to ensure student growth and improvement. XIS encourages face-to-face meetings with parents when significant or repeated issues arise. The divisional secretary can help with coordinating meeting times with parents and providing translation as required.

Please use these additional guidelines to help our communication network to run as smoothly as possible:

- Use phone calls or face-to-face meetings as much as possible. Letters and emails are a good backup, but they also can cause unintentional conflicts when the writer's intent is unclear or misinterpreted.
- Call or email ahead to make an appointment. If you arrive at school without one, we cannot ensure that the person you want to see will be available or prepared to discuss your concerns.

- Follow up. If you don't receive a response within 24 hours, email or call again. Your message may have been lost or filtered by the school's email servers.
- When you make the appointment, let us know if you wish to use one of our translators.
- Please arrive for your appointment on time. It is not possible to pull teachers from classes to meet with you outside of the arranged schedule.

Please do not use WeChat groups as a way to air grievances or to talk about other parents, teachers or students. If you chat impolitely or inappropriately on WeChat groups, the Principal and/or Head of School may need to meet with you regarding our principles for being a part of the XIS community.

Remember that we all have the same goal i.e., to provide your child with the best possible education in the safest possible environment. Polite and respectful conversations by everyone will help all parties meet that goal more successfully.

Feel free to call us when something has gone well. We need to know when you're not happy, but we'd also certainly like to know when we've succeeded.

## **Chapter 6 – Student Life and Programs**

### **6.1 Counseling**

#### **What you should know**

- The school has certified counselors for all students who may be able to help your child with social, academic or emotional problems.
- The counselors are available to assist students in all aspects of their personal and academic growth. Growing up is not always easy, especially in an international setting.
- Students and parents are encouraged to visit with their respective counselor and confidentially share their concerns, questions or problems.

#### **What you should do**

- If you have academic concerns always contact your child's class/subject teacher first. If you have further concerns about your child's emotional or academic well-being (beyond the teacher's control) please contact the counselor.

### **6.2 After School Activity Program**

#### **What you should know...**

- The school offers activities for students in Grades 1 through 12.

- APs run on Tuesdays and Thursdays.
- Students receive activity information and sign-up before the start of each session.
- Students in Gr 1-12 must sign up for 2 APs per week.
- Students MUST pick more than one choice as it is not always possible for a student to get every AP they want. Once students have been assigned to an AP, they must attend every session – including the day after a tournament or performance.
- APs usually start in early – mid September and run every week until late May. There are no APs in the last 3 weeks of school.
- Some of the activities provided by outside experts incur a fee per trimester. Please read the sign-up forms and brochures carefully for this information. Please also note that external AP providers are usually Chinese nationals and not all of them speak English.

#### **What you should do....**

- Review the choices available to your child and help him/her make good decisions.
- Make sure that all the paperwork (fees if any) is turned in on time.
- Encourage your child to continue to attend all AP sessions, even if the AP is initially difficult or the child is discouraged. This will help your child learn perseverance.

### **6.3 School and Class Trips and Events**

#### **Field Trips and Special Events**

We view field trips to areas of educational interest as very valuable for children. Such trips deepen understanding of concepts focused on during units of inquiry; enhance the academic programme with practical experience; provide students with opportunities for social and emotional growth; promote the development of Approaches to Learning skill areas such as research and communication skills; and increase student awareness of Chinese life and culture.

Field trips to areas of educational interest are therefore encouraged and when such a trip is possible, our expectations are as follows:

- We recommend a minimum of between 1: 3 and 1:6 adult: student ratio on field trips, depending on the age range of the students.
- Parents might be asked to join a trip in the case of a child who needs extra close supervision.
- No student should be taken on a field trip without written permission from the parents.
- If outside transportation is necessary, teachers need to complete a transportation request from an outside source well in advance.
- Parents are generally responsible for paying any registration costs and for meals or snacks. They are also responsible for transportation if school vehicles are not being used.

- On field trips, students should wear an XIS T-shirt, preferably the blue PE uniform because it's the same colour.
- Elementary students are not allowed to bring watch phones or phones on field trips.
- Arrangements and approval for field trips should be made by the organising teacher well in advance. The principal must approve all proposed field trips and special events.
- Other than Elementary sports tournaments which occasionally are held outside of Xiamen, currently we are only considering field trips within Xiamen and its suburbs.

