



KEYSTONE ACADEMY
MIDDLE/HIGH SCHOOL
COMMUNITY
HANDBOOK

鼎石中学社区指导手册

2023-2024



MISSION STATEMENT

Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western, and international education, creating a new world school with a liberal arts program that is academically outstanding. All our endeavors are framed by five shared Confucian values: compassion, justice, respect, wisdom and honesty.

At Keystone, we embrace a world that is dynamic and ever-changing. We learn from and we learn for this enterprising, global, and diverse community.

Our keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

Our ambition is to share successes generously and to learn from failures bravely, to open our doors to many, and to engage fully with the world of education, and the world at large, beyond our gates.

Our students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Our teachers are passionate about learning, rigorous in their standards, and inspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully the colleges, careers, and communities of their choice. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

SHARED VALUES

Each member of the Keystone Academy community - parents, students, teaching and support staff - is expected to act in ways that show respect, compassion and consideration for others and to provide a safe and healthy learning environment for all. Membership in the Keystone Academy community offers unique privileges and also implies shared responsibility. In an atmosphere where safety, trust and belonging are our goals, we create a strong community partnership through a collective sense of values and traditions. All community members affirm the Five Shared Values and these core principles provide the foundation for our behavior and interactions.

REN 仁 COMPASSION

Individuals are not completely autonomous; we are social beings who derive identity from our interactions with each other. We recognize the interdependence of communities and cultures. We act with kindness, understanding and empathy in our relationships with others. We value the quality of our connections, and care for the emotional, physical and spiritual health of self and those around us. We act with a generous spirit and make a positive difference in the communities in which we live and learn.

YI 义 JUSTICE

We act rationally and fulfill our responsibilities courageously and with determination, steadfast in our integrity and sense of balance. We resolutely uphold justice for all. We are compassionate stewards of our community, of humankind, and of our world ecology.

LI 礼 RESPECT

We value the norms and expectations for social behavior in our community and beyond. We base our interactions and relationships on respect, reverence, equality and a desire to serve and better understand each other. We possess a sense of duty and compassion towards family, community and our ever-changing world.

ZHI 智 WISDOM

We accept the wisdom of others while diligently pursuing personal enrichment and knowledge. Wisdom guides us to make the right decisions in life. We use intuition, intelligence and reflection to seek higher meaning and we employ our introspective abilities to understand the human heart and condition. We carry forth our knowledge to lead and serve in ways that benefit the common good.

XIN 信 HONESTY

Honesty and trust are the building blocks of every community. We rely on good intentions, the honoring of commitments and authenticity in each and every interaction. Our community members tell the truth, act with integrity and live up to the highest of expectations. We will be self-governing, accept responsibility for our actions and lead by example.

COVENANT OF SHARED VALUES

Keystone Academy's Covenant of Shared Values reflects our commitment to each other and our community. The covenant reads:

As a member of the Keystone Academy community I am committed to the Five Shared Values. These virtues orient my behavior, guide my actions and inform my sensibilities. By signing this covenant I promise to:

REN *Treat others with respect, compassion, and dignity, value inclusivity and respect cultural differences.*

YI *Uphold justice and equity, and take a lead in defending the rights of others.*

LI *Bring honor to self, family and the good name of the Academy in all I do.*

ZHI *Commit to the pursuit of knowledge and have the wisdom to seek guidance.*

XIN *Be honest in all matters and encourage others to do the same.*

Before matriculating each academic year, new community members sign this covenant at a special opening ceremony.

Specific behavioral expectations that support and clarify the Five Shared Values of Ren, Yi, Li, Zhi and Xin follow:

- Members of the Keystone Academy community are expected to be open and honest in all communications. A timely response to questions and concerns is a priority.
- Keystone Academy does not tolerate behaviors that harass or bully and will not stand for such. Any personal harassment based, for example, on race, gender, age, grade, disability, religious affiliation, or sexual orientation is considered a violation of respect.
- Keystone Academy is a drug and tobacco free community. Possession of illegal substances and smoking are not allowed on the school grounds at any time. It is expected that all community members will take responsibility for the enforcement of this expectation.
- Membership in this community is a privilege, not a right. Unwillingness or the inability to ascribe to the Five Shared Values is cause to question the appropriateness of one's membership in our community.

Whether you are reading this Handbook as a student, parent, or member of staff, it is the responsibility of all community members at Keystone Academy to become familiar with its contents. Although the information contained in this Handbook is intended to cover the many situations that might arise in our community, it is inevitable that rules, policies and procedures cannot cover every possibility. The school reserves the right to add or modify policies, procedures and rules contained in this book as deemed necessary.

Ultimately, the wellbeing of our school community depends on all of us embracing the spirit of our policies, procedures and rules by demonstrating goodwill and exercising sound judgment.

What do we expect from our students?

- Academic seriousness: complete assignments, participate actively and strive to do your best each day.
- Good citizenship and a sound moral compass: contribute to a safe and positive school culture by being kind, courteous and aware of the needs of others.
- Personal responsibility: care for yourself by developing healthy habits and making good decisions.
- Ability to take risks and seize opportunity: seek challenge each and every day.

What do we expect from our parents?

- Moral support: uphold the school's expectations at home.
- Parenting in partnership with the Keystone staff: cooperate with the Academy personnel and help make the Keystone experience one to be proud of.
- Communication: trust that teachers and administrators want the best for your child and voice your questions and concerns to the appropriate school person.
- Financial support: settle accounts in a timely manner.

What do we expect from Keystone teachers and administrators?

- Care: we treat each student with respect and are attentive to his/her needs.
- Partnership with parents: we trust that parents value Keystone's educational practices and promise to cooperate and communicate fully in an effort to see each child succeed.
- Professionalism: we prepare thoroughly for each class and assignment and seek opportunities for professional growth and development.
- Communication: we respond in a timely fashion and seek ways to involve families in the educational process at Keystone.

SCHOOLWIDE DEFINITION OF LEARNING

At Keystone Academy, learning is a life-long journey rooted in heritage, outward in perspective and framed by our five shared values.

Learning encompasses the discovery of new knowledge, skills and understanding, allowing for inquiry, creativity and connections in a local and global context.

This journey empowers our learners to develop character and fosters a joy of learning in experiences that occur both inside and outside the classroom.

