



TEACHER'S HANDBOOK

2023-2024

XINING INTERNATIONAL ACADEMY

Introduction from the Principal



Welcome to Xining International Academy

Xining International Academy (XIA) was established to meet the needs of international workers in China. We have been providing quality education for our students for over 20 years. XIA is an American, college-prep, value-based school for children preschool through grade twelve. Core subjects include: English, science, math and social studies, with a variety of electives available.

Students come from all over the world. When students come to XIA, they have a loving, supportive environment that provides an education that goes beyond pure academics, preparing them to be people of good character who will make a positive impact on the world.

Our staff have answered our Father's calling on their lives to live cross-culturally and be effective for Him in this unique and dynamic environment. In order for the school to maintain low tuition fees for our families, our staff are offered a modest

salary and benefits that are similar to that of our international worker families. We encourage our staff to raise additional support from their home country, if possible, for any additional needs that they may have.

We work to build a strong sense of team and community for our staff.

It is my privilege to welcome you to the XIA family.

In His Service,
Chris Patterson
Principal, XIA

GENERAL INFORMATION

Mission Statement

We exist to support international families in China by providing quality, value-based education; and to provide educational services to the local community.

Core Values

We believe in:

- Personal and Professional Integrity
- Academic quality through a standardized curriculum and qualified teachers
- A Supportive Environment that celebrates cultural diversity and enables each person to develop his/her full potential
- Stewardship by wise management of all resources

About Xining International Academy (XIA)

Xining International Academy (XIA) was founded in 1998. The school is located in Xining, the capital of Qinghai Province in Northwest China. XIA is an American system school and provides instruction from pre-kindergarten (age 3 1/2) through grade 12. The medium of instruction is English but XIA is truly international with students coming from all over the world. XIA is located on the second floor of building 12 in Greenland Estate.

Our History

The Friends of China Foundation, Ltd. (FOC) and Jian Hua Foundation, Ltd. (JHF) founded Xining International Academy (XIA) in 1998. The families involved in the process thought it was important for third-culture children to receive a quality education from professional teachers and to socialize with other children in a classroom setting.

Classes began that fall with four students, all boys and one teacher. In the year 2000, XIA was given permission to operate as a school by the China government with the help of the Qinghai Education Bureau.

In the fall of 2003 XIA expanded operations to include a kindergarten and a study hall for grades 3 through 6 students. The first Chinese employee was also hired at that time, enabling the school to integrate the Chinese language into the curriculum. In 2007 XIA was able to significantly expand course offerings to include a junior high and high school program. At that time there was a total student enrollment of 28 students.

The Qinghai Education Commission was extremely helpful as XIA worked with other government agencies to complete all registration requirements. In November 2009, registration was completed.

XIA continues to grow and expand as more families move to Xining.

In the spring of 2015 XIA completed self-study requirements for full accreditation with the Western Association of Schools and Colleges (WASC). In June of the same year XIA received notice that it had been given accreditation by the above mentioned Association. In 2019 XIA received renewed six year accreditation.

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XIA Professionalism

Professionalism

Teachers are expected to act professionally in all matters involving their roles in the school while maintaining integrity and setting a good example for students.

Teachers are to respect student confidentiality with the understanding that some things should not be discussed with others (even other staff members) and other things must be brought to the attention of the principal for the good of the student or school. This includes but is not limited to violations of the school code of conduct, historical or current issues of a sexual nature, legal matters that impact the student or school, serious emotional issues, and talk of harm to self or others. Teachers should be prudent in discussing students' academic progress or things of a confidential nature.

Staff should seek to solve differences immediately, in a face-to-face approach. If this does not resolve the issue, the individual should follow the "chain of command" beginning with the teacher to the principal and the principal to the school board chair. Teachers are expected to refrain from negative conversations and gossip.

It is important that teachers protect themselves from accusations of misconduct by avoiding being alone one-on-one with a student whenever possible. If there is a reason that this must occur in a classroom, teachers should make sure that others can look in the classroom windows or a door is left open. If possible, move the meeting to a public location. Teachers must be professional in their electronic interaction with students, making sure that communication on social networking sites

or through email is professional and above reproach. XIA is a tightly knit community, and it is easy to quickly blur the boundaries of what is professional and what is personal communication. Teachers are encouraged to show discretion and err on the side of safety when in doubt.

If you are new to XIA, we are excited about the creativity and new vision that you can bring to our school. If you have been here a while, you have a lot of history and understanding of the programs in place that can be shared with new staff. We value both of you.

Work Day

Teachers are expected to set an example in classroom promptness and attendance. Teachers should arrive at XIA between 7:45 and 7:55am. They should attend the morning staff time from 8:00-8:15. Students will then arrive at 8:20 to the classroom. When they cannot be at their assigned responsibility, the teacher should find someone to replace them or notify the principal as early as possible. Part-time teachers should work with their principal to establish a daily schedule with the understanding that some planning time should take place on campus during the school day. For example, a part-time teacher who teaches two classes each day should be on campus at least one extra hour each day to be available to students and for planning and grading.

Teachers should be on campus by 7:55 a.m. and remain on campus until at least 4:00 p.m. or until other responsibilities and supervision are completed. They may leave campus for lunch, but must take a cell phone with them for emergencies. If a teacher needs to leave campus during the school day for any reason besides lunch, he or she

should notify his or her principal. This procedure is important in the event that the school needs to contact a teacher who has left campus (e.g. emergency situation, a parent looking for a teacher, etc.)

If a teacher needs a substitute due to illness, the teacher should communicate the reason for the absence with the principal who will help arrange for a substitute. If a teacher requires a substitute for any other reason, the teacher should apply for a leave of absence from the principal at least two weeks in advance.

Teaching Responsibilities

The following are considered quality teaching practices; it is assumed that teachers implement them in their classrooms on a consistent basis.

Professional Responsibilities

Professional responsibilities are the expected duties that teachers must demonstrate. These are non-negotiable basic competencies (not listed in priority order). Teachers should:

- attend meetings in their area of responsibility
- correct and remind students of proper behavior even when it's not necessarily their responsibility to do so (e.g. attire, playground behavior, classroom behavior, concert etiquette, etc.)
- maintain a safe, orderly classroom and adequate work environment for students
- take student attendance, tardies
- communicate class expectations with parents. Elementary teachers send home a parent letter at the beginning

of each semester and Friday folders at the end of each week.