On field trips, every care is taken over children's safety and security. Before any field trip, teachers usually visit the site to determine its suitability for the aims of the trip. Parents are sent the Field Trip Permission Form at the beginning of every school year and they must have signed and returned this Permission Form before a student goes on a field trip. We always notify parents through email about any upcoming trip, including trips not involving transport when students walk to places in the local community near the school. Educational learning trips are always chaperoned by school staff: teachers, teaching assistants and when necessary school security staff.

Parents can always request that their child does not join a particular field trip, even if they have signed the Field Trip Permission slip. Once the child's teacher has informed parents about an upcoming trip, parents should contact the teacher if you they do not wish their child to join the trip.

### **Participation in School-Sponsored Events**

For Elementary students selected for an event or a tournament team for which travel outside of Xiamen is required, at least one parent must travel with their child with the team from Xiamen to the event / tournament and, if overnight accommodation is required, share the same hotel room as their child. Parents are required to accept responsibility for and to supervise their child during the trip.

Parents will also need to complete and sign the 'Athletics and Activities Participation Contract' which outlines the expectations for participation as a member of any XIS representative athletics team or other organization group. Students who wish to participate in any athletics programs or extracurricular activities outside of APs are required to submit a complete Participation Contract once (usually at the beginning of the school year). Once the contract is completed and submitted, a student is not required to complete the form each additional time he/she plays a different sport or participates in a further activity. Parents must review the contract with their child. Parents must also provide details regarding emergency contact information and acknowledge that they have given their child permission to participate.

All XIS student-representatives are expected to adhere to all rules and responsibilities as outlined by XIS and by the event supervisor(s). When travelling, students are expected to follow the rules

and regulations of the host school, any applicable ACAMIS/ SCISAC/ FISSCA/ MUN etc. guidelines, and host country laws. Participants are highly visible representatives of the XIS community and as such are expected to understand that any incidents of misconduct may affect their participation. Any student may be suspended for all or part of any remaining athletics/activity season(s) for not meeting the conduct and behavior expectations.

## **6.4 Social Emotional Learning (SEL)**

In Elementary school, students are supported by their homeroom teachers (and all other teachers) in social emotional matters. Personal and social learning is built into our Personal, Social, Physical Education programme as well as being embedded in our PYP units of inquiry. The Counselor works with students and teachers to support the students' social and emotional learning.

Positive Behavioral Supports (PBS) helps us to have positive expectations for student behaviour and to establish a respectful, responsible and safe learning environment that supports the needs of all students. In grade 3-5 we have PBS student class reps who model and remind everyone about positive behaviour. The student class reps share ideas, take action, voice opinions and show agency. They are caring, principled communicators who need to make a one-year commitment to the role and be available for occasional meetings with the PBS team of teachers during lunchtime and recess.

## **Chapter 7 – Class Information and Procedures**

### **7.1 School Birthday Parties**

#### **What you should know...**

We understand that children like to celebrate their birthdays with classmates. However, birthday parties can take away from valuable instructional time, and often burden the homeroom teacher and teaching assistant with additional preparation and clean-up duties.

- Birthday parties will be celebrated once a month according to a schedule set by the classroom teacher. Do not send or bring a cake or sweets on any other day with the expectation that they will be eaten. The food will be sent home again.
- Limit the amount of cake or sweets sent for the party to simple individual servings that are easily distributed by adults. Be sure to include serving dishes and utensils, as well as napkins.

- Do not send in party bags or gifts.
- If you want to invite students to a birthday party outside of school and wish to hand out invitations at school, please invite all children in the class. If you do not wish to invite everyone, please hand out invitations quietly, outside of school.

#### **What you should do...**

- The class teachers announce the day for celebrating monthly birthdays in advance.
- Stay in contact with your child's teacher to stay abreast of preparations for the monthly parties.
- Contact your child's teacher at least a day in advance if you wish to send a birthday cake to school for the monthly birthday celebration.

## **7.2 XIS Elementary School Technology - Acceptable Use Policy**

### **Using Digital Devices in XIS Elementary School**

Digital devices provide a rich learning environment for students. It is important for users to be safe, responsible and respectful when using digital devices (both school owned and personal).

It is the joint responsibility of staff and the parent or guardian to educate the students about the responsibilities and expectations when using technology.