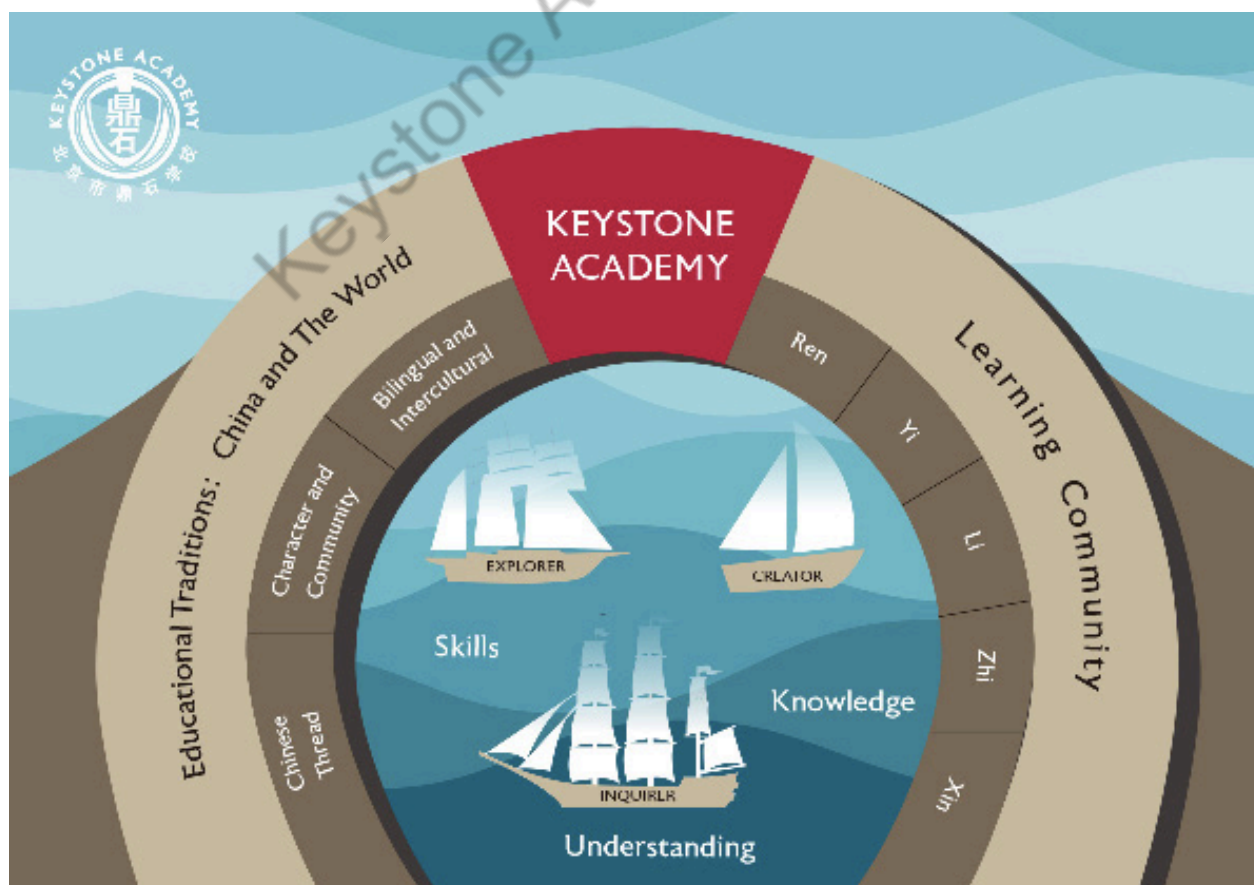
Effective learning in Primary takes place when:

- I am excited about my learning
- I feel secure and supported in my learning journey
- I have goals and feel challenged

- I learn from my mistakes and I can take risks
- I know how I am learning
- I work with others to reach my goals
- I take ownership of my learning
- I make connections between learning, myself and the world

Effective learning in Secondary is:

- Dynamic and challenging
- Holistic and balanced
- Inclusive and personalized
- An individual pursuit as well as a collaborative process
- Varied and contains different approaches
- Focused on process, as much as outcomes
- Experiential, where connections are made to real life
- Committed to character and community



Keystone Academy 2023-2024 Quick View Calendar

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 SLT returns
17 Middle Leaders return & New teachers' orientation begins
21-29 Orientation for Leaders & All Faculty
30 New Boarders move in
31 Orientation for all new students & DP students | Returning Boarders move in

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

1-23 CNY Holiday
9 CNY Eve

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 First Day of School PS returning students & G6-G10
29 Mid- Autumn Festival

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 Staff PG Day – no students

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 -7 Chinese National Holiday

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4-6 Qing Ming Festival Holiday
26 PS & SS Student Led Conferences

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Staff PG Day – no students
23-24 Parent/ Teacher Conferences - Whole School
27 Mid-term break

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 May Holiday
18 Grade 12 Graduation (TBC)

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22 Students half day
25 – 29 Winter Holiday

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10 Dragon Boat Festival
27 Last Day of school – Students half day
28 Last day of school for teachers – full day

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 New Year Holiday
31 Last day of School | Students half day

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-31 Summer holiday

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STUDENT LIFE-A Reference for Day & Boarding Students

The Advising System & Adult Support

Our school is infused with multiple ways to connect, on a formal and informal basis, with the teaching and support staff. Students and parents are encouraged to develop connections with many adults in the Keystone community. Our multi-layered system of support helps students manage the many decisions and tasks they face each day. Students have frequent and meaningful interactions with classroom teachers and coaches, dorm parents, the Deans of Residential Life, Division Heads and the Deans of Students. While students may come to know many adults on campus, a more formalized connection is forged with the advisor.

The Advising System provides a mechanism for students to cultivate a strong relationship with an adult mentor who is then responsible for the development of a meaningful educational plan and experience at Keystone Academy. Formal advisor meetings are scheduled weekly and informal meetings are arranged as needed.

All middle and high school students, day and boarding, are assigned an advisor. This advisor may be assigned based on a student's academic schedule and is usually one of their classroom teachers or an adult who lives on the hallway in their dormitory. The advisor sees each advisee (a student assigned to an advisor) throughout the school day, or in the evening, as is the case for our boarding students. Students can discuss matters of concern, academic or otherwise, with the advisor. It is expected that a mutual trust will develop between the two. Students should make extensive use of their advisor to discuss schoolwork and personal issues. The advisor will help set, and periodically re-examine, personal goals according to each student's interests, strengths, and past performance. The advisor is responsible for helping with course selection and the tracking of graduation requirements.

Each advisor has seven to nine advisees, depending on the grade level. The advisor is primarily responsible for ensuring that all advisees and families experience these quintessential elements of Keystone Academy community life:

- Students feel valued and have a sense of belonging.
- Students grow academically, socially and morally.
- Students establish meaningful and frequent connections with adults and peers.
- Parents have a source for direct communication with the Keystone Academy teachers and administrators.

A student who wishes to speak to his or her advisor or another supportive adult on campus should be aware that any discussion which reveals a life-threatening situation or indicates a danger to his or her own, or another student's health cannot be kept confidential.

The advisor is the parental substitute while students are at school during the day, or living away from home, and communicates directly with parents when such conversations are needed. The advisor is the first point of contact, and parents and guardians should feel free to call upon the advisor when they have questions or concerns. We seek to establish a meaningful three-way partnership between student, parents and advisor. Open and direct communication is an essential component of this partnership.

If conversations with the advisor are not able to resolve an issue, parents will be advised to contact another adult on campus for further assistance. Those adults might include classroom teachers, the Deans of Residential Life, the Deans of Students or Division Heads.

Advisors communicate with parents often. Advisors will report on details about student involvement in the community, service learning, and progress, in particular in cognitive and affective learning skills, along with any other comments advisors may feel are helpful and valuable to record for an individual student.

Classroom teachers provide academic monitoring and guidance. Through the lessons students have in the classroom, teachers will come to know student strengths and weaknesses, and will keep in touch with advisors, the Deans of Students, and the Center for Student Development regarding academic, social, and emotional development. Teachers may at times want to hold individual conferences with a student to discuss schoolwork and progress; a student or parent may also request such a conference, at times outside scheduled teacher-parent meetings, if they feel that would be helpful.

Making the change to life at boarding school is best described as being a process of transitions. These transitions might include living away from home for the first time or learning how to meet the increased demands that come from a change in academic standards. For

all of us, living in a more communal arrangement requires patience, honesty and the ability to ask for help and support when needed.