- establish clear grading procedures for student work
- record grades in a timely manner and write meaningful student comments at grade report time. HS and MS teachers should update their gradebooks at least every 2 weeks.
- incorporate the Student Outcome Statements in their teaching and be able to demonstrate ways in which students apply these skills
- utilize ELL learning techniques when appropriate.
- teach from the established curriculum and from written curriculum standards
- incorporate Biblical principles into teaching
- be actively involved in professional development
- communicate with department head and/or principal regarding resources and materials to include in the budget for the upcoming school year.
- provide supervision and guidance for students during emergency drills
- assist the school in an active role with the accreditation process
- empty their physical mailbox daily
- report students with communicable diseases to the school administrator in a timely manner
- other duties as assigned by administration

Additional Responsibilities

- Additional responsibilities include areas that will demonstrate growth as an educator. XIA staff members should:

- Develop syllabi for your courses (applies to HS teachers only)
- participate in professional growth by attending workshops and conferences
- Be a member of a special events committee
- pray for their students in specific ways on a regular basis
- contribute to school betterment by helping in various roles outside their job description.
- volunteer to chair a committee/mentor a fellow teacher(s)
- teach/present sessions and/ or workshops for professional development
- take time to get to know their students' parents and families.
- minister to and encourage fellow staff members in tangible and specific ways
- work to uphold the philosophy and goals of the school by respecting school authority and encouraging those in administrative roles

Meeting Attendance

Teacher meetings are placed on the calendar ahead of time and teachers are expected to attend. This includes the combined staff meeting, professional development, and departmental meetings. There are also a number of events that happen throughout the school year that require teacher attendance. Exceptions to this expectation may be granted by the principal for a limited time as needed.

As part of their regular teaching responsibilities, elementary teachers are asked to be responsible for at least one elective class.

Professional Development

XIA seeks to maintain a culture where teachers understand the need to challenge themselves regularly on a professional level.

The school budgets 20,000RMB per year for teacher professional development. If a teacher would like to use some of these funds for personal PD (such as: a class/workshop, attending a conference, buying a professional growth book or other expenditure) he/she must fill out a PD request form for funds at least 3 weeks in advance in order to receive approval for any PD spending.

The benefit amount for one staff member cannot exceed RM 2,000RMB in one year. Money is spent from the current year's budget. Staff cannot draw from the future. This grant is provided only for staff who are returning the next year. Staff may not use PD funds in any amount during the last semester of their employment with XIA.

Airfare, hotels, and registration may be booked through the school. The administrative assistant is available to help with this. Make sure that you have approval for PD expenses before spending any money.

Teacher Evaluation Program

Teachers are evaluated by the principal each semester. The teacher will then meet for a debriefing session with the principal directly after the evaluation.

Certification

Currently, teachers at XIA are not required to have current teacher certification. However, teachers are strongly encouraged to maintain current certification either through their home state/province/country or through ACSI. If you wish to pursue certification through ACSI, please talk to the administrator. This could change at any time, based on the requirements of the Chinese government, the immigration department, or accrediting agencies (ACSI and WASC). Teachers may use their allotted PD funds for certification fees directly related to their roles at XIA.

Curriculum Development

XIA strives to create a curriculum for preschool through grade 12 that is aligned with its academic content standards, delivered in a manner that uses effective research-based instructional strategies, is taught from a biblical worldview, uses current and dynamic print and technological resources, and utilizes appropriate and authentic assessments. Although the content standards are what drive the curriculum, it is the teachers who are the source of creative and enthusiastic content delivery.

Part of a teacher's professional responsibility at XIA is writing and maintaining up-to-date lesson plans for his or her curricular areas. Some of this will need to be completed during a teacher's planning periods or outside the school day.

Productive Teaching

High School Home Room

The first period of High school is devoted to Character Curriculum instruction. This is also a time to talk about upcoming events and to help the school communicate about activities and special programs.

Elementary and High School Assemblies

Elementary assemblies are held each Friday. Each elementary classroom teacher is responsible for an assembly according to a regular rotation. High school assemblies happen once a month. HS teachers are responsible to plan assemblies.

Classroom Supervision

Students are not to be in classrooms alone without teacher permission. Doors must be open, if there is no teacher present.

Students are not to use a classroom computer in a room that is not supervised.

Student school hours are from 8:00am-4:15pm Monday through Thursday and 8:00am-1:15 on Fridays. Students must get special permission to remain at school after hours.

Study Halls

HS students may study in the classroom or in the student lounge. Use of computers during study hall is only for academic purposes. Teachers should enforce this policy for all students.

Cell Phones

Cell phones should be placed in the cell phone pockets before the first class period. Cell phones are only allowed to be used during the lunch period unless a teacher requires the use of a cell phone during a specific class period.

Teachers need to be careful to honor the time of other teachers by not making it a habit to keep students late.



Classroom Management

Quality instruction and well-planned lessons are the best deterrent to discipline problems in the classroom Discipline

Teachers must read, know, and assist the administration in enforcing the Student and Parent Handbook. Teachers must make sure their students know and understand classroom rules and expectations. They should list the exact rules and consequences they have in their classroom and how behavior is monitored.

Students must know that teachers will uniformly enforce rules in a fair, firm, friendly, and consistent manner. Consistency is essential for effective discipline (not just in the classroom, but campus-wide and in all school activities). If a student will not comply with classroom rules and expectations, the teacher should send the student to the office to meet with the principal. The Student and Parent Handbook outlines various avenues of discipline that may be taken. All teachers are expected to consistently enforce all school rules including dress code, language usage, use of electronic devices, etc. Teachers who do not enforce these rules undermine their colleagues and the administration who attempt to do so effectively.

Consider the following situations when establishing classroom rules and expectations:

- How and when are students to enter and exit the classroom?
- How are students to signal that they want your attention and help?
- What are the procedures for students going to the bathroom?
- Where are students to store their personal items?

- How are materials collected and passed out efficiently?
- How do students show respect and honor to fellow classmates?

Display expectations in the classroom or write them in a class syllabus and send the students' parents a copy the first week of school via a newsletter (elementary) or We Chat (high school). Teachers should make sure the principal has access to their written expectations.