For students to be able to use devices at school and have access to the school's ICT resources:

- Parents - please read and discuss the agreement below with your children and then sign the agreement.
- Students – please discuss the agreement with your parents and sign the agreement (Grade 1-5).

### **XIS ES Technology: Acceptable Use Policy – Elementary Student Agreement**

Acceptable uses of technology are activities that support teaching and learning. As a responsible digital citizen, **I agree to:**

**1) Be a **PRINCIPILED** learner and only use personal and school devices and the Internet for schoolwork at school.**

***I will:***

- a) Always follow instructions from my teachers when using ICT equipment.
- b) Use only the apps, programs and websites that my teachers have suggested or approved.
- c) Not download or stream music, movies, or games for personal use.

**2) **RESPECT** equipment by using school and personal devices carefully and understand that I assume**

****RESPONSIBILITY** for its care while it is in my possession.**

***I will:***

- a) Not have food or drink near devices.
- b) Hold devices securely using two hands when walking with them.
- c) Be careful where I place devices. Never leave a device on the floor.

- d) Never take a school device or any part of a school device home (this will be viewed as stealing and is a very serious issue).
- e) Not download apps, software and or modify the settings of school devices without the permission of the teacher.

3) Be a **KNOWLEDGEABLE** and responsible user

*I will:*

- a) Use only my files and folders, and files a teacher directs me to.
- b) Not tell others my personal login details.
- c) Progressively learn about citing any websites, books and sources of information, which are used in my work and learn about plagiarism and intellectual properties of others, both in and out of the school setting.

4) Be a **SAFE** and **RESPECTFUL** user.

*I will:*

- a) Keep my personal information private and never share information about myself or others online or when publishing information or images.
- b) Use polite language in electronic communication and not use it to gossip, hurt, frighten or bully others, or forward inappropriate messages.
- c) Tell an adult if I read or see something that is inappropriate or makes me feel uncomfortable.
- d) Be aware that all contributions to the Internet leave a digital foot print and are public and permanent.
- e) Use only the programs and websites that my teacher has suggested or approved.
- f) Print with my network card only and not waste resources.
- g) Use social networking or gaming at school for school purposes and under teacher supervision.
- h) Use my XIS email account responsibly and check my XIS email daily (grades 4-5).
- i) Only use iPad cameras to take photos of teachers or students with their permission.

5) **ASK** for help if I am unsure of something, come across a problem or don't know what to do.

The use of computers and other technology tools is a privilege that comes with special responsibilities.

I have read this list of guidelines. When I use any device and the Internet at school, I promise to follow these guidelines. I understand that if I do not follow these guidelines the following may happen:

- I will receive a warning and re-clarification of this agreement.
- My parents and the school Principal may be notified.
- My parents might have to pay for any damage or replacement. If I was responsible for the damage, trimester reports and MAP test reports will be withheld if damage to a device or a replacement device has not been paid for.
- I might not be allowed to use devices at school.

## Elementary Student Agreement – Wi-Fi Use Policy

Everyone in XIS is allowed to use the school’s Internet connection through Wi-Fi; however, it is important to keep in mind that:

**Students are not allowed to play games or watch movies at any time at school.**

- XIS’s Wi-Fi should not be used to legally or illegally download or share music, videos, games, or to run any P2P sharing software.
- XIS’s Wi-Fi should not be used to watch streaming media such as YouKu/YouTube videos unless this is done as part of a class activity.

The use of computers and other technology tools is a privilege that comes with special responsibilities and a certain amount of due diligence. Violations of these rules may result in disciplinary action, including the loss of a student’s privileges to use the school’s information technology resources.

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### I have read and understand the XIS Elementary Acceptable Use Policy – Elementary Student Agreement

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

Student class: \_\_\_\_\_

Parent name: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(Please sign and return this form to your child’s homeroom teacher.)*

## 7.3 XIS Bring Your Own Device (5<sup>th</sup> Grade Only)

### Understandings

In order to provide a consistent experience for students, it is important the device meets the minimum standards outlined below. This will ensure the device is able to connect to the school network, printing systems, and ensure that digital content used in the classroom is compatible with the chosen device. A PC will work sufficiently, but it is recommended that students use an Apple MacBook or MacBook Air.