The dorm head and dorm parents reside with their families in private apartments on each floor of the dormitories at Keystone Academy. Affiliated dorm parents, who live on and off campus, will complete the dorm parenting team and share in the responsibility to supervise students during dorm hours on the weekdays and weekends, during study hours, at dorm meetings, for room inspections, lights out and after hours.

Dorm parents make sure that life on the hallway is running smoothly. Issues that arise in the course of community living happen from time to time and will be dealt with swiftly and firmly. Dorm parents ensure that there is harmony and a persevering level of respect towards all in residence. When matters of discipline arise dorm parents involve the advisor and Deans of Residential Life.

Dorm heads take the lead in presenting our residential curriculum to students during hall meetings in the dorm. The residential curriculum focuses on the simple question of “What do we want our students to have learned by living here at Keystone Academy?” The program is designed to develop independence, healthy communication, empathy, connection with others and self-awareness. Each student will have a residential report of progress each term.

The Deans of Residential Life, and the Deans of Students are members of the Student Life Office who work directly with advisors and dorm parents to monitor the academic, social and emotional progress of students. They work closely with advisors, dorm parents, and teachers to ensure that each student has a personal plan for growth and development.

Center for Student Development

In addition to Advisory Teachers and other classroom teachers, Keystone employs a multi-disciplinary team of professionals to provide learning, language, and counseling services to our students. Individual students, teachers or parents may reach out for support if a student is in need. These services are all located in the Center for Student Development (CSD).

The CSD faculty is made up of Learning Specialists, English as an Additional Language (EAL) Specialists and Socio-emotional Counselors. This group of faculty is highly trained in specific areas of child development, differentiation, and instructional strategies. CSD specialists provide academic interventions and practical, research-based strategies to be incorporated into the classroom or individual sessions with students. CSD partners with the Deans of Students, advisors, Grade Level Leaders, and dorm parents to provide the best support for student success.

The Center for Student Development collaborates with Keystone community stakeholders (teachers, parents, students, and administration) to promote diversity, inclusion, and acceptance by empowering and supporting all students to reach their full potential in an ever-changing and global world. The main objective of the CSD is to facilitate the capacity for all Keystone students to reach their fullest potential and highest success. When needed, students are referred to the CSD for consultation, observation, assessment, support, and guidance. Outside specialists/organizations may be considered, when necessary, in partnership with parents.

Recess Policy

Play is the highest form of research.

Albert Einstein

Recess at Keystone Academy is considered part of a student's academic support plan. Article 31 of the UN Convention on Rights of the Child states children have the right to play. We value our children's social and emotional health. Which means that recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. In essence, recess should be considered a child's personal time, and it should not be withheld for academic or disciplinary reasons.

Students who have time to play outdoors or have unstructured play time are often more attentive and are more successful at cognitive tasks during their school day. There is a direct correlation between recess and improved focus and motivation. Therefore, we do not exclude students from recess for punitive reasons or academic performance in the classroom. Classroom discipline policies should be based on mutual respect, trust, the Five Shared Values, IB- Learner Profile, classroom norms, essential agreements, etc. Recess is not used as a bargaining tool to get our students to do what we want.

If a student is having challenges or difficulties performing appropriately at recess, the MS Deans of Students and MS office will work with these students on a case-by-case basis. The intended aim of recess is to support our children in class.

Recess is...

- Time for students to be outdoors
- Dedicated play time
- Time to collaborate
- Physical activity
- Social

Recess is not...

- A time to catch up on work
- A time to complete a quiz or test

Play is fundamentally important for the success and happiness of Keystone Middle School students.

Service Learning

All students are expected to participate in Service Learning as part of their Keystone Academy experience. Keystone places great value on the learning and outcomes of providing service to others. Developing sound habits of heart is as important as habits of mind. With this as our aim, the Academy is committed to providing numerous opportunities for our students to work for the benefit of others, locally, nationally and internationally. Opportunities are available through students' grade level groups as well as our weekend programming for students to explore the benefits of serving others. We encourage students to initiate these opportunities as well through the Office of Student Life.

All students are required to participate in service both within the Keystone community as well as outside of school. These experiences must be documented and include a reflection on the experience, in order to take full advantage of the learning opportunity.

It is our intention that students will, as a result of being in service to others:

- Increase their awareness of others and commit themselves to projects of compassion and dignity.
- Undertake new challenges and experience some dislocation while developing new skills.
- See the value in improving their capacities for planning, organizing and collaborating.
- Become aware of global and local issues and the needs of others.

Special Ceremonies and Traditions

Keystone is dedicated to establishing and maintaining special events. Gathering as a community happens frequently and with purpose. We begin our school year with the Matriculation Ceremony, in which new students and their parents commit themselves to Keystone Academy and our Covenant of Shared Values. At the same time, the school makes a promise to these families and formally welcomes them.

Throughout the school year, morning meetings and weekly meetings are held by advisory group, grade level, and division. These are opportunities for our community members to share messages that are important to them as well as important in a global context.

Other special events and traditions include but are not limited to fun community celebrations such as our May Community Fair or House competitions.

The House System

Upon entering Keystone Academy each member of the community is placed in one of five Houses (a term referring to a body of people and not an actual house or dorm location). Students remain with their House for the duration of their education at Keystone. The Wu Xing Elements, represented by Metal (Jin), Wood (Mu), Water (Shui), Fire (Huo) and Earth (Tu) will play prominently in a House's identity and sense of pride.

The House System enables a cross section of adults and students to interact in friendly competitions and become more familiar with others across grade levels and school divisions (primary, middle and high schools). Day students, boarders, teaching and support staff are represented in each House. The House System facilitates a sense of belonging, and encourages cooperation, team building, friendship, mentoring, dynamic play and healthy competition.

Houses participate in a variety of friendly competitions throughout the school year. Age-appropriate activities are carefully chosen to highlight the strengths of each child. In a community that values mentoring, the House System is a valuable link for older students to buddy with younger students. Adults will face the same competitive challenges as their student Housemates and will be on hand for every event to participate, monitor, support and guide.

In the future, sons and daughters of Keystone alumni will be placed in the same house as their parent(s). The pride of joining a House that has represented your family in previous generations will add to the deep sense of loyalty that comes from being a House member at Keystone Academy.

Experiential Learning Program

We believe that a vibrant Experiential Learning Program (ELP) is essential to overall student learning. Our ELP is an integral part of our curriculum, and consists of experiences both inside our classrooms as well as beyond our classroom walls. Such opportunities focus on leadership development, service, teamwork, connection and character building and are organized on a regular basis.

Two pillars of the ELP are the fall Outdoor Education Program and the spring trip to another part of China, connected to grade level curriculum. Both of these are mandatory for all of our students in relevant grade levels to attend. The school covers the cost of the fall Outdoor Education Program, while parents pay the cost of the spring excursion.

Only under exceptional circumstances would a student be excused from one of these experiences. In the case that there is a parent concern about his or her child's participation, the parent would meet with a review committee. The review committee, overseen by the Executive Head of School, would determine accommodations aiming to allow full and inclusive participation in the experience.

Safety is our primary concern within the program. In the case that a student poses a risk to himself or others, he or she may not be permitted to attend the trip. This decision will be made in consultation with the Executive Head of School, Division Head, and Deans of Students. Under these circumstances, no payment would be expected from the family.

Global Trips and Round Square

In addition to required experiences described above, Keystone offers a myriad global trips during school breaks. The purposes of these trips may be global awareness, cultural immersion, service, or other curricular focuses. Additional experiences are offered through the Round Square organization, offering students opportunities to visit other schools and conferences within the vibrant Round Square network that now comprises 200 schools worldwide. Costs for these experiences are paid for by families.