After an incident or disciplinary situation has occurred, be sure to fill out an incident report. Below are procedures for reporting incidents of bullying:

DISCIPLINE PROCEDURES

Xining International Academy believes that every student is entitled to an environment that is safe, healthy, secure, and conducive to learning. We are committed to an atmosphere of mutual respect among students and refuse to allow bullying of any kind at our school. Persistent abuse of this kind may result in a suspension or expulsion of the student.

Anti-Harassment / Anti-Bullying Policy

- Statement Policy
 - School employees, volunteers, and students in school, on school property, or at any school function or school-sponsored activity shall not engage in harassing and bullying behavior.
 - School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about such an act of harassment or bullying.

- School employees, volunteers, parents or guardians, and students are expected to act in a timely and responsible manner to prevent, report, and facilitate investigation of suspected harassment and bullying.

- Definition

- Harassment and bullying are defined as any electronic, written, verbal, or physical act or conduct toward a student which is:
- Based on any actual or perceived trait or characteristic of the student, and creates an objectively hostile school environment that meets one or more of the following conditions:
 - a. Places the student in reasonable fear of harm to the student's person or property.
 - b. Has a substantially detrimental effect on the student's physical or mental health.
 - c. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

- Reporting

Suspected incidents of harassment and bullying should be reported to the principal within 24 hours. The principal is responsible for receiving reports and ensuring the Anti-Harassment/Anti-Bullying Policy be implemented.

- Investigation

Suspected incidents of bullying and harassment will be promptly and thoroughly investigated by the principal or his/her designee. Investigators will consider the totality of the circumstances presented in

determining whether conduct objectively constitutes harassment or bullying under this policy.

- Consequences for Violators
Individuals responsible for conduct in violation of this policy will be subject to consequences and remedial action.

Anti-bullying Discipline Procedures:

- Incident Report from a teacher
- Meeting with the student and teacher
- Meeting with the parents

Actions if not resolved by the above steps:

- There will be a probationary period for a minimum of three weeks. If there are any incidences during this time, a next step will be taken.
- This step is called in-school suspension. This means that the student will be allowed to attend class but will not be allowed to participate in anything outside of class time including P.E., lunch, recess, art, music and any other extra-curricular activities. During these times he will be in the principal's office. This will be in effect for 3 weeks' time. If after this time the behavior does not improve and there are further incidents, the next step will take effect.
- This step is in-school suspension but with class only occurring in the principal's office. The student will spend the day doing his classwork in the principal's office without interaction with the other children. This will be in effect for 3 weeks' time. If after this time the behavior does not improve or there are further incidents, the next step will be taken.
- The student will be suspended from school for 3 weeks. After he/she

returns, school work will need to be made up.

- If there are any further incidents, the student will not be allowed to return to XIA.

Training and Prevention Education

XIA International Academy takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:

- Social skills lessons are a regular part of the character curriculum.
- All staff go through Child Safety training on recognizing, and responding to bullying effectively.
- In addition to the general all-staff training, teachers, counselors, and administrators are trained on how to coach and create safety and behavior plans and continue to follow-up with students involved in bullying.
- Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur.

Xining International Academy Child Protection/Sexual Harassment Policy Procedures

Reporting

Individuals may make an oral or written complaint of sexual harassment, or retaliation if they:

- believe they are the subject of sexual harassment, or retaliation;
- have knowledge of sexual harassment conduct, or retaliation; or
- believe that they have been retaliated against for making a good faith

complaint or report of sexual harassment, or for participating or aiding in an investigation of such complaints.

Sexual Harassment:

Definition- Sexual Harassment means any un-welcomed sexual advance or conduct of a sexual nature.

Conduct Prohibited- There is a broad range of conduct which can, in certain circumstances, be considered a violation of this policy. This may include, but is not limited to sexually suggestive or offensive remarks; sexually suggestive pictures; sexually suggestive gesturing; verbal harassment or abuse of a sexual nature; harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic medium; touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group whether of the opposite sex or the same sex.

We recognize that there are different standards of sexual related conduct among different cultures. Where there are differing standards, the most conservative standard will be the standard that is followed.

Reporting procedures

Timely Reporting: Complaints of sexual harassment, retaliation or other violations of this policy should be made preferably within 15 calendar days of the sexual harassment complaint. Nothing in this policy prevents anyone from submitting a report of sexual harassment, retaliation or non-compliance with this policy of which they have witnessed or have knowledge of at any time.

- **Complaints by Students:**
General- A student, or a parent/guardian on the student's behalf, may make a complaint of sexual harassment or retaliation to the school principal or teacher. The principal or teacher shall investigate the matter and, if the complaint is substantiated, commence appropriate disciplinary action against the offending student.

If a student, parent or guardian making the complaint to the school principal or teacher feels that the intervention rendered by the school principal or teacher is insufficient he or she may appeal the matter within 15 calendar days to the School Board.

- **Principal/teacher responses to complaints:**
Complaint- When an individual seeks resolution of a sexual harassment or retaliation complaint, the principal or teacher will begin an investigation within fifteen calendar days after receiving notice of the complaint.

Investigation- After receipt of the complaint, the principal and child safety response team will begin an investigation into the complaint. At the conclusion of the investigation, the principal will prepare and issue a summary report containing a synopsis of the evidence and findings. Both the complainant and respondent will receive notification of the investigation outcome and determination.

Disciplinary Determination- Appropriate disciplinary action may be taken according to the investigation findings at the discretion of the

principal. The disciplinary action will be within the following range: Education and Admonition; Warning; Suspension; Expulsion; or criminal proceedings.

Child Safety Response Team

The Child Safety Team is a group of school staff who are designated to assist the principal in investigation in the case of reports of inappropriate behavior, harassment, and abuse.

Cheating

Cheating on either tests or homework is a serious offence and is addressed for students in the student handbook. Teachers should take time to articulate clearly at appropriate times what constitutes cheating as some projects allow varying amounts of group collaboration. Teachers are expected to maintain reasonable safeguards to prevent cheating. This includes but is not limited to moving student seating in the classroom, using cover-sheets to hide answers, keeping students quiet and orderly during testing times, clearly articulating what is acceptable group work, creating homework/tests that are difficult to copy, checking work carefully to determine if students have copied answers, checking for plagiarism, and asking students that are working on assignments for other classes if they are allowed to work together. Teachers are expected to work collaboratively to enforce an environment that makes cheating difficult but also places a high level of expectations on the students to maintain academic honesty. Teachers should log all instances of academic dishonesty in Sycamore Discipline logs so that the administration can track total instances per student. Students are not allowed to use Chat GPT for written assignments.

