



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

**XIS Elementary School  
Parent Handbook  
2021-2022**



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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

**David Wei**  
Deputy 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**

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.

#### **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:**

<p><b>INQUIRERS</b> 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.</p> <p><b>KNOWLEDGEABLE</b> 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.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> 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.</p> <p><b>PRINCIPLED</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p> <p><b>CARING</b> 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.</p> <p><b>RISK-TAKERS</b> 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.</p> <p><b>BALANCED</b> 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.</p> <p><b>REFLECTIVE</b> 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.</p>
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**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) as well as multiple authorizations by the International Baccalaureate Organization (IBO).

There is a seven-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 headmaster directs the school with the assistance of a deputy headmaster (leading ancillary support staff and liaising between the school and the local government) and 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 30,000 volumes. Nestled next to the library, on the ground floor of the elementary school building, is the newly constructed early childhood 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, a track, and a tennis court. On the top level of our facilities is our air-conditioned gymnasium and indoor swimming pool.

## 1.4 Strategic Objectives 2019-2023

As part of continuous school improvement in line with our WASC accreditation cycle, XIS follows a multi-year strategic plan. The four guiding strategic objectives of this plan are as follows:

- 1) Increase enrollment through communication, marketing, and development while positioning XIS as a leading school locally, regionally, and globally.
  - Increase the retention rate of students in the secondary school.
  - Enable outreach to all stakeholders and potential families and to make XIS more competitive in the Xiamen educational school market.
  - Develop marketing, communication, and budgeting plans.
- 2) Promote excellence in learning by delivering a coherent, guaranteed, and viable curriculum while continuing to provide an inquiry-based program that supports student agency, creativity, and critical thinking.
  - Establish and/or implement a systematic process and cycle to review, develop, implement, and improve the XIS curriculum that promotes a vertically aligned and coherent curriculum.
  - Create a shared understanding among all stakeholders of concepts, skills, and knowledge that students are expected to learn within each grade level.
  - Establish a consistent, aligned assessment system to ensure evidence of attainment of the guaranteed and viable curriculum.
- 3) Support environmental sustainability by establishing, striving towards, and meeting targets and standards for a sustainable campus.
  - Establish targets and standards for a sustainable campus in the areas of: clean energy use, sustainable use of natural resources, reduction of food waste, environmentally sound management of chemicals, the reduction of waste generation through prevention, reduction, and reuse, and sustainable procurement practices.
  - Develop a culture of resource conservation and waste reduction.
  - Establish community partnerships to collaborate on achieving sustainable goals.
  - Develop awareness and understanding of environmental issues and solutions.
- 4) Improve our facilities, resources, and systems to support, uphold, and enhance learning at XIS. Ensure XIS has the resources to deliver a top-notch education
  - Develop a shared understanding of a master plan among stakeholders.
  - Complete a facilities master plan (including furnishings) that reflects research and contemporary design to meet learning and operational needs.
  - Implement comprehensive and systematic process for ordering program and learning resources.

## 1.5 Program Overview

### Early Years Program Overview

The Early Years program at XIS caters to 4 and 5-year-olds (Pre-Kindergarten) and 5 and 6-year-olds (Kindergarten). The program 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 in learning:

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

The XIS Early Years curriculum is framed by the International Baccalaureate’s Primary Years Program (PYP). All students learn English, Mandarin, Social Studies, Mathematics, Arts, Science, and Personal, Social and Physical Education where 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 Program Overview

The XIS elementary school program (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 and Mandarin), 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 PYP program is supported by a set of internationally recognized, rigorous standards including the Common Standards for Math and Language Arts, the Next Generation Science Standards, 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> 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></ul>
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### 2.2 Counselor

<p><b>Terrey Hoosain</b> Elementary School Counselor</p>		<ul style="list-style-type: none"><li>• Student support services</li><li>• Student placement</li></ul>
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## 2.3 Whom Should I Ask?