Field Trips

In order to capitalize on the abundant learning opportunities offered in and around Beijing, students may attend off campus trips related to their classes or activities. In most cases, transportation and costs of these trips are covered by the school.

Whenever Keystone students travel off campus, it is expected that they will behave in the same responsible and respectful manner in which they would conduct themselves on campus. All relevant school rules are in effect. Permission, health, and behavioral expectations are reviewed prior to student participation in trips.

Safety statement

Keystone Academy takes the safety of all its participants as the number one priority. All trips follow a Risk Assessment and Management System (RAMS). The RAMS is a dynamic process that is designed with all stakeholders to minimize the risk to all participants to an acceptable level. Faculty and students involved with providing or leading trips are trained in RAMS and how to cope safely and effectively with risk.

Participation Statement

All students are expected to participate in ELP, OEP, Service Learning and field trips as these are considered an integral part of our curriculum.

Keystone Activities Program

The Keystone Activities Program (KAP) is an essential part of the educational philosophy and experiential practice of Keystone Academy. KAP is integral to the varied opportunities that we offer and is consistent with all that we do in other aspects of Keystone life and learning. The skills, values, and attitudes that are learned inform the character and community building that is so important for our students.

Learning by doing, in such a variety of ways, build confidence, encourages risk-taking, reduces the fear of failure, feeds imagination, nurtures compassion, and promotes problem solving.

- In KAP sports, students discover the joy of playing on a team, the demands of performing as an individual, and the serving opportunities that go with this. Students also develop fundamental skills, the value of commitment, and perseverance.
- In hobby and club activities, students learn interests and develop passions that might become lifelong explorations.
- In the arts, students grow as creators of beauty, and practitioners and producers of substance.
- In service learning, students come to understand that compassionate habits of heart are as fulfilling as intelligent habits of mind, and crucial if communities large and small are to flourish.
- In student-led KAPs, students have the opportunity to share their interests and passions with the school community and grow as leaders.

Keystone Activities Program Requirements

Interests and offerings might vary from semester to semester, but we believe every student can find opportunities to get involved and try something new. We expect all day students to participate in a minimum of 2 KAPs each semester, while boarding students in grades 7-10 must participate in 3 KAPs each semester, including one physical activity. Grade 11 students must participate in 2 KAPs each semester. Grade 12 students must participate in one KAP first semester and KAP is not compulsory in second semester. Attendance is recorded and students are expected to attend all their KAPs.

Keystone Activities Program Exemptions

Students who have demonstrated commitment to an athletic or performance-based activity not offered at Keystone, may apply for a KAP exemption at the beginning of each semester. Students must come to the KAP office to request an exemption. Exemptions are granted on a limited basis. Parents are responsible for transportation to and from outside activities.

Athletic Facilities

Keystone Academy has state-of-the-art fitness facilities available to students during supervised activity times each day, including on the weekends. Our athletics facilities consist of:

A multi-purpose gym (38m*36m) that can be used as:

- Or 2 standard Basketball courts.
- Or 8 Badminton courts.
- Or 2 Volleyball courts.
- Or 2 Netball courts.
- Or 2 Handball courts.

A second gym (35m*20m) with as much versatility as the larger gym that can function as:

- One standard Basketball court.
- Or 2 practice Basketball courts.
- Or 4 Badminton courts.
- Or 1 Volleyball court.
- Or 1 Netball court.
- Or 1 Handball court.

Other Facilities

- An eight-lane swimming pool.
- An indoor (150m) and outdoor track (400m).
- Two 11-a-side football fields.
- Five 7-a-side football fields.
- Seven squash courts.
- Three Tennis Courts.

SCHOOL DRESS

Underlying our requirements for school dress is the desire that students take pride in themselves and have respect for the scholarly nature of our community. At all times, Keystone students will dress in a manner appropriate for the school activity in which they are participating and adhere to the spirit of school dress. With this in mind, we ask that students not alter or embellish school dress items. Additional school dress items may be purchased as desired throughout the school year.

While it is the student's responsibility to dress in accordance with our school dress standards, it is the responsibility of teachers to enforce and monitor student participation and adherence. 1st period teachers are responsible for monitoring students' uniform.

All school dress pieces (as indicated below) are purchased from the Academy. Students are permitted to mix and match our school dress items, maintaining a look that leaves a positive impression on other community members. Please adhere to the following limitations on our mix and match philosophy:

School Dress is the term used to describe several categories of dress at the Academy.

- Class Dress: Outfit worn for daily classroom instruction on school days from 7:45am until the last class has ended.
- Formal Dress: Outfit worn for formal Academy events, both on and off campus, and for presentations.
- Warm weather dress is encouraged to wear on suggested dates: August – October 31 and April 1 – June.
- PHE Dress: Outfit worn for participation in physical education, Wushu and Dance classes.
- House T-shirts: A House specific t-shirt worn for participation in House activities.
- Casual Dress: Clothing worn after the school day ends and on weekends.
- Special Dress should be approved by Student Life, for example sports, drama, leadership, ... outfits.

Class Dress- Girls and Boys

Items in Class Dress, Formal Dress and Physical and Health Education are required to be purchased in the school uniform shop. New students must purchase a predetermined package, which contains the minimum articles a student should need. Students are strongly encouraged to buy additional items of their choosing.

All students must wear the following:

- Navy blue pants
- Navy blue shorts (suggested: August-October 1, April 1-June)
- Long or short sleeved polo shirt
- Black or white shoes

Students may wear the following over their formal and class dress:

- Fleece Jacket
- Knit v-neck sweater
- Mock-neck sweater (grey, red, blue)
- Mandarin jacket

Formal Dress:

- White or striped dress shirt
- Formal dress pants or formal dress skirt
- Formal dress blazer
- Black or white shoes

Physical and Health Education:

- PHE Shirt
- PHE Shorts
- Sweat top
- Sweat pants
- Note: PHE uniforms, including the zip-up sweat top, are not acceptable as class dress.

Warm and Cold Weather Class Dress

- School-issued shorts may be worn suggested from August through October and April through June.
- The mock-zip sweater, fleece jacket, knit v-neck sweater, mock-neck sweater and mandarin jacket are the only acceptable articles to be worn over the school polo shirt in the academic buildings.
- The PHE hooded sweatshirt and personal non-Keystone sweaters and sweatshirts are not permitted as class dress.
- Shorts may not be worn with socks above the knee. Students may wear black, navy, or white tights under their skirts and shorts.
- Shorts and skirts may not be rolled.

Other School Dress Considerations

To the general criteria of elegance and simplicity, we add here a request for an appropriate degree of modesty and good taste. Clothes in disrepair (including but not limited to holes, tears, or stains) should not be worn as part of school, casual, or formal dress.

Casual Dress

1. Tops must cover the back and shoulders and connect with and cover the waistline of pants, shorts or skirts if not tucked in. Necklines should be high enough to cover the chest fully. Tops that are sleeveless are required to have straps at least 5cm in width.
2. Shorts, skirts, and dresses must be reasonable in length, for example, skirts must be beyond the fingertips.
3. Undergarments may not be visible at any time.
4. Sleepwear or underclothing may not be worn as outer clothing outside of the dormitory hallway, including the dining hall.
5. Avoid clothing printed with language or graphics that may be deemed offensive or inappropriate.