Plagiarism: HS - Teacher Action Plan - First offence

In the high school, if a student is found to have engaged in plagiarism the first step is for the teacher to inform the administrator of the student's policy violation. The teacher, student and principal can meet together to discuss the incidence and try to find a solution.

See the Student handbook for a summary of next steps if the offence is not the first.



Attendance

Attendance and Absences Elementary (Pre-Kindergarten – Grade 6)

Teachers should take attendance in Sycamore at the beginning of each day. They should notify the administrative assistant if a student is chronically tardy or absent.

If the child needs to be excused from Physical Education, the parent is to send a note with them. Students will not be excused from Physical Education without a note from the parent.

For absence policies, refer to the student parent handbook.

High School

The Character Curriculum homeroom teacher will take attendance at the beginning of the school day. Teachers are expected to take attendance for each class at the beginning of the class. All classes have mandatory attendance.

Attendance and tardies must be marked in Sycamore. Teachers may refer to the Student and Parent Handbook for more details regarding penalties for absences and tardies that are administered by the principal.

If a student expects to be absent for either a family or school sponsored event for more than three days, they are required to have teachers sign the planned absence form.

Homework

A reasonable amount of disciplined academic work outside the classroom will be expected from teachers. The amount may vary according to the subject and the needs of the student. Students are encouraged to use their study halls and unscheduled periods to complete assignments. Check the Student and Parent Handbook for specific homework policies by division.

Grade	Approximate amount of Daily Homework	Max Length of Paper Double spaced typed 12 pt. Times New Roman
K	15	
1-3	45 minutes total	
4	60 minutes total	3 pages
5	70 minutes total	5 pages
6	75 minutes total	5 pages
7/8	15 minutes per day per academic class	8 pages
9/10	20-30 minutes per day per academic class	8-10 pages
11/12	25-35 minutes per day per academic class	

**These guidelines do not include Chinese homework. Chinese homework should not be more than 20-25 minutes per day.*

Evaluation and Grading

Type	Diagnostic	Formative	Summative
Timing	Before a unit	Regularly throughout instructional process	Following a unit
Purpose	To determine student preconceptions or prior knowledge-teacher receives feedback To guide the teacher's instruction	To help students determine their own understanding and guide further instruction- students receive feedback To guide the student's focus and effort	To measure student achievement following instruction- Students receive a grade To report the student's achievement
Main Idea	Assessment of prior knowledge	Assessment as learning - Can be as simple as a bell ringer or exit ticket or as significant as a chapter test. Should require students to reflect on their own understanding of the material.	Assessment of learning - A culminating test or project that determines what learning occurred. Determines student grades.

Grading and Assessment Philosophy

Assessment is an integral part of the learning process and should include diagnostic, formative, and summative types. Assessments should be varied (including tests, projects, writing samples, and presentations) and aligned with standards, giving students their best opportunity to demonstrate what they have learned.

Students should have the opportunity to fail when they are attempting to grasp new and difficult material without ruinous results. Therefore, formative assessments and daily work, which help students practice new skills, should not always be included in the final grade calculation. The best growth happens when students are thoughtful about their learning and engaged in the assessment process and when the feedback they receive is timely and appropriate helping them continue to grow.

Assessments (this is the goal we are working towards)

- Summative assessments should be developed before teaching each unit, and they should clearly assess predetermined learning targets.
- Teachers are encouraged to develop grading rubrics for all summative assessments to ensure that students are being compared to a predetermined standard rather than to the performance of their peers.
- Formative assessments should be developed with the summative assessment in mind. Students will be given ample opportunity to practice the knowledge and skills required by a summative assessment.
- Formative assessments should not be included in student grades but should be used as learning opportunities for students to direct their learning.

Grading

Assessments and Grading (we are working towards this):

Summative assessments should be developed before teaching each unit, should be standards based and reported on using ESLRs

All assignments and assessments are to be linked to the corresponding goal area in the gradebook as well as reported on using the ESLRs.

Grades are to be entered into the gradebook regularly.

- Teachers are encouraged to develop grading rubrics for all writing assignments and project work to ensure that students are being compared to a predetermined standard rather than to the performance of their peers.
- Formative assessments should be developed with the summative assessments in mind. Students will be given ample opportunity to practice the knowledge and skills required by a summative assessment.
- In order for a student to be exceeding in a standard, additional assessment must be given to verify that a student demonstrates superior understanding, exceeds requirements for grade-level work, and consistently applies and extends learned concepts and skills independently.
- The results of diagnostic and summative assessments will be

shared and discussed with all applicable teachers.

- MAP data will be reviewed and used as a diagnostic tool to drive instruction. Results of the MAP will be shared with all applicable teachers.
- Grades should be a measure of learning over time. Therefore, if a student scores poorly on an assignment at the beginning of a grading period but later demonstrates understanding of the topic, teachers are encouraged to reflect the student's improvement in their grading practice.
- Students who do poorly on a summative assessment should be given an opportunity to redeem their grade by retaking the assessment after they have received further instruction.

Teachers should return written work that does not meet a minimum standard of grammatical accuracy to the student for correction. This process may be repeated until a quality product is submitted. Teachers should grade writing assignments (papers, essays, research projects) using a writing rubric for mechanics, grammar and sentence fluency. It is strongly encouraged that a minimum of 20% of every assignment grade be determined by these elements. This expectation must always be communicated to students ahead of time. Students should always be aware of what elements of the assignment will be a part of the final grade. The Language Arts department may choose to assign a higher percentage to mechanics and grammar.

Grades should be a reflection of student achievement in the subject matter. Teachers should have students redo work that was done poorly to show mastery of the material. For group work, students should still receive individual grades; each student in the group does not necessarily earn the same grade. Furthermore, all grades should be assigned by comparing each student's performance to preset standards. Do not compare students to one another when assigning grades.

Late work should immediately be entered as a zero score in Sycamore to communicate the impact the assignment will have on their grade. It should also be marked indicating that it is missing. However, entering a score of a zero on an assignment that is permanently recorded should be a measure of last resort after work has been done to encourage the student to submit the assignment. Teachers will require students to complete late work at a time of the teacher's choice. See the parent student handbook for more information on handling missing and late work.