I need to....	I should ask....	Position
<b>Admissions</b>		
Know how to gain admission to the school	Julia Su <a href="mailto:juliasu@xischina.com.cn">juliasu@xischina.com.cn</a>	Admissions Coordinator
<b>AP (Activity Program)</b>		
Know what APs are available and on what days the AP will occur.	Lu Gang <a href="mailto:reggielu@xischina.com.cn">reggielu@xischina.com.cn</a>	AP Coordinator
Tell someone that my child will not be staying for his/her AP.	The teacher in charge of the AP and Wendy Lin <a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a>	Bus Coordinator
<b>Attendance</b>		
Tell someone my child is home sick	Homeroom Teacher and Willie Feng <a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>	Records Coordinator
Tell someone my child will be missing school for an extended period of time	Mary Collins <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 <a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>	Main Office
Ask about a health issue	Mary Yang <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 <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 <a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a> Mary Collins <a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>	ES Secretary Elementary School Principal
<b>Buses</b>		
Let someone know that I've moved and get a new bus stop	Wendy Lin <a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a>	Bus Coordinator
Inform the school of a possible safety hazard	David Wei <a href="mailto:davidwei@xischina.com.cn">davidwei@xischina.com.cn</a>	Deputy Headmaster

I need to....	I should ask....	Position
<b>Change of Contact Information</b>		
Notify school that I've changed my address, phone number, or email address	Julie Su <a href="mailto:juliasu@xischina.com.cn">juliasu@xischina.com.cn</a> Linda Lin <a href="mailto:lindalin@xischina.com.cn">lindalin@xischina.com.cn</a>	Admissions Coordinator  Finance Director
<b>Concerns About My Child</b>		
Ask for help with concerns about my child's physical, emotional, social, or academic performance	Terrey Hoosain <a href="mailto:terreyhoosain@xischina.com.cn">terreyhoosain@xischina.com.cn</a>	Elementary School Counselor
<b>Curriculum, Instruction, and Homework</b>		
Learn more about the PYP at XIS	Mary Collins <a href="mailto:marycollins@xischina.com.cn">marycollins@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 <a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>	Elementary Principal
Express concerns that have not been resolved after talking to teacher	Mary Collins <a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>	Elementary Principal
<b>Discipline</b>		
Ask about a classroom discipline problem	Classroom Teacher	-----
Ask about a discipline issue beyond the classroom	Mary Collins <a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>	Elementary Principal
<b>English Language Support</b>		
Ask what kind of support is available	Classroom/EAL Teacher	-----
Ask about my child's placement in the program	Classroom/EAL Teacher	-----
Ask about the program itself	Gaby Montejano <a href="mailto:gabymontejano@xischina.com.cn">gabymontejano@xischina.com.cn</a>	EAL Coordinator
<b>Lost and Found</b>		
Let someone know my child lost something at school or on the bus	Classroom Teacher  Wendy Lin <a href="mailto:wendylin@xischina.com.cn">wendylin@xischina.com.cn</a>	Bus Coordinator
Check on status on item that was lost	Willie Feng <a href="mailto:williefeng@xischina.com.cn">williefeng@xischina.com.cn</a>	Elementary Secretary
<b>Special Events</b>		
Ask for information about upcoming events	Mary Collins <a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>	Elementary Principal

<b>Tuition and Withdrawal</b>		
Make a tuition payment or ask a tuition question	Linda Lin <a href="mailto:lindalin@xischina.com.cn">lindalin@xischina.com.cn</a>	Finance Director
Notify the school that you will be moving	Julie Su <a href="mailto:juliasu@xischina.com.cn">juliasu@xischina.com.cn</a>	Admissions Coordinator
	Linda Lin <a href="mailto:lindalin@xischina.com.cn">lindalin@xischina.com.cn</a>	Finance Director
	Mary Collins <a href="mailto:marycollins@xischina.com.cn">marycollins@xischina.com.cn</a>	Elementary Principal

## 2.4 Student Reports – Elementary

### Understandings

- The school year is divided into three trimesters.
- Report cards containing number grades and comments are issued at the end of trimester 1 and 3. Individual Learning stories will be sent home at least 5 times in a school year, and a report card will be sent home at the end of the school year.
- The Early Years run a different reporting and assessing cycle. The Early Years teachers will share more information about the assessing and reporting cycle at the beginning of the school year.
- Number grades range from 1 to 4. A score of 3 or 4 indicated that your child is working at or above grade level and progressing as expected. (Grades 1-5 only)
- Three-way conferences are held during the first and second trimesters. Student-led conferences occur during the third trimester. It is very important to parents to attend these scheduled conferences to monitor your child’s progress.
- Grades 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 and scores.
- 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 card to help your child to success.