### Specifications:

| Platform    | Apple MacBook or MacBook Air or Windows PC,                                  |
|-------------|------------------------------------------------------------------------------|
| Screen Size | 13” screen or higher (measured diagonally) – consider portability and weight |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Process Recommendation</b>                | Apple M1 Processor or higher for all students Grade 5 and up. This is to ensure longevity and speed.                                                                                                                                                                                                                                                                                                    |
| <b>RAM</b>                                   | RAM 8 GB or higher                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Hard Drive</b>                            | 256 GB or higher Memory                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Operating System</b>                      | Mac OSx 11 or newer (The newer the Operating system the easier it is to integrate the device into the network)                                                                                                                                                                                                                                                                                          |
| <b>Wireless</b>                              | Dual-band (2.4 & 5 GHz) wireless capabilities.                                                                                                                                                                                                                                                                                                                                                          |
| <b>Required Features</b>                     | Keyboard, USB port (We do not recommend purchasing the new Apple universal port computers unless you buy a universal adapter that can always be brought to school), headphone port, in-built microphone, webcam                                                                                                                                                                                         |
| <b>Battery Life</b>                          | 4+ hours                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Optional Devices</b>                      | iOS, Android, Windows RT, Chromebook, Other Tablets (These devices may be used to enrich learning but should not be considered as main BYOD alternatives)                                                                                                                                                                                                                                               |
| <b>Hard Case or Cover and Keyboard Cover</b> | Both are optional but are highly recommended as XIS will bear no responsibility for a dropped or damaged device.                                                                                                                                                                                                                                                                                        |
| <b>Software Requirements</b>                 | Word Processing programs Provided by XIS (Ex. MSWord, Pages) Data Tools Provided by XIS (Ex. Excel, Numbers, Access) Multiple browsers (Ex. Chrome, IE, Safari, and Firefox)                                                                                                                                                                                                                            |
| <b>Optional, but Recommended</b>             | <ul style="list-style-type: none"> <li>• Movie Editing Software (Ex. iMovie, Camtasia, Window Movie Maker)</li> <li>• Image Editing Software (Ex. Photoshop, Gimp)</li> <li>• VPN</li> <li>• Repair/Replacement insurance/service plan for the device</li> <li>• Cloud data backup (Students are provided with OneDrive. Other options are iCloud, Dropbox, Google Drive, or personal cloud)</li> </ul> |
| <b>Access to APP Store</b>                   | This is recommended to help students gain access to a robust set of tools to help them in their studies.                                                                                                                                                                                                                                                                                                |
| <b>Media Player</b>                          | VLC (Windows), (Mac) QuickTime (Free with Every Mac)                                                                                                                                                                                                                                                                                                                                                    |
| <b>PDF Reader</b>                            | Adobe Reader (Free)                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Virus Protection Software</b>             | Malware Bytes (Windows), (Mac) or Avast (Free)                                                                                                                                                                                                                                                                                                                                                          |

\*\*Software installation, with the exception of software packages distributed by Xiamen International School, is the responsibility of the student/parents/caregivers. Valid licenses are required for all software present on your device.

XIS encourages technology use at school and sees it as a privilege. Using a device in Grade 5 will better prepare students for the PYP Exhibition and the Middle Years Programme, where the bulk of learning and home learning assignments are posted on-line. We therefore require Grade 5 students to bring their own device to school for learning purposes.

XIS reserves the right to take away this privilege if students do not abide by the procedures outlined below.

Students may not bring their own device to school unless they have already returned the signed 'XIS Elementary School Technology - Acceptable Use Agreement Form'. They must abide by all rules set out in the XIS Elementary Acceptable Use Policy – Elementary Student Agreement.

### **Acceptable use for own devices**

Devices (MAC books, PCs, iPads) must be brought to school well-charged.

Devices may not be used at any time to:

- Store or send inappropriate materials.
- Store or send messages containing personal information about the student or other students.
- Harass others on-line (cyberbullying, inappropriate pictures or text sent, using inappropriate language, etc.).
- Access websites that are inappropriate for school.
- Play video games/take pictures/engage in any other activity besides school work during school hours (including hallways, recess time, playground).

In order to prevent other students from accessing a device's files, devices must be password-protected.