Footwear

1. Shoes worn with class dress must be black or white. They must have a closed toe and closed heel. Low boots may be worn. High heels over 5cm are not permitted.
2. Bare feet are not permitted. Flip-flops or sandals that only attach at the toe may be worn for casual dress, but never for Class Dress.
3. Suitable shoes are required for PHE lessons (sneakers). No sandals allowed.
4. When wearing Formal Dress, students are required to wear black leather shoes.

Hair and Outer Appearance

1. Hair should be neat and clean at all times.
2. Hats are not to be worn indoors.

Physical Health Education (PHE) Sports Uniform Policy

Students purchase a Keystone Academy sports uniform including a pair of shorts, a shirt, and a sweatsuit and are expected to wear this outfit for PHE classes. Day and boarding students are expected to use the gymnasium changing rooms to dress in their Keystone Academy sports uniform at the start of their PHE lesson. After a lesson, students are expected to change back into school dress when returning to classes or lunch.

Students are required to wear correct PHE uniform during PHE classes, including non-marking sport shoes that provide adequate ankle support. Sport team uniforms or parts of Keystone sport team uniforms are not part of the PHE uniform and cannot be worn for classes. Jeans, sandals or jewelry (rings, chains, bracelets, earrings other than studs) are not appropriate attire for PHE classes. PHE uniform infractions result in consequences in line with the school's uniform policy.

Swimming units are a compulsory part of the PHE curriculum. Students are required to bring appropriate goggles, swim caps, costumes and towels. School proper swimming suit are required.

To avoid loss, please make sure student names are clearly marked in all pieces of clothing.

ACADEMIC LIFE

Keystone will ask you to think deeply, to listen carefully to the ideas of your teachers and your classmates, to persist in the face of difficulty, and to take joy in the experience of learning. Your teachers will guide you, and at the same time we want you to become a thinker in your own right, with your own sensibilities and moral compass. As we point out in the school's statement on Academic Integrity, schoolwork is not only about knowing things: it is also about becoming a good and wise person.

The purpose of Keystone Academy is to prepare students for college and for life. Their preparation takes place in the classroom, outside the classroom, and beyond the formal walls of our institution. Student growth, maturity, understanding and college readiness have their foundation in a comprehensive academic education. The following section explains the processes and structures in place at Keystone, which nurture each student's academic and personal achievement.

Keystone Academy Academic Integrity Policy

Keystone Vision

At Keystone, we learn from the world, and we learn for the world. Three traditions inform us, five values inspire us, and three keystones guide us.

Keystone Academy blends distinctive traditions in eastern, western, and international education. Our five values are:

Ren 仁 Compassion; Yi 义 Justice; Li 礼 Respect; Zhi 智 Wisdom; Xin 信 Honesty Our three keystones are:

Our three keystones are:

- Bilingual immersion in Chinese and English.
- Building character and community throughout our residential setting.
- Promoting Chinese culture and identity in a world context.

Academic Integrity

The shared values of all members of the Keystone Academy community – students, parents, teaching and support staff – remind us that we agree to “act in ways that show respect, compassion, and consideration for others.” These core values, rooted in the Confucian Tradition, call us to become our best selves. Academic work affords us the opportunity to develop not only our knowledge and perseverance, but to embody our community's values of Li (Respect) and Xin (Honesty) in very practical ways. Academic integrity is likewise integral to the IB Diploma and IB Middle Years Programmes. Students are taught and expected to be “principled” learners who take advantage of the learning opportunities which can only be fully embraced when a student does work which is authentically his or her own.

Keystone's policy on Academic Integrity supports the growth and learning of students, and the cohesiveness of the academic community. We believe that upholding the highest standards of academic honesty and integrity is the work of the whole school, including students, teachers, library staff, parents, and administrators. This document outlines the complementary roles and responsibilities that each group has in order to ensure:

- Students understand clearly the importance of academic honesty, and are equipped with the tools necessary to produce academic work of high caliber.
- The integrity of the Keystone community, and the development of the character of individuals who comprise it.

A Definition of Academic Integrity

To act with Academic Integrity is to produce work that is authentically your own, while also acknowledging the contributions and ideas of others that are not your own, including the use of Artificial Intelligence.

Students and teachers alike create original work, often in collaboration with others, and always in conversation with ideas, concepts and forms that have come before. We often take in information and apply ourselves earnestly to practice that information (lianxi) as the first step in developing deep and refined mastery (jing). Over time, we develop insight that combines our own response to material with that of previous thinkers, our classmates and our teachers.

The greater academic community of which Keystone is a part demands that students, in all their work, honestly represent their own achievement in mastering material, and acknowledge forthrightly where and when they are building on the ideas of others. This virtuous honesty (xin) is at the heart of the academic notion of integrity – to show outwardly understanding that one has worked to develop internally, and to give due credit and respect (li) to those who have collaborated in that process. Academic work is not only about knowing things: it is also about becoming a good and wise person.

Academic integrity extends beyond the classroom setting. Students must be honest and accurately represent the origin of all of their work. This includes, but is not limited to: college or application essays, presentations in school meetings, or other competitions and activities outside of the traditional academic context.

Roles and Responsibilities: A Partnership of the Whole Community

Keystone Classroom Teachers:

- Teachers guide students in developing skills to help students act with academic integrity and avoid academic malpractice.
- In their written course overviews and in classroom discussion, teachers are explicit about their expectations for academic honesty and what that looks like in their subject area. Those expectations are shared among colleagues, and clearly communicated to students, parents, and administrators.
- Teachers model good practice in citation and attribution in the preparation of class materials, and they instruct their students in these techniques.
- Teachers scaffold skills as appropriate and follow processes in order to provide opportunities for consistent communication through challenging work.
- Teachers are consistent in their expectations of academic integrity for all elements of coursework, including homework, tests, papers, and presentations.
- Teachers address issues of academic malpractice in a forthright and timely manner.
- Teachers remain open to conversations with their students about course expectations and deadlines, establishing a supportive classroom dynamic along with maintaining high expectations.

Keystone Library Staff:

- The library staff collaborates with classroom teachers to develop research strategies and citation skills appropriate to each discipline area.
- The library staff teaches inquiry habits and research skills that support academic integrity.
- The library staff engages in a partnership with school administrators, program coordinators, classroom teachers and PTA to develop training sessions and activities, to clearly communicate and support expectations of academic integrity.
- Library staff stays current of new developments and criteria for research and citation, communicating any updates to staff and students.

Keystone Parents:

- Parents familiarize themselves with the academic integrity policy of Keystone in order to support their children in accordance with our expectations.
- Parents talk with their children about the implications of academic integrity.

- Parents affirm their children's original ideas and efforts and nurture curiosity and passion for learning.
- Parents encourage children to submit their own authentic work as outlined in the community handbook.
- Parents allow their children to make mistakes, to find their own voice, and to embrace the challenges of academic work: this is the process that results in deep and abiding learning.

Keystone Students:

- Students submit work that represents their own authentic ideas and skills, using appropriate citation and references for attribution.
- Ask questions of their teachers, librarians, and parents if they are unsure of citation requirements or their responsibilities as members of an academic community.
- Follow processes and structures of academic classes in order to provide themselves with opportunities to work with teachers through difficulties.
- Accept that academic work is often difficult, and that struggle and perseverance is central to the development of their understanding and their character, even if it does not result in the grades they had hoped for.
- Use self management strategies in order to effectively complete assignments in the allotted time period.
- Refrain from any form of academic malpractice, even when they feel under pressure.
- Never put classmates in the compromising position of having to overlook or contribute to academic malpractice.
- Communicate honestly and openly with parents and teachers when they are not prepared.