- Make an appointment to talk with your child's teacher about any concerns expressed in the report card 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 appropriate principal to indicate that all materials have been turned in and all work is up to date. The school cannot release any school record, report cards or transcripts until this form is completed.
- 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 (transcripts, report cards, teacher recommendations, etc.). With advance notice, we can give you these items on your child's last day at XIS and save you the postage fee.

## 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 lower school classroom.

#### What you should know

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 lower school classroom

#### Art

The art program 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 masterpieces 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 standalone subject, with an emphasis on skills.

#### 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 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

Teachers create units, at times integrated with the UOI or as standalone units. The units give students the opportunity to investigate and learn to problem solve, use patterns,

numeration, probability, statistics and geometry, and to develops critical and logical thinking skills. Math fluency, Math Journals and Number Talks all allow students the opportunity to express his/her understanding of math concepts and critical thinking skills. Increasing Math fluency is key to ensuring that students build the skills needed to be successful in Math. Math Inquiry is also key so that students can construct, transfer and apply mathematical understandings.

### Music

The Elementary School music program focuses on exposing students to vocal and instrumental music. Students learn to read, write and perform musical pieces. As with the art program, 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.

### Physical Education (PSPE)

PSPE 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.

## **The Early Years Programs**

Pre-Kindergarten (Pre-K) and Kindergarten are the first years of formal schooling for children. Our program 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 work individually and with groups. 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 programs' daily schedules are organized yet flexible, with a variety of teacher directed as well as inquiry activities.

In an international school, languages and cultures are diverse, yet playing is universal. Thus, play is an important part of the Pre-K and Kindergarten programs. 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.

### Science

Science is also offered through the PYP units of inquiry. When planning science units, teachers keep in mind the goal of exploring the “behaviors of, and the interrelationship among the natural, physical, and material worlds.” Students are encouraged to form their own questions and investigations, as well as research, experiment and observe. While at XIS, students may learn about: living things, earth and space, materials and matter, and forces and energy.

### Second Languages

In the spirit of internationalism, students are required to learn a second language. At XIS, we offer both English as an Additional Language (EAL) Support and Mandarin in the Elementary School.

EAL Support– Students are immersed in age-appropriate classrooms with EAL teachers at each grade level to support them.

EAL teachers co-plan and co-teach with classroom teachers in order to further support beginning up to and including upper intermediate English 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. ELL teachers may also pull small groups of students from class for more focused instruction as needed.

Mandarin – The goal of the 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 (Native and intermediate speakers) and Mandarin B (Non-native and beginners) classes to receive more focused instruction.

### Social Studies

Social studies is offered through the PYP units of inquiry, not as a stand- alone subject. 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 tolerance, understanding, appreciation for diversity, and responsibility.

## Technology

Students in the Elementary School receive regular instruction in the use of computers and software and e-safety. The program 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. The IT teacher and the classroom teachers collaborate so that students can use technology to work on classroom projects related to units of inquiry. In grades 4-5 students can bring their own devices in order to increase their use of technology in his/her learning. In PK-5 iPads and laptops are available for students to use.

### **What you should do**

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

## **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. ELL students 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 or in their Home Language. We recommend Pre-K and Kindergarten students are read to every evening. Our Home-learning programs are outlined below:

## Elementary Home Learning Expectations

Grade Level	Home-Learning Time (Maximum Daily)	Home-Learning Areas (May include during a week)
<b>Pre-K</b>	Class teacher will advise. Home-learning for Pre-K will be minimal.	Reading for pleasure, occasional small home projects (with parental support)
<b>Kindergarten</b>	Class teacher will advise. Home-learning for kindergarten will be minimal.	Reading, sight words, online resources as appropriate (with parental support)
<b>Grade 1</b>	<b>10 minutes</b>	Mandarin and mathematics practice, inquiry/research with parental support, word work, reading
<b>Grade 2</b>	<b>20 minutes</b>	
<b>Grade 3</b>	<b>30 minutes</b>	
<b>Grade 4</b>	<b>40 minutes</b>	
<b>Grade 5</b>	<b>50 minutes</b>	

### 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 just giving the answers.
- Please check your child’s Home-learning Diary regularly and ask him/her about the assignments
- Check to make sure that assignments are done on time.
- 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.

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

#### Understandings

- Students learn English at very different rates. Some students will progress quickly through the ELL program 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 Korean classes).
- It’s important for children to develop their home language. Research shows that students who are not strong in their home language have considerable difficulty learning a second language.