Student Attendance and Absence Policy

- A student who arrives to school more than 15 minutes late should check in at the school office to pick up a tardy slip before going to class.
- If a student is sick he or she should stay home. Parents are expected to phone the school office (0971-630-7721) or email to xia-admin@xiningxia.org by 8:15am

on each day the student is absent.

The school does not excuse absences. The purpose of the phone call or email is to let the teacher know that the student was in his or her parents' care. If a student is reported absent and no call or email is received, the school will try to contact parents and substantiate the reason for the absence. The student may be asked to complete assignments missed during the absence. For more than 3 consecutive days of absence, a doctor's note is required.

- A student missing more than 120 minutes of school will be considered as having a full-day absence.
- Students cannot compensate for missed participation and interaction with teachers and classmates that is caused by lost class time. Active participation and interaction with peers are vital components in academic achievement and are a part of each student's grade. We expect students to be in school and to be on time for classes or special events held during regularly scheduled classes. Absences may result in academic consequences.

Grades Pre-k – Grade6 Absences

- If a child needs to be taken out of school for an extended absence (more than 3 consecutive days), the parents should talk with the principal before finalizing plans. It is expected that parents understand the impact the

absence will have on their child's learning. If an elementary student misses more than 20 days in a school year, he or she may be required to repeat the grade year. The principal and teacher will review the grades of any student who misses more than 20 days. If satisfactory progress has not been made, the student will be required to repeat the grade year.

Grades 7-12 Absences

- To receive full credit for a class, a student must be in attendance for at least 80% of the sessions of that class each semester.

All Grades Absences

- Make-up Work
- Work missed can be made-up if permission has been given by the school upon the request of the parent/guardian. Make-up work must be completed within the allotted time given with a minimum of one-day make-up per day of absence (e.g. If a student misses 3 days of classes he/she has 3 days to complete the work missed).
- 10% absence per semester (approx. 9 days)
- The student's final semester grade will be dropped one full letter grade. This will be noted on the student's report card.
- 20% absence per semester (approx. 18 days)
- For grades 9-12, no credit will be earned for classes taken. For grades 7-8, the student may be required to repeat the grade.

- In extraordinary situations that require extended absence (family emergency, hospitalization), the family should apply to the principal for a waiver.

Planned Absences

- Parents planning to take a student out of school must have their child complete a Planned Absence Form (available in the school office or on-line), and upon completion submit this to the principal at least two weeks before the absence takes place. The form will be returned to the parents once the assignments have been recorded. Parents are strongly urged to avoid non-illness and extended absences because such absences create an extra burden for students upon their return. Extended absences undermine the value of a consistent work ethic, which the school seeks to instill in its students. Medical appointments and out-of-school commitments should be scheduled for after-school hours.

Make-Up Work for Planned Absences

- Make-up work is the responsibility of the student. Make-up assignments will be provided to the students for at least five (5) of the days missed. Other work may be provided via email in communication with the class teacher. Prior to or upon the student's return to school, full credit can be earned for missed work if completed according to the due dates assigned on the

planned absence form. A teacher may refuse to accept or give full credit for work received after the allotted time. Students are responsible for determining what was missed during an absence by communicating with their teachers.

Pre-arranged absence (High School)

Students who know they will miss school for an activity that is not school sponsored are asked to pick up a form from the main office before they leave that details our absence policy. Teachers are then asked to sign the form before the students leave and indicate any work that can be made up ahead of time.

Students travelling on school sponsored activities are not required to fill out the pre-arranged absence form. The students are still expected to communicate with their teacher both before and after they leave regarding missed work. Teacher may excuse some work rather than requiring everything to be made up, but this is not expected. Students who do not complete makeup work in a timely fashion (one day for each day of absence).



Report Cards

The report card is designed to represent both a student's mastery of academic material (indicated by course letter grades) as well as their behavioral growth and development (indicated by the reporting of behavioral indicators). The following policies are in place to ensure that the gradebook is an accurate reflection of a student achievement.

Preparedness

- on time for class
- absences are properly documented in advance and are followed up thoroughly
- prepared with all materials
- prepared to work on arrival to class
- assignments and homework are complete
- assignments and homework are handed in on time

Initiative

- assesses and reflects critically on own learning strengths, needs and interests
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
- demonstrates a genuine desire to learn and to share ideas through participation and inquiry
- initiates discussion, asking significant questions, and acting as an effective leader in groups
- takes intellectual risks, asserts opinions, and supports them
- perseveres and makes an effort when responding to challenges

- Engagement
- attentive and actively engaged
- listens carefully to instructions and feedback
- listens actively and respectfully to others
- works with care and attention to detail; work shows thorough examination and revision
- demonstrates focused long-term planning to complete tasks
- seeks clarification or assistance when needed

In elementary and high school report cards are posted on the at nine-week intervals, four times a year.

It is imperative that teachers keep records up to date as a lack of reporting reflects poorly on the school.

Report Card Comments

Elementary teachers are required to write a comment for each student at the end of each semester. Student comments are an important part of our communication with parents and a direct reflection on the quality of education parents expect of us. Comments are an important element of school records that will transfer with a student when he or she leaves XIA. The following are some guidelines to help in writing your comments:

- Teachers are encouraged to write a few introductory lines at the beginning of the comment that can be included in all student comments. This introduction can be repeated at the beginning of each student comment and can detail what has been covered in

class this semester and what is coming in the following quarter.

- The comment is written to the parent, not to the student. Stay away from “Johnny, you did a great job this year”, instead, “Johnny worked really hard this semester, and his grade is a reflection of that work.” Write the comments about the student rather than yourself by staying away from statements that have the word “I” in them.
- Don’t be cryptic. If the student did poorly because of a certain issue (not turning in homework, poor test scores), then say it. Just use the sandwich technique when you make that comment:
 - Positive comment about student
 - Straight forward comments about why the student is not succeeding in the class.
 - Positive ending comment – ways the student can improve, encouragement, etc.
 - You may include areas that students can work to improve. This is a valuable way to communicate goals that students should work towards.
- A report card is an official document and should look “professional.” Stay away from being too personal (Smiley faces are cute but not appropriate for a report card.), using “inside jokes” or humor.
- Stay away from vague comments, “Johnny was a pleasure to have in class.” Use instead, “Johnny was very creative in his project work this quarter.”
- Do not make character judgments in your comments, “Johnny is a

very lazy student and needs a good whooping.” Use instead, “Johnny struggled with getting his work in on time, and this hurt his overall grade tremendously.”