Keystone Primary School and Secondary School Academic Leadership Teams:

- Ensure that expectations for Academic Integrity are shared, and consistently applied, among all teachers.
- Ensure that all teachers receive sufficient training and promote academic integrity as an integral part of the professional development.
- Ensure that expectations of academic honesty and citation requirements in individual courses are clearly communicated to students and parents.
- Communicate in a timely manner with parents, students, and the teacher when an incident of academic malpractice arises, including the process for a formal school response.
- Responsible for ensuring that all teaching and learning happens in accordance to the academic integrity policy.
- Ensure that all relevant faculty have read and understood all citation and referencing guidelines shared by curriculum leaders and that all department resources and support are based on these guidelines.
- Ensure all necessary recourses, e.g., regulations, policies, subject guides, are easily accessible in printed and electronic format.
- Informed and involved in academic malpractice issues in conjunction with the dean of student's office.
- Responsible for turning academic misconduct incidents into teaching and learning opportunities, in order to promote good practices.

If a student is suspected of academic malpractice, as described below, teachers have a duty to undertake a brief investigation, and report the incident to school leadership, who will investigate further. If an incident of plagiarism, cheating, collusion, duplication of work, or other academic malpractice is substantiated, the student will be subject to the school's disciplinary process and academic sanctions, as outlined in the Keystone Community Handbook.

Examples of Academic Malpractice

Schools are demanding environments. We all are busy, and we all want to do well. The Internet has made resources more readily available to us, and students can often feel pressured to attain high achievement in every facet of their lives. These facts, together, can conspire to create situations where a student may be tempted to cut and paste material from a website into a paper without proper citation, or glance at a classmate's paper during a quiz – any number of shortcuts that attempt to display outwardly what is not yet possessed internally.

Academic Malpractice includes, but is not limited to:

1. Cheating and Collusion
 - a. Giving or receiving information about the content or format of assessments in advance, or giving or receiving answers during a quiz or test.

- b. Attempting to gain unfair advantage by possessing and/or referring to notes, outlines, calculators, translators, etc. during assessments, unless explicitly allowed by your teacher.
 - c. Allowing one's work to be copied or submitted for assessment by another student.
 - d. Having someone else do work assigned to you.
 - e. Allowing outside tutors or others to create or alter the content and quality of your work without explicit authorization from the teacher.
 - f. Seeking assistance from resources outside of the Keystone Community without prior authorization from your teacher.
 - g. Offering unauthorized assistance to another student.
 - h. Using a calculator, translator, or other electronic device in a manner inconsistent with your teacher's direction.
2. Plagiarism
- a. Knowingly submitting the ideas or work of others, including Artificial Intelligence, as your own and without proper citation.
 - b. Paraphrasing without proper attribution.
 - c. Using images, data, artwork, maps, videos or other audio/visual property without proper attribution.
3. Duplicating work
- a. Presenting the same, or largely the same, work for credit or as ungraded homework in different classes.

Keystone classrooms are supportive environments, and we urge students to communicate openly and honestly with their teachers when they do not feel prepared for assessments or are unable to meet deadlines. We want our students to develop their academic knowledge and skills in ways that also develop their good character. Acknowledging a temporary deficiency, accepting a relatively minor consequence, and trying harder next time is much better than showing disrespect for the learning process, one's peers, and the teacher.

Consequences of Academic Malpractice at Keystone Academy

Keystone Academy expects that students will act with academic integrity in all of their academic work. This includes formative or summative work, as well as drafts and final submissions. As academic malpractice is a violation of Major School Rule 2, Honesty and Personal Integrity, a student may experience disciplinary consequences as a result of an infraction. In serious and/or repeated cases, a disciplinary committee will be convened to examine the case. Consequences could include one or more of the following:

- i. Ineligibility to earn credit for an assignment, course, or diploma;
- ii. Probation;
- iii. Suspension from school;
- iv. Separation from the school.

The following will apply to any instance of academic malpractice:

First Instance:

- 1. Teacher speaks with student when he or she suspects academic dishonesty.
- 2. Teacher reports incident to Grade Level heads Leader (GLL) and Dean of Students (DOS). GLL/DOS informs the following of the incident: advisor, department leader and division heads.
- 3. Student will have a meeting with two of the faculty members listed above to better understand the circumstances regarding the case of academic malpractice. If it is determined that malpractice has been committed, the following will happen:
 - a. Student must redo assignment based on criteria set by teacher, and criterion levels and grade might be appropriately adjusted after the work is revised. A grade may be negatively affected if a student has compromised the opportunity to adequately demonstrate his or her own understanding or has gained an unfair advantage over other students.
 - b. School informs parents or holds a parent meeting;
 - c. Incident is recorded in Keystone's student information systems;
 - d. Student writes a reflection to be discussed with advisor.

Second Instance:

The consequences for a second instance of academic malpractice will follow the same process as in a first instance. Additionally:

- 1. Parents will meet with the DOS and Division Head.
- 2. A disciplinary committee meeting may be held with the student to determine further consequences.

Third and Further Instances:

The consequences for a third instance of academic malpractice will follow the process as described above in the first and second instances. While we understand that students do make mistakes, we also expect our students to be honest and reflective in the opportunity to learn from these mistakes. For this reason, repeated incidents of academic malpractice put a student's standing in our community in jeopardy. The following will happen if a student has committed a third violation of academic malpractice:

1. Parents will be informed of the situation and possible outcomes.
2. A disciplinary committee meeting will be held with the student. This committee will make a recommendation to the Executive Head of School regarding consequences.
3. The Executive Head of School will make a final decision and communicate with the family.

A last word

Keystone Academy is about learning.

We make this policy statement in support of students and their development, both in the classroom and as members of a community. It is a statement about trust, high expectations, and the structures that lead to student success, rather than mistrust and punishment. Ensuring Academic Integrity is a collaborative effort, and vitally important to the young people who live and learn within our walls. The success of one is the success of us all.

Related Information

- Academic Misconduct Investigation Procedure (Community Handbook)
- Keystone Tutor Policy (Community Handbook)
- Keystone's Duty to Report Violations of Major School Rules to Colleges and Universities (Community Handbook)
- Effective citing and referencing'
- Academic Integrity (IB 2019)

[We adopt the **Modern Language Association (MLA) style, American Psychological Association (APA) style in grade 10, 11 and 12 and the Chinese citation** of citing reference materials unless otherwise stated by the teacher.

Academic Support Systems

Even the most capable students sometimes need extra help, review of a new concept, or clarification of an assignment. For these issues, the classroom teacher is the primary source for assistance at Keystone. The advisor can also be a source of support and should be consulted if issues persist or if a student is struggling.

Extra Help and Opportunities with Teachers

Teachers are expected to provide, and may even require, extra help for students who are experiencing difficulties in their classes. It is our hope that Keystone students initiate and ask for additional support when they feel they need guidance with a given topic, concept or assignment. Teachers and students will find mutually agreed upon times for extra help, after classes, during daily breaks, or in the case of boarding students, as part of evening study hours or after dinner. Academic Revision and Extension periods are an additional time built into our rotation in which students and faculty are encouraged to work together.

The twice-weekly Academic Revision and Extension periods, as well as KAP experiences, are opportunities for Keystone's highly capable students to extend their already agile minds. At various times throughout the year, Keystone teachers offer different kinds of extension activities – like learning a new computer-assisted design program, or hearing an outside speaker, or participating in a book discussion group not directly related to class studies, or trying a new variation on a science experiment after demonstrating strong understanding of the initial experiment. In the KAP program, there are activities related to competitions in robotics, math, debate, and more. Keystone wants to push each student to her or his highest potential.