### **Risks/Liabilities/Disclaimers**

- XIS reserves the right to ask a student to put away their device if rules of acceptable use are breached.
- XIS reserves the right to ban a student from using their personal and/or school device due to poor online etiquette or breach of acceptable use outlined above.
- Students should store their own device in their school locker and lock it when the device is not in use for schoolwork.
- XIS does not carry liability in case of a stolen or damaged (physically or by downloading a malware/virus) device.
- Students are responsible for everything that is being downloaded onto their devices.
- Students are expected to use their devices in an ethical manner at all times and adhere to the XIS Elementary School Technology - Acceptable Use Policy, and the Grade 5 BOYD Agreement, as outlined above.
- Grade 5 students who choose not to comply with the Acceptable Use Policy may have their laptop confiscated by the Elementary School Principal. In most cases, the Principal will return the device to the student at the end of the school day or the following day, but in some cases, the Principal will ask parents to come to school to pick up the device.

I have carefully read and discussed the Grade 5 BYOD Agreement (as outlined above) with my child.

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

Student class: \_\_\_\_\_

Parent name: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(Please sign and return this form to your child's homeroom teacher.)*

## 7.4 Dress Code

### Student Expectations

We would like students to be comfortable when they come to school. However, we do not allow clothing that might cause a distraction in the classrooms or in the halls, or that might offend other students or guests who visit the school.

#### The following dress standards are acceptable:

- Neat pants or shorts that fit the waist comfortably and are not too tight. Jeans are acceptable.
- Informal shirts and tee shirts.
- Sandals and shoes that fit snugly on the foot, to reduce the risk of tripping. Shoes such as 'Crocs' or flip-flops are not recommended at school. Wearing shoes or sandals that easily slip off feet, such as flip-flops, can lead to accidents, especially if the child is very physically active. It is better to wear more protective shoes because children can easily injure themselves if they wear Crocs when running around.
- On PE days students must wear athletic shoes and sports clothes. For Grades 3-5 students, the PE uniform is compulsory. The PE uniforms (for summer and winter months) can be purchased at school in the supply room.

#### The following dress standards or personal adornment are not acceptable:

- Torn, baggy or ragged clothing.
- Shorts and skirts that are too short or too tight. Shorts and skirts should be no shorter than the length of the student's arms, fingers outstretched, when arms are resting at the sides of the body.
- Clothing that is too revealing. No exposed cleavage or shoulders (no spaghetti strapped tops).

- Clothing that would be considered offensive or insensitive to any segment of the school or local community.
- Clothes with offensive language or slogans on them (also see section on Laws of China).
- Heavy make-up.
- Hats/caps.
- Shoes or sandals that easily slip off feet, such as flip-flops.

There are consequences for wearing inappropriate dress to school. The consequences will be appropriate to the specific situation and can range from a warning to being asked to change into other clothes, being sent home to change clothes, or even suspension if the offense is willful and repeated.

### **Parent Expectations**

- Monitor your child's clothing choices to ensure he/she does not come to school dressed inappropriately.
- Please abide by similar dress code expectations when visiting the school campus.

## **7.5 Food at School**

### **Understandings**

- Students either bring lunch from home or buy lunch from the school. All Elementary students eat lunch from 11.45 – 12.15. Early Years students eat lunch in their classrooms and Grade 1-5 students eat lunch in the cafeteria.
- The school has microwave ovens for heating food and refrigerators for keeping food cool.

### **Expectations for All Students**

- Students are responsible for cleaning up after themselves.
- Students are not to eat food outside the designated areas.
- Staff on duty will help students abide by these rules.
- For safety reasons, and as per governmental sanitation regulations, students may not order lunch to be delivered to school from outside vendors / restaurants.
- Students should bring a healthy snack daily to eat during morning free/play time.
- Students should not share food at school in order to avoid problems with food allergies.
- Students should bring water bottles, which can be re-filled from dispensers located around the school.
- There should be water only in the water bottles. Juice drinks may have a high sugar content and may affect your child's ability to concentrate.

- Lunches from home can be heated in microwave ovens in the cafeteria. Duty teachers are on standby to help students. Please do not send food in metal containers or wrapped in foil as this cannot be heated up in the microwave.
- Please do not send food or drinks in glass containers or bottles as they are often dropped and broken.
- Students in Grades 1 through 5 have 25-30 minutes to eat during lunch. Early Years students can have up to 40 minutes to eat their lunch.
- Students are requested to clean up after themselves in the cafeteria and on the playground to show that they are caring of others and the environment.
- As the school day is long on Tuesday and Thursday when students have After School programs (APs finish at 4:15 pm), please send an extra snack.