- Be careful when making grade predictions: “If Johnny keeps working hard this semester, he should end it with an A+.” If the student, for whatever reason, does not do well, the parent might try to blame the teacher.
- Don’t put obvious grade information into your comments, “Johnny got an A- this semester and got an A on the final exam.” Parents already know this by looking at the top of the report card. Your comment becomes redundant and unnecessary.
 - Do not be offended by the editing of your comments. This is part of the process and something that needs to be done whenever the school sends out official documents from this school. A typo or grammatical mistake is a poor reflection on both the teacher and the school. Having someone else read your comments helps us catch many that otherwise might have been missed.

Best Practices in Creating

Exams

Sources: McGraw Center for Teaching and Learning, Berkeley Center for Teaching and Learning, University of Michigan, and University of Minnesota Center for Teaching and Learning A good exam must:

- Accurately represent the learning objectives
- Pose complex problems that require students to integrate course skills and knowledge
- Be cumulative
- Require students to make connections among various concepts or ways of thinking”
- Include a self-assessment component – require students to evaluate their own intellectual growth over the course of the semester.
- Use multiple measurements to get better results – avoid tests that use only one method of evaluation. A combination of methods, for example a test that includes both short essays and multiple-choice questions, will more accurately represent student learning.

Tips/ideas:

- Consider asking students to develop exam questions – this will engage them with the material, find out what they think were the most important or relevant course concepts, and encourage them to think about the course as a whole.
- When you’ve composed a draft of your exam, take it yourself and time how long it takes you to complete. If possible, have another person take the exam for a test drive to see if the instructions are clear and the questions unambiguous.
- Revise the draft with the exam’s layout in mind – can things be made more clear or concise? For example, with essay questions, we

blend what we intend to be helpful background with the question itself, and students have to hunt for the question. Instead: put the background in one paragraph, and label it as such. Then put the question on a separate line.

- Make sure the value assigned to each part of the exam is clearly and prominently stated.
- When it’s close to exam time, review the exam format with students. Provide pointers for studying and make your expectations clear. If possible, provide students with practice exercises or examples of excellent answers.
- After the exam has been graded, take a look at the results – were there some questions that were more problematic for students than others?
- Is there evidence that phrasing or format, rather than the content, confused students? Think about ways the exam could be changed and make notes of these ideas for the next semester.
- Consider creating multiple-choice questions with space provided for explanations. This gives students the option to provide a rationale for their answers, or to indicate how depending on interpretation, more than one answer could be valid. While this method might increase grading time, it also decreases student anxiety, and “often prevents penalizing the ‘good’ student for interpreting the question at a deeper level than was intended.”

Final Exam Checklist:

Does my exam call for both content knowledge and disciplinary skills?

- Does my exam give students opportunities to integrate and apply various knowledge and skills from my course?
- Do I have an accurate measure of how long the exam will take the average student? (Aim
- Does my exam employ more than one type of assessment?
- Have I asked a colleague to check my exam instructions/questions for clarity?
- Have I included some element of student reflection on overall intellectual growth? (Often essay questions will include this component.)

Student Records

Individual student records are filed in locked cabinets in the school office. These files contain copies of previous academic records, report cards, health records, admissions paperwork, disciplinary letters, and standardized testing records. If a teacher needs to see a student's file, please speak to the admin assistant and sign in/out your name on the appropriate clipboard. Keep in mind these files are official school records and should be treated with confidentiality and professionalism. Nothing should be removed from them.

Sycamore (Student Information System)

Sycamore is the administrative program used by the school to track students' academic progress,

assignments, grades, disciplinary records, attendance, course scheduling, teacher and room assignments, and more. It also includes the teacher gradebook program.

Sycamore includes a program where parents and students can see what is recorded. It is important that teachers' gradebooks are professional and a reflection of the quality of work that is done in the classroom. Because of this, it is imperative that teachers keep their course syllabi, assignments, disciplinary records, and students' grades and comments up-to-date.

For daily work, the grade should be entered into Sycamore by the teacher within one week of student submission. For major tests and projects the grade should be entered within two weeks. Teachers are expected to enter a minimum of one grade during any two-week time period. When students are working on a larger project that takes longer than two weeks, grading should be broken down into smaller chunks so that regular reporting can take place.



Communication

Email and WeChat are the primary communication tools among staff, students, and parents. It is important that the communication be professional and courteous. If you would not say something face to face, you probably should not put it in an email. It is important to pay attention to tone in written communication to limit miscommunication.

Teachers are encouraged to communicate with parents via email and WeChat. Any time there is a concern about a student, the teacher is expected to initiate communication. Do not wait for the problem to become serious, but involve the parents early on. Teachers are the direct line of communication with parents. If a difficult situation arises, the teacher should copy the email to the principal. They are also encouraged to include occasional notes with assignments.

Elementary teachers are expected to send home a Friday folder each week. High school teachers are expected to send home student portfolios per semester.

Open House

Open House/Back to school night is scheduled during the first month of school. Parents are invited to tour classrooms. Teachers are expected to have their classrooms ready for parents to visit. Teachers should post their classroom expectations and high school teachers should present course syllabi.

Parent Teacher Conferences

Parent teacher conferences are scheduled during the first and second semesters. Elementary conferences are scheduled with each parent while the students have classes cancelled for the day. Middle and high school students will have school in the morning and conferences will be scheduled for the afternoon. The following are suggestions for maximizing the benefits of parent teacher conferences:

- show appreciation—start with a compliment, the most problematic child has some good features.
- establish joint responsibility for the student: parent’s job and teacher’s job—a partnership for the child’s good
- avoid educational double-talk.
- Don’t talk up or down to the child’s parent(s). The teacher is the host or hostess and should use courtesy and tact
- know that teachers can have a dramatic impact on the success or failure of the conference
- teachers should be prepared with all the data needed, and have a folder of samples. Be prepared to talk specifically about the student. “Your child is doing fine” means very little to a parent
- bring student work or samples to conference.
- talk about data and facts. Avoid making inferences or talking about how you feel about the student
- make the conference flexible—find something to praise—emphasize the strength and ask the parent(s) for help with the weak spots

- do not compare one child with another
- do not criticize other teachers
- express your appreciation for the parent's time and interest
- take notes on the conference form of action steps and plans discussed with the parent(s)
- follow through on any action items that you promise for parents

Handling Difficult Situations with Parents

Sometimes the line between a parent visiting the classroom and a parent being intrusive in that classroom can be very thin. All staff have permission to withdraw from a situation, but should remain civil, professional, and business-like with that parent. Inform the principal as soon as possible so that the administration has a clear picture of the classroom, student, or parent problem.