Day students are encouraged to reach out to their teachers via e-mail means to elicit help when they are studying at home. Teachers are not required to respond immediately to nightly e-mail queries, so day students must be sure to plan ahead and make sure questions are resolved prior to leaving campus on any given school day. Current day students in grades 7-8 and their families are welcome to explore boarding options by contacting the Deans of Residential Life if boarding accommodations are desired after the start of the current school year.

English or Chinese Language Acquisition (ELA/CLA)

Students for whom English or Chinese is not their mother tongue might struggle initially with the dual language platform that is fundamental to a Keystone Academy education. The intricacies of language acquisition sometimes require tutorial support aimed at improving oral and written fluency. Students are taught methods to improve vocabulary and language skills so that they can successfully and confidently contribute to classroom activities, complete daily assignments and socialize and thrive in an environment that values both the Chinese and the English language as part of our daily life. The Center for Student Development may be an additional resource for those students who are having particular difficulty in the development of their language skills.

Study Hours & Supervised Evening Study

All boarding students are expected to use the two-hour evening study hours for completing or reviewing schoolwork. Students in good standing may, with classroom teacher and/or dorm parent permission, use their nightly privileges to study in approved spaces (dorm room, hallway lounges, or library). Students who require more direct and continuous monitoring may be assigned to a more structured study experience in the main school building or on their dorm floor. Generally, dorm parents and affiliated dorm parents are available to assist boarding students with homework questions during study hours.

Day students are encouraged to create a home environment that is quiet and disconnected (no mobile phones, television or internet disruption) in order to complete nightly homework.

Keystone Academy Tutor Policy

Keystone Academy values the expertise and dedication of its teaching staff. Keystone Academy also values the commitment and partnership of parents of high quality education for their children. We acknowledge that there are times when parents feel that their child needs more assistance in academic areas and they may turn to external tutors. Although we do not encourage the use of external tutors, Keystone Academy has laid out some guidelines for parents, teachers and external tutors to follow.

RESPONSIBILITIES OF KEYSTONE ACADEMY

- The school will not encourage the use of external tutors or agencies.
- The school will not recommend any tutoring agencies or individual tutors.
- The school will not keep a list of tutoring agencies or individual tutors.
- The school will not allow for any publishing or advertising of any tutoring agencies or individual tutors in school newsletters, bulletin boards and open spaces on campus, or anywhere else (school website, school related WeChat groups, social media etc).

DETERMINATION OF TUTORING NEEDS AND RESPONSIBILITIES OF PARENTS

- Parents are not encouraged to engage in the hiring of external tutors and instead, find alternative ways to support their child's learning in partnership with the school.
- Parents are encouraged to communicate openly and frequently with their children and teachers to discuss areas of improvement and growth of their children.
- Parents are encouraged to approach and communicate openly and honestly with the Center for Student Development (CSD) to discuss learning concerns of their children.

RESPONSIBILITIES OF STUDENTS

- Students are encouraged to communicate with their teachers and advisors, as early as possible, when they are struggling with their learning.
- Students are encouraged to communicate with their parents when they are struggling with their learning.
- Students are expected to be proactive in seeking assistance from their teachers when needed and to attend extra-help sessions, office hours, etc. as needed or when requested by their teachers.

RESPONSIBILITIES OF TEACHERS

- Teachers are responsible for supporting all student learning by providing students timely and meaningful feedback and communicating with parents in the event that students are struggling.
- Teachers are responsible for meeting with the learning support teachers and counsellors, if necessary, and seeking specialized intervention strategies.
- Teachers are responsible for communicating academic student concerns with the Department Leader, grade level advisor/

leader and/or dorm parents/head as needed.

- Teachers are responsible for offering extra help opportunities for students during office hours, study sessions, etc.
- Keystone teachers may not enter into private tutoring arrangements for pay.

RESPONSIBILITIES OF LEARNING SUPPORT TEACHERS AND COUNSELLORS

- Learning support teachers and/or counsellors are not responsible for coordinating or recommending external tutors for parents and students.
- Learning support teachers and/or counsellors are responsible for liaising with the parents and teachers and developing action plans to support students that are struggling.
- Learning support teachers and/or counsellors are responsible for communicating with teachers when they know that a family is making use of an external tutor.

EXTERNAL TUTOR GUIDELINES

- Parents are responsible for coordinating the communication with the subject teachers about the tutoring arrangements for their child.
- Parents and tutors are responsible for updating the subject teacher on the content of the tutoring sessions and the progress of the student.
- Tutors are not to complete homework; instead they should focus on specific learning targets of the homework.
- Tutors are not to use the Keystone Academy facilities.
- Tutors are not to assist with any assessment tasks (formative or summative).
- Tutors may not have access to Keystone resources or materials, unless approved by the teacher.

Keystone Academy would like to acknowledge Colegio Menor for sharing their policy with us.

Promotion and Retention

Keystone Commitment

Keystone Academy is committed to student success. We believe that any decisions made regarding Promotion, Retention and Acceleration should be made in partnership with students and their families where possible. We also believe that while academic considerations are very important in making such decisions, so too are developmental and social ones.

We work hard to ensure grade placement for students that is developmentally, academically and age appropriate. Students progress through the grade levels by demonstrating growth in learning and by meeting grade level expectations.

Keystone Academy also seeks to accommodate individuality and varying growth and development patterns of students while addressing the need for academic support where necessary. The final responsibility for recommendations on Promotion, Retention and Acceleration rests with the Executive Head of School and Division Heads, while decisions about students with documented learning differences are made in partnership with families, teachers and the student, where desirable.

1. Promotion

Promotion to the next grade level for the following academic school year is the normal course of action for all students. It is, however, expected that students meet necessary academic, social or developmental standards as set out by the school International Baccalaureate program. The Keystone Academy Promotion policy is available in an appendix of this handbook.

Included in our Promotion Policy are requirements for our Character and Community Assessment. These are reflective projects carried out throughout grades 10, 11, and 12 in which students demonstrate their understanding of and commitment to the shared values of our community.

2. Retention

Retention or repetition in a particular grade is always taken seriously and is, occasionally, the right course of action for a student. The recommendation to retain a student in their current grade level will be made if it is determined to be in the best academic, social and developmental interest of the student.

Keystone Academy prefers to seek or adopt intervention strategies or corrective measures to assist individual students. There may be circumstances where the school believes that retention in a particular grade level may not be the best course of action and may recommend withdrawal and attendance at a school with a program more suitable for the student.

In circumstances where a student may be identified as needing retention, the school will identify this as early as possible and make use of some or all of the following in the consideration process:

- Age and development of the student
- Academic attainment
- Student attendance
- Student's report card and records
- Personal/social needs of the student
- Special educational or medical/health related needs

Special Accommodations

Learning Differences

Keystone Academy is committed to making reasonable accommodations for students with learning differences so that they may participate and contribute to the life of the school. Before accommodations are granted, the Academy, through the CSD needs complete and recent evaluation and testing results from a qualified professional. The documentation must include a complete educational and medical history as well as information relevant to the accommodations being requested.

Once proper documentation is received and reviewed by CSD, recommendations on suitable accommodations will be shared with the family. Should additional documentation be needed, those needs are communicated to the family. If an accommodation is not granted, the reasons behind the decision are shared with the family directly.