- Children are encouraged to speak, read and write English at school and to make friends who do not speak his/her native language so that he/she must speak English more often.
- Parents are advised to keep in close contact with the ELL 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 30 countries and regions. Although we also offer classes in Mandarin and Korean, our emphasis is on students becoming completely fluent in English.
- Other than Mandarin or Korean classes, all instruction will take place in English only.
- 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 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. The school does not monitor the use of language outside the classroom. Students are free to use their native languages on the playground, on the bus and in the hallways and cafeteria, as long as they continue 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 a second 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 think it is very important that students continue to develop their native 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.
- 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 and to receive tutoring where appropriate.
- Examine the possibilities of allowing IB Diploma students to take their Language A1 exam in their home language.

### 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.
- Report cards will be withheld for students who are not cleared in the library.
- Students are expected to behave appropriately in the library. Students who are too noisy or disruptive may lose their library privileges, may be required to serve detention, may be sent to the appropriate 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 (DVDs, 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 (Checked Out)	Check Out Period (Weeks)
Pre-K	1	1
Kindergarten		
Grade 1		
Grade 2	2	2
Grade 3	3	
Grade 4	4	
Grade 5		

### Parent Responsibility

If your child is in the Elementary School, please monitor your child’s library choices to ensure the books chosen are 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.
- School will contact parents after 5 days of absence within a trimester
- A warning letter will be issued by the Principal
- Excessive tardies will also result in a warning letter being issued by the Principal
- ManageBac will send parents an email when a child is marked absent

A student who misses more than 6 days of school per trimester may not receive a grade on his/her report card. Early Years students may not receive a learning story during that time or they may not receive a comment on their end of year report card for the learning that took place during their absence.

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

Punctuality and attendance are expected. 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 by the teacher's need to repeat directions and information. If a child arrives to school after 8:30 AM they need to obtain a pass issued by the elementary office secretary. Please deliver your student to school by the beginning of the school day. **All absences/tardies are documented and will be entered into the students' progress report.**

Excused absences are defined as follows:

- A personal injury or illness
- Medical and dental appointments
- Death in the immediate family
- Attendance at a funeral or religious holiday
- Other emergencies or unusual circumstances as approved by the administration
- Visa/immigration business

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 cannot be considered excused absences.

### Absences Due to Sickness

If a student is absent for any reason, the student records coordinator should be notified at 625-6581 or 625-6583 or by email, [williefeng@xischina.com.cn](mailto:williefeng@xischina.com.cn), before 9:00 A.M. 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 e- mail
- Contact the appropriate Principal if you know in advance that your child will be gone for several days. S/he 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 secretary will issue you with an early leave form that must be signed by the Principal. 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 two and last two weeks of 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
<b>Thursday</b>	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 and last two 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 until 8:05am when the teachers arrive in school. If students arrive earlier, parents need to supervise students until 8:05am
- Students arriving by car should be in school no later than 8:30am
- Students who are picked up by cars should be picked up promptly. If parents are late, teachers need to take students to the main office to wait and the secretaries call home. The school office hours follow the schedules above and below. Once the office is closed, 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 bus 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 a 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 Bus Coordinator as soon as possible to let her know who this will be.
- Let the school know ahead of time if a student 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 bus coordinator/ main office as soon as possible if your child will take alternative transportation.
- Let the Bus 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 monitors purposely sit 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 monitors 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

The aim of all IB Programs (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
<p><b>I. Respect</b></p> <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</i></p>

	<i>time, and turn in neat, carefully planned, completed work.</i>
<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 of acting 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 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 have the responsibility to be a good sport.</p> <p><i>Therefore, I will let everyone participate in activities, share equipment with others and play fairly. I will settle differences without</i></p>

	<i>losing my temper, name calling, swearing or fighting.</i>
<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.

**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)**

Will not be tolerated by anyone. Teasing, threatening, or the verbal harassment of another person in any form including written, spoken, or electronic forms (wechat or other social

media, email, 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.

### **Skiping 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. Skiping 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. No gum in school.

## **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 and during lunch. The school cannot be held responsible for loss or theft of these items.

## **Coffee Shop**

The coffee shop is for Middle School and High School students only. Elementary – please do not accept drinks or snacks from siblings or parents who can go into the coffee shop.