### **Parent Responsibility**

- Pack healthy snacks, such as fruit, for your child to eat during morning play time and send extra food on AP days (Grade 1-5).
- For children who bring lunch from home, please pack a healthy lunch. Avoid sending instant noodles which are not considered a healthy option and which need hot water, therefore posing a safety concern due to the risk of burns. Food such as candies, lollipops, chocolate and sugary drinks should not be brought to school, except in the case of a special occasion such as the celebration of a birthday in class.
- Growing children may need to eat often.
- If your child is a picky eater, give her/him an opportunity to choose from a menu of healthy foods for snack and lunch time.
- School lunches have to be pre-ordered using the online ordering system. Meals need to be ordered for a month and 3 days in advance of when you want the first meal.
- If your child eats school lunch daily, teach your child to make balanced food choices when selecting from the menu.
- Teach your Pre-K or Kindergarten child to feed him/herself. As our philosophy is to teach independence, teachers and teaching assistants do not sit with children individually and feed them during lunch and snack times.

### **Healthy Food at School**

We would like parents to talk to their children about the need to bring healthy snacks to school as we all work together to raise our students' awareness of the impact of food choices on their overall health and well-being. We recommend snacks such as fruit, nuts or crackers to eat during recess and we ask that students bring to school more snacks on Tuesday and Thursday (AP days). For children who bring lunch from home, please pack a healthy lunch. Please help us to ensure that our students do not bring food such as candies, lollipops and chocolate or sugary drinks to school.

Teachers will take away from children any snacks that are not allowed at school, and students will be asked to pick them up from the teacher at the end of the school day so that they can take them home. Thank you, parents for your support in helping your children to make balanced choices.

### Allowed/suggested snacks



Regular sized chips.



Fruit.



Vegetables.



Granola bars.



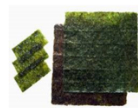
Cookies and pastries.



Yogurt.



Nuts.



Seaweed.



### Not allowed snacks



Large/family sized bags of chips .



No fizzy/energy drinks.



No lollipops, candy or chocolate.



No gum.



No instant noodles.



No bubble/milk tea unless it is for the whole class as a birthday celebration.



No latiao



Please note that Elementary School students are not allowed to buy food at the Secondary StuCo shop outside the cafeteria.

## 7.6 Gifts at School

### Understandings

- Although teachers enjoy getting gifts, they do not expect to receive them from parents.
- Giving a gift is a generous gesture, but it should have no relationship to any expectations of favored treatment for your children.
- If you would like to give a gift, please do not give cash.

- Teachers and school staff will be embarrassed if the gift you give is too expensive. We suggest that no gift should cost more than US\$50 or 300RMB. This will help protect you and the XIS employee from unwarranted and needless misperceptions.

### **Alternative Options**

- Only give a gift when your heart is in it. Don't do it because you think it's expected.
- Make the gift personal. A box of homemade cookies might be more welcomed than an item which cost more.
- Always include a note. Teachers often save these personal notes as reminders that they are valued.

## **7.7 Lost and Found**

### **Understandings**

- The school cannot be held responsible for loss or theft of any items.
- Students should not bring anything valuable to school. Music players, cell phones, computer games, and cash should be left at home.
- We have a lost and found cupboard near the cafeteria. Expensive found items are locked up in the Elementary office.
- At many school events, we set up tables of these items for parents to check. Any items unclaimed by the end of the reclaim session are donated to charity. Notice is sent home before we lay out the items.

### **Parent Responsibility**

- Make sure your child is not bringing expensive or valuable items to school.
- Ask your child to check the lost and found or the office before reporting an item as missing.
- Check the child's book bag and bedroom to make sure the item isn't "buried" somewhere.
- Teach your child that s/he is responsible for his/her personal items. Develop a system of consequences at home for repeated loss of items. Many students are careless and forgetful about their personal belongings and teachers cannot be held responsible for lost or damaged items.
- Please ensure all items are clearly labelled with name and class. It is then easier to return items to the owner.