If a teacher is dealing with a difficult parent, they should set limits with that parent. They may ask the parent to step out of the classroom and get into a private location.

If the teacher does not have the time to talk when the parent approaches, they may set a time for another meeting.

Sometimes a phone conversation can make a teacher feel vulnerable. If it is a hostile call, they should write down what was talked about and share the conversation with the principal as soon as possible. They should try to keep the conversation short and ask that the parent come and see him or her in person. If he or she feels that the conflict is beyond their responsibility, arrange for a meeting with the parent, themselves, and the administrator. Be sure the parent knows the principal will be at the meeting and plan to hold the meeting in a neutral location if necessary.

Report any incidents to the principal. School administration needs to know about any conflict between teachers and parents. A brief email or face-to-face talk should happen. Defusing problems early on is much easier than dealing with escalated conflict.



Technology

There is a significant learning curve for teachers to keep up with the demands of effectively using technology. Teachers are asked to know how to use Webmail for mail, Sycamore for grading and records keeping, and the ways to use an iPad or tablet as an effective teaching/learning tool. Learning these skills requires both an initial investment of energy and time, as well as ongoing training and learning. This is an important job requirement.

Students (Grade 5 and up) are asked to sign that they understand and will abide by the Digital Citizenship policy that is in the parent student handbook. Teachers should know and understand the policy to be able to enforce it.

Teachers are issued a school-owned computer for use at XIA. This may also be used for personal use within the limits set by the technology department for installing programs and running software. Teachers who break a device through negligence or who lose a device will be asked to replace the device.

Teachers should not use school time for personal emails, phone calls, or other non-school related activities.

Intellectual Property Rights

Work that is done while an employee of XIA is considered XIA intellectual property. Teachers are expected to leave organized files when they move away that includes worksheets, tests, and other course materials.

In general, sharing material with other schools is a courtesy that is allowed so long as the request is "reasonable". You

should check with administration before sharing something.

Policy for the Use of Movies in Classroom

In Elementary School, movies shown in the classroom must be rated G or PG. In Middle School, any movie rated PG-13 or higher must follow these guidelines. In High School, any movie rated R or higher must have prior approval by the principal.

Occasionally it may be appropriate to show a movie for an educational purpose that has some inappropriate content. Teachers are first encouraged to determine if another movie or clip could be substituted to teach the same material. If it is determined that the movie will be shown to the class, the following steps should be taken:

- Administrative notification – The principal should be made aware of the decision and must give the approval to show the movie.
- Parent notification – an email should be sent home several days in advance informing parents what will be shown and why. Students should be given the opportunity to opt out of watching the movie.
- Debrief before and after the movie – the teacher should take measures to prepare students appropriately and explain the decision to show the movie.
- Gratuitous sex and violence should be removed, if possible



Services

ELL (English Language Learning)

During the admissions process, second language students will take an ELL test to determine their English language proficiency. Teachers who have concerns about a student's English fluency and competence should speak to the ELL teacher and principal. More specific ELL policies can be found in the Parent/Student handbook.

Counseling

As yet, XIA does not have a full time counselor. Every staff member builds special relationships with students. Because of individual interests and personality characteristics, there will be students who find themselves relating to specific teachers more than others on staff. If issues come up that teachers are unsure of how to handle, or feel

When a teacher learns of situations of abuse or suspected abuse, and/or potential harm to self or others, he or she needs to report it to the principal. It is very important that the teacher communicate to the student the intention and responsibility for sharing this matter with the proper people. Teachers should be careful never to promise complete confidentiality as there are legal and moral obligations to report in some situations.

Teachers should notify the principal when meeting with a student regarding a serious issue. By letting the principal know, teachers share the burden of responsibility and have a connection by which to share continued concerns for the student. Teachers are obligated to report to the principal any student with whom they are meeting with regularly for personal counseling.

Retention and Social/Academic Promotion

If it seems advantageous to the student's future, retention will be recommended to parents. The notification of low academic achievement should be indicated to the parent well in advance of a recommendation for retention, preferably in a face-to-face meeting such as parent-teacher conferences. The recommendation should only be done after careful consideration and consultation with relevant staff personnel and the principal. The final determination for grade placement will be made by the principal.

Social promotion (accelerating a student because of age or maturity) is a possibility in the case of students whose ability is low. This is done when parents, teachers, and school administration feel that it would be advantageous to the student's future and will not excessively hinder the balance of the class. It is only carried through when there is indicated effort on the part of the student to be cooperative and where he or she is striving to do his or her best. This may also be applicable in situations where the student has a documented learning disability and retention is counterproductive.

After a student has been admitted and school personnel find that acceleration may be beneficial, and/or parents insist on a higher grade level placement, the following guidelines should be followed.

To be eligible for acceleration, the student should meet the following conditions:

- Evidence of social and emotional maturity
- Excellent grades in mainstream classes in middle and high school and superior performance in elementary school
- Standardized test scores with grade equivalency of at least 2 above current grade level. (MAP equivalent).
- Exemplary attendance

The procedure for acceleration should be as follows:

- The classroom teacher should approach the principal with the suggestion for grade level assessment. The parent may also make a direct appeal to the principal for acceleration or contest the original grade placement
- The principal will solicit input from all of the student's teachers regarding academic achievement and maturity
- The principal will evaluate the student's grades, standardized test results, end of the year tests, and attendance
- With the assistance of the teachers the principal will evaluate whether acceleration would benefit the student academically, socially, and emotionally
- The principal will meet with the parents to finalize the student's grade placement. The teachers will be informed of the decision
- If there is a dispute about grade placement, the final decision rests with the principal. Homeschooling students will need to take entrance exams in Math and

English as well as present previous grade level homeschool work for evaluation.

Student - Teacher Assistants

Use of student assistants can be helpful to teachers and to the student. Grades 11 and 12 students are frequently available to assist teachers. It is the teacher's responsibility to approach a student for availability subject to administrative approval. During the semester, the teacher is responsible for monitoring the student's attendance and work. Students may earn service credits as a TA.