## **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 (Gr2-12) (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 watch/phone to school in their backpacks; however, it must stay in their backpack during the day. If an Elementary Student is seen with a watchphone/ phone out in school, they will be taken from them and given to the Principal. 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 to play with at school (exceptions apply for Pre-K 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 during the day, 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.

## **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 teacher's aid 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 and field trips, 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 Headmaster, 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 appropriate 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 sign, print, and return the next page to your child's homeroom teacher.**

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

Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_  
(Not Early Years/Grade 1)

Parent/Guardian Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

(Please sign and return to your child's homeroom teacher)

## 4.7 Guardianship and Parent Absence

### Please Note

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
- Any action that puts your child at risk in an emergency situation and 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 e-mail 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:

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---

Emergency Contact: Name:

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Address:

---

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

**AUTHORIZATION FOR TEMPORARY GUARDIANSHIP OF MINOR FORM (Con't.)**

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

Additional Contact Information:

\_\_\_\_\_

\_\_\_\_\_

**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 report cards or transcripts for any reason. You can print off your child's report cards from the Managebac system once they have been posted. We will gladly send transcripts on to you or your child's new school for a small fee or keep them until the student returns the following semester.

### Student Responsibilities

#### 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 a school administrator

#### Arriving to School Late

- Elementary students should report to the main office if they arrive at school late

### Parent Responsibilities

- 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.
- Early report cards or transcripts are not given.
- 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.

### **Parent Responsibility**

- Keep your child at home if s/he is unwell, is running a fever (37.5 C) , 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.
- 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, Educa, 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

### **4.11 Special Events and Tournaments**

#### **Understandings**

- Throughout the year, we hold a number of events for the XIS community. These include a beginning of year picnic, winter and spring concerts/performances, 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 the 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 PIN number or swipe an ID card at the security station. You should come to the XIS Main Office to sign out your confidential PIN envelope. In the envelope, you will find a 4-digit random password for each of your family members. You may also purchase an E-card (at RMB 10) instead if you do not wish to use the password.

### **Campus Entry/Exit Procedure**

1. For parents and Aji/driver authorized by parents, please log in each individual's password before entering/exiting the campus. If needed, the security guard on duty will check the identity information installed in the system before allowing entrance/exit. If you forget your personal password or the password is invalid, you should contact the main office secretary with the help of the security guard by calling Extension number 106 or 105 to confirm your ID before being allowed to enter/exit the 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 schooling hours, please go to the Main Office to get a

“Permission to Leave Campus” Form. This needs to be signed by the Main Office secretary and/or by the division Principal.

3. For students taking private transportation: Each student has his/her pick-up password. Please keep it confidential. Do not give the entrance/exit password to your driver or Ayi if you don't authorize him/her to pick up your child(ren). Once you give the password to him/her, it is presumed that you have authorized him/her to pick up your child(ren). By the same token, if you give your child(ren) his/her/their password and s/he can then enter/exit the campus on his/her own, it is also presumed that you have authorized your child(ren) to enter/leave campus on his/her own. Please note that students in or below grade 3 are not allowed to leave campus alone.

When taking child(ren) off campus, please log in each child's respective password before logging in your own. If you have new pick-up personnel, please inform your respective division secretary (Ms. Willie Feng, [williefeng@xischina.com.cn](mailto:williefeng@xischina.com.cn), the elementary secretary at 6256581 -105). Your newly authorized pick-up personnel's information/password can then be updated in a timely manner for the sake of your child(ren)'s security.

### **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 this information and give you a badge even if they may 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 Elementary School Principal ([marycollins@xischina.com.cn](mailto:marycollins@xischina.com.cn)). These visits are not to last longer than a day.

### **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.
- Call or write 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.
- 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 joining special event organization groups – e.g.: Holiday bazaar, Spring Fling, International Day
- Providing food or time for events (School BBQ picnic, ACAMIS tournaments, International Day, etc.). Serving on special committees for accreditation
- Translating
- Serving as a substitute teacher if you have previous classroom experience and hold a bachelor's degree. (compensation provided)
- 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 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.

## 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 might look like as parents.

### Inquirer

- 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 e-mail the teacher and say, "Can you help me understand the homework 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?" NOTE: It's important to ask questions as they come up, rather than saving up a list and asking them all at once.

### **Thinker**

- 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 is a tough one when we're talking about our own children, isn't it?) They 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 programs. They have attended Open Houses, Parent Nights, Parent Conferences and other school- sponsored events in order to get all the information they need. They read the Parent and Student Handbooks, the Course Description Guide and the website and ask questions when they don't understand something.

### **Risk-Taker**

- 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, Parent Conferences, and Winter Program. 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.

## **Communicator**

- 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 bus 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.
- 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 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

#### Microsoft Office Online 365

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

#### ManageBac

- All school report cards are posted on ManageBac – parents are sent a link in order to access the report cards. We do not send home hard copies of reports. It is the parents' responsibility to access, read and print off report cards.

#### Educa and Newsletters

- In the Elementary School, each class sends a weekly newsletter
- Pre-K and KG the teachers use Educa
- Teachers post important information about the learning in class.
- Please read the newsletter or Educa every week.
- The Elementary principal also has a newsletter which is sent home every Monday via email and via the XIS Elementary WeChat group. Please read the principal's message each week as it includes important information about our programs.

#### 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.
- In the Elementary School, each class has two parent reps who are responsible for setting up a class parent WeChat group.

- The parent reps send out pertinent information as directed by the classroom teachers.
- Teachers do not participate in class WeChat groups.

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

## 5.2 Parent/Teacher Communication

### Understandings

- The school wants 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 go to the person most directly involved who can help you. Conversations with the appropriate Principal or Headmaster should be reserved for those occasions when working with the teachers has not been successful.
- We strongly encourage parent attendance at Parent Teacher Conferences, 3-way Conferences, Student Led Conferences, Open House, Parent workshops and other events designed for parents to meet and talk to school staff.
- Not all school events are designed to be Parent Conferences. Celebrations like the annual picnic, holiday bazar, 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 your child's progress or to ask about instruction, curriculum or school programs. We encourage parents to schedule a separate meeting to discuss these issues.

### 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.

### Teacher Contact

- All teachers can be reached by calling the main phone line and leaving a message, or by emailing them. Every teacher has an e-mail address. Pre-K and KG students have a home-school communication book which can be used to send written messages back and forth between the parents and the teacher.
- 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 on developing student education growth.
- XIS encourages face-to-face meetings with parents when significant or repeated issues arise
- The Elementary School secretary can help with coordinating meeting times with parents.
- Divisional Principals can assist with these issues

### **Parent Responsibility**

- Call or e-mail ahead to make an appointment. If you arrive 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, e-mail or call again. Your message may have been lost.
- When you make the appointment, let us know if you wish to use one of our translators.
- Use phone calls or face-to-face meetings as much as possible. Letters and e-mails are a good backup, but they also can cause unintentional conflicts when the writer's intent is unclear or misinterpreted. Direct communication is always better.
- Go directly to the source. If you have a concern about an individual teacher, speak first to the teacher. You should only go to administration only if you have spoken more than once to the teacher and have not been successful.
- 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 Headmaster 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.
- As much as possible, plan your communications to occur during the school day so that our teachers have evenings and weekends to spend with their own families.

## Chapter 6 – Student Life and Programs

### 6.1 Counseling

#### What you should know

- The school has certified counselors for all students; s/he 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 teachers' control) please contact the counselor.

### 6.2 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 s/he wants. Once a student has been assigned to an AP, s/he must attend every session – including the day after a tournament or performance.
- APs start on week 3 of trimester 1 and run every week until late May. There are no APs in the last 2 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.**

#### 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

### Field Trips and Special Events

Owing to local authority restrictions concerned with transportation of school aged children, we are no longer allowed to use our school buses to take students on field trips. The planning and logistics owing to safety regulations are also making it very difficult for us to take students out of school. We are currently trying to work on creative solutions to these issues.

### Understandings

Field trips to areas of educational interest are encouraged.

### Teacher Expectations

- We recommend a 1:10 adult: student ratio on field trips.
- No student should be taken on a field trip without written permission from the parents.
- Teachers need to complete a transportation request from an outside source at least half a school year in advance.
- Parents are generally responsible for providing lunch money
- Arrangements and approval for field trips should be made half a school year in advance. The Principal must approve all proposed field trips and special events. A school administrator must attend every field trip.
- Field trips outside of Xiamen and its suburbs must be approved in October for the whole year, although there is some flexibility in the long-range planning process.