TAs are not allowed to grade other students' work or to enter grades into the teacher gradebook as student privacy must be respected and the integrity of gradebooks is compromised by doing so. Additionally, teachers should remember that they are never to share their login information or allow students to work on a computer using the teacher's computer access. Teachers who have a TA must protect sensitive or confidential information about other students.

Peer Tutoring Program

In a few cases, students may need reinforcement in certain areas beyond what can be covered in class or in afterschool sessions with the teacher. Peer tutoring allows high school students to tutor younger or struggling students.

Each teacher of the classroom student that is being tutored needs to inform the principal who will create a tutoring schedule so all teachers and staff are aware of who are the high school tutors.

In most cases, it is teachers who recommend struggling students for tutoring. The teacher that requests a tutor for their student is responsible to communicate with parents.

Tutoring by Adults: To avoid a potential conflict of interest for teachers at Xining International Academy, teachers may not tutor students for pay (or gifts given in lieu of pay). Staff and students may not provide tutoring off campus according to government regulations.

Substitute Teachers

If you will be absent from school for illness, medical, conference attendance, or documentation reasons, please contact the principal right away. For illness, the school office will attempt to get a substitute. For other absences, the teacher will need to get a substitute for the time away from school. Teachers should have substitute teacher lessons plans available in case of an emergency.



Additional Responsibilities

Elementary Teacher Responsibilities

Guidelines for Assemblies:

Teachers will be asked to present an assembly with their class according to an assembly class rotation. Assemblies content should cover the school theme and character curriculum as well as special topics of interest.

Guidelines for Lunch Duty:

Elementary teachers or classroom assistants are responsible to provide lunch or recess supervision. At the beginning of each semester, a supervision schedule will be created by the elementary department.

Students may order lunch in their classrooms at the beginning of the school day. Students may also bring lunch from home. All elementary students except Pre-K will eat in the lunch room.

Lunch duty is assigned during the elementary department meeting at the beginning of each semester for K-6 grades. Teachers or assistants monitor students during the lunch period and assist in any way needed. Students may talk and socialize during the lunch time but they must be seated while eating. Students may use microwaves but teachers need to assist if the toaster ovens are to be used.

Students raise their hands when they are finished with lunch and want to put their lunch bags in their lockers. They may line up for recess at 12:20.

Guidelines for Elementary Recess

- Students should stay in the sports field area during recess
- No food should be taken outside during recess
- There should always be two teachers/assistants accompanying students during recess
- If a student is injured during recess, one teacher should escort that student to the school office
- Shoes must be worn during recess
- Teachers blow a whistle to indicate the end of recess
- If there is a problem concerning the discipline of a student during recess, notify the classroom teacher of the misbehavior.

Guidelines for the HS Lunch Period

Grades 7-12 students may order lunch in their homeroom at the beginning of the school day or bring lunch from home. Students may eat lunch in the lunchroom or high school lounge. Students may go outside to the sports field during the lunch period but may not eat lunch on the sports field. High School students may buy snacks from the snack cabinet at school during breaks and after school.

Extra-curricular Activities

Extra-curricular activities may vary from year to year and are dependent on teacher's interests and abilities to provide activities.

Field Trips

Teachers may plan field trips to enhance and expand the learning which takes place in the classroom. Requests for field trips require approval by the

principal at least two weeks in advance of the planned trip (via email). Parental consent slips (hold harmless forms) are to be signed by parents and returned to the teacher.

Once a teacher has made arrangements and received approval for a field trip, he or she must notify the office staff in charge of the calendar to record the event on the appropriate date. The calendar event should include a list of the students and staff who will be in attendance and who will be missing classes due to the field trip.

When organizing the field trip for school sponsored activities, please keep in mind that transportation must be organized by the teacher and only XIA staff or parents with appropriate licenses may transport students. Parents may drive personal vehicles as long as a parent gives consent on the permission form allowing their student to ride with a parent.

The ratio of student to teacher/parent on field trips is 1:4 for Pre-K, 1:6 in elementary, and 1:10 in high school. It is highly recommended that a minimum of 2 adults attend each field trip. Overnight trips with multiple genders of students require multiple genders of sponsors. When off campus a staff member should not be alone with a student. If there is no way to avoid this, staff should communicate immediately with another adult as soon as possible and let them know the situation.

The sponsoring teacher is responsible for communicating which students are participating to the office and to arrange for attendance to be recorded correctly in Sycamore or to enter attendance themselves.

Teachers and staff members chaperoning field trips may not bring any other children, including their own, along on the trip unless given special permission by the principal. The students on the trip need the full attention and supervision of all chaperones.

Events Calendar

All special events must receive clearance by the administration and be placed on the school calendar available on Sycamore. Use of facilities must also be approved by the administration and person/s in charge of the facility.

All events are placed on the school calendar by the Admin Assistant. To add an event to the calendar, you can send a request to the administrative assistant.

Budget

The school budget is set by the principal. Each classroom has an allotted amount for additional resources outside of the regular classroom supplies. Purchases over 200RMB must be approved by the principal.

Regular school supplies (pencils, glue, notebook, etc.) and field trips are covered by the participation fee. Teachers who want to spend funds not allocated in the budget should first talk with the principal to get approval.

School Supplies

Consult the Student and Parent Handbook regarding appropriate distribution of school supplies. Students may be expected to purchase additional supplies throughout the year.

Fund-raising

There are limitations to the fundraising that is allowed on campus. Refer to the Staff Handbook for guidelines about what is appropriate.

School Planner

High School teachers are to encourage student use of school planners and may require them for their own class.

Student Check-out Procedure

At the conclusion of each semester, middle and high school students are required to complete textbook check-out forms which are signed by their teachers. Each high school class will be assigned a teacher responsible for overall checkout including locker checks. Check-out times for high school are scheduled on the final week of school.

Students must return all checked out items as part of this process including any digital copies of the books that the school has loaned to them. This process means just reminding the students to delete the items from their devices.

Teacher Check-out Procedure

At the conclusion of the school year, teachers will be given a final check out sheet that details duties that must be completed before leaving for summer break. The list includes but is not limited to preparing the room for the summer, and those who are leaving, returning keys to the main office.

Xining International Academy educates children preschool through grade 12. Located in Xining, Qinghai, China. The school offers an American, university-preparatory, values-based curriculum, and is fully accredited by WASC (Western Association of Schools and Colleges)