In addition to these field trips, funds are also available through our China Studies Program. This program is designed to encourage field trips that promote the language, history and culture of our host country.

## 6.4 Social Emotional Learning (SEL)

### Understandings

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 program as well as being embedded in our PYP units of inquiry.

## Chapter 7 – Class Information and Procedures

### 7.1 School Birthday Parties

#### What you should know...

We understand that your child would like to celebrate his/her birthday 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 Elementary XIS Acceptable Use Procedure

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. (Items in italics are more relevant for Grade 2-5 students)

- Students – please discuss the agreement with your parents and sign the agreement (Grade 2-5).

Early Years and Grade 1 students may sign their names if they are able to.

### 7.3 Elementary Student Agreement

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

- Be a principled learner and only use personal and school devices and the Internet for schoolwork at school.
  - o Always follow instructions from my teachers when using ICT equipment
  - o Use only the apps, programs and websites that my teachers have suggested or approved.
  - o Not download or stream music, movies, or games for personal use
- Respect equipment by using school and personal devices carefully and understand that I assume responsibility for its care while it is in my possession.
  - o Not have food or drink near devices
  - o Hold devices securely using 2 hands when walking with them
  - o Be careful where I place devices. Never leave a device on the floor
  - o 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)
  - o Not download apps, software and or modify the settings of school devices without the permission of the teacher
- Be a knowledgeable and responsible user
  - o Use only my files and folders, and files a teacher directs me to
  - o Do not tell others my personal logon details
  - o 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
- Be a safe and respectful user.
  - o Keep my personal information private and never share information about myself or others online or when publishing information or images
  - o Use polite language in electronic communication and not use it to gossip, hurt, frighten or bully others, or forward inappropriate messages

- o Tell an adult if I read or see something that is inappropriate or makes me feel uncomfortable
- o Be aware that all contributions to the Internet leave a digital footprint and are public and permanent
- 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
- I might not be allowed to use devices at school

---

**We have read and understand the XIS procedures for acceptable use of devices.**

Student Name \_\_\_\_\_

Student Signature (Not Early Years/Grade 1) \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Homeroom Class \_\_\_\_\_

Date \_\_\_\_\_

(Please print, sign and return this page to your child's homeroom teacher)

## 7.4 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 a Apple MacBook or MacBook Air.

### Specifications:

Platform	PC, Tablet PC, or Apple MacBook or MacBook Air
<b>Screen Size</b>	10" screen or higher (measured diagonally) – consider portability and weight
<b>Process Recommendation</b>	Intel Processor Preferably i5 or higher for all students Grade 5 and up. This is to ensure longevity and speed.
<b>RAM</b>	RAM 4 GB or higher
<b>Hard Drive</b>	128 GB or higher Memory
<b>Operating System</b>	Windows 10 or newer Mac OSX 10.12 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> </ul>

	<ul style="list-style-type: none"> <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.

### 7.5 XIS Wi-Fi Acceptable 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 should not make use of the Wi-Fi during class time, unless instructed to do so by their teacher.
- 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.
- Elementary students may only use the Wi-Fi for schoolwork.
- **Students are not allowed to play games or watch movies at any time at school.**

Violations of these rules may result in disciplinary action, including the loss of student’s privileges to use the school’s information technology resources.

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**I have read and understand the Wi-Fi Acceptable Use Policy.**

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

(Please print, sign, and return this page to your child’s homeroom teacher.)

## 7.6 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. On PE days students must wear athletic shoes and sports clothes.

#### 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 of 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

## 7.7 Food at School

### Understandings

- Students either bring lunch from home or buy lunch from the school
- 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, students may NOT order lunch to be delivered to school from outside vendors.
- 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.
- Elementary School students do not have coffee shop privileges. If you are visiting your child at school or volunteering, please do not buy him/her items from the coffee house or give him/her money to go to the coffee shop. THIS IS NOT ALLOWED.
- 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 in glass containers as they are often dropped and broken.
- Students in Grades 1 through 5 have 25 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 days when students have After School programs (finish 4:30pm) 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 (Gr 1-5).
- 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-kindergarten 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.

## 7.8 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.

## 7.9 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 do have a lost and found cupboard near the cafeteria. Expensive found items are locked up Elementary office.
- Please ensure all items are clearly labelled with name and class. It is then easier to return items to the owner.

- 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.