Short-term Physical Challenges

Short-term accommodations are granted to students who have temporary physical problems (broken arm or collar bone, for example). A doctor's report should be submitted to the Health Center for review and the Deans of Students follows up with the student, family and teachers to communicate the necessary accommodations.

Students with learning or short-term challenges are expected to participate fully to the extent they are capable. Academy standards, rules, course loads and grade requirements are the same for all enrolled students. Questions regarding the Academy's policies on accommodations for disabilities should be directed to the Deans of Students and Center for Student Development.

Responses to Academic Difficulty

A certificate of graduation from Keystone Academy implies certain standards and, therefore, there exists the expectation that each student will work to the best of their ability. Small classes, teacher and advisor attentiveness, extra help tutorials with teachers, peer support, and nightly labs provide the framework of support available to Keystone students.

Some Measures taken in Response to Academic Difficulty

Grade-level teachers meet regularly to discuss the academic progress of the student body, including those students who are currently struggling.

These review meetings generate action plans that are communicated and implemented with advisors and parents, and used to support students in their personal and academic growth and development at Keystone Academy. The Deans of Students and Center for Student Development work together to coordinate these forums. They work with grade leaders and advisors to plan and carry out action plans for each student. Students who fail to meet the Academy's minimum standards, are unable to sustain appropriate effort and vigor in their academic pursuits or whom classroom teachers identify as having academic difficulty will most likely be supported by the following measures:

Teacher Tutorial: Tutorial with the classroom teacher in the subject causing challenges.

Study Hall: Assignment to a daily study hall and/or more supervised study arrangement for boarding students during evening study hours.

Academic Review: Students brought forth for Academic Review are acknowledged by their teachers to be experiencing significant challenge academically. By referring a student to Academic Review, a teacher is indicating that a student's academic performance is less than satisfactory and that a plan for action is needed. Academic Review is normally recommended when the following exist:

- Substantial decline in academic performance.
- Lack of engagement or commitment to the learning process.

Students placed on Academic Review remain on review status for a minimum of one semester. At the next Academic Review meeting, students' progress is discussed and if there are indications of marked improvement or sufficient progress, a student may be removed from Academic Review. Students, upon evaluation by the teachers, who lack improvement are then placed on Academic Warning.

Academic Warning: This status indicates that a student's academic performance has placed him or her in jeopardy of continuing at the Academy. Students remain on Academic Warning for one semester or until the next Academic Review session is held. (A special session may be called to address student concerns as deemed necessary by the Deans of Students or Division Head.) Students placed on Academic Warning may be subject to restrictions such as supervised study hours, daily study hall or withdrawal of privileges.

If students can demonstrate improvement of the concerns that brought them to the level of Academic Review they can be removed from this status with the expectation of continued growth and progress. Students on Academic Warning who show marked improvement can be moved to Academic Review for further review in one semester's time. If after that semester the teachers report continued success and improvement, students can be removed from this status.

Students who remain on Academic Review or Warning over the course of several semesters, or who return to Academic Warning after working their way off, may have to repeat the grade. Keystone supports students by crafting and imposing a plan of action to improve academic outcomes, but responsibility for adhering to the plan of action and improvement in academic progress and success lies ultimately with the student.

IB Diploma students who are struggling to attain a grade of '3' or higher may be encouraged to become an IB courses student instead while striving to earn the Keystone Diploma. For more specific guidelines, please refer to the Keystone Academy Promotion Policy, available in its entirety in Appendix.

Accountability, Attendance & Absences

Boundaries & Accountability

One of the most crucial responsibilities of the Academy is knowledge at all times of its students' safety. One of the most crucial responsibilities of our students is to keep us informed of their whereabouts at all times and maintain adherence to our expectations for boundaries and accountability.

Campus Boundaries: The campus of Keystone Academy includes the walled in area of the Academy buildings, school grounds and athletic fields.

Academic Day Boundaries: During the academic day students should be in the academic area, the library, or the dining hall. Students should not be on the athletic fields, in the pool, the dorms, or in an empty room without adult supervision or permission.

Boarding students may return to their dormitory after classes and are expected to follow quiet hours rules for noise and decorum. Day students may go to the library or the student center.

Unless arriving for, or departing from campus, the pick-up and drop-off sites in front of the school building and next to the Performing Arts Center are considered out of bounds during the school day.

Student Accountability

Our system of student accountability requires a series of checking in, checking out and passes at different times of day and night and for varying levels of absence from school, campus and dorms. This process gives our students the proper level of mobility and

independence and allows adults to maintain supervisory care and accountability. Students and parents are responsible for adhering to campus boundaries and Academy protocols related to accountability.

Day students must be supervised by an adult including Keystone staff or guardians. After school, day students must be involved in KAP or they can sign up for supervision in the Middle School Library or Student Center until 4:30. Those day students who have a 4:30 KAP will be required to be in the MS Library or Student Center during the free time leading up to KAP. Day students are not permitted in other areas after school hours unless involved in the specific programs run through KAP.

On- and Off-Campus Procedures -- Checking In, Checking Out & Passes

Student whereabouts at all times is the shared responsibility of students, teachers and support staff. In the event of an emergency we must know student locations. Therefore all day and boarding students are required to follow check in and checkout policies and procedures.

Breakfast Check-In for Boarders

Each weekday morning between 7:00am and 7:45am boarding students should check in using their keycard and have breakfast in the dining hall before going to school meeting or class.

Checking In/Arriving on Campus

Boarding students check in to school by 8:00am, Monday through Friday. Boarding students must report to school by 8pm Sundays.

Day students check in from 7:40-8:20am, Monday through Friday. They must be in the classroom by 8:00am if they are on campus.

Students who need to visit the Health Center in the morning before class must arrive there before 7:50 AM in order to be in class on time.

Checking Out/Leaving Campus

When departing campus, students must check out in the appropriate place and follow all transportation permissions that parents and the school have agreed upon.

Boarding students are required to note their destination, time of departure and return, mode of transportation, adult supervisor and their mobile phone number through our sign-out system before leaving campus, or on their weekend or Wednesday Dinner Passes. Students must use their keycards to check in and out of school.

For medical appointments, boarding and day students must follow the Health Center protocols in the Health Center section of the Handbook.

Students leaving campus with a Keystone Academy chaperone for an athletic contest or academic commitment are not required to check out. The adult chaperone takes responsibility to supply a full list of participants to security at the time of departure.

Class Attendance

Keystone Academy believes that daily attendance at school is an integral element in the learning process. As a dual language program that focuses on building character and community, participating in the daily life of the classroom is essential to achieving the goals of our school's mission.

With this in mind, we place high value on every student's attendance in class. The integrity of the academic program is built around the classroom interactions, which promote critical thinking, creativity, and language development at both an individual and collaborative level. This is where students learn to conceptualize complex interdependence between people and ideas. Thus recognizing the essential nature of class attendance, Keystone students are expected to attend all their classes.

At least 80% of class meetings in the middle division and 90% of class meetings in high school courses are necessary in order to receive credit for that class. Cases of excessive absence could lead to students repeating a course or an entire grade level. School leadership will review extreme cases for exceptions.

The school will track and record all absences, which will then appear on the quarterly report. Since not every class meets every day, absence totals will be tracked by course. A meeting with the student, parent(s)/guardian(s), the student's homeroom teacher or advisor, and the Deans of Students or Division Head may be requested if a student begins to show a pattern of excessive absences.

Class absences due to participation in school events, extended hospitalization for serious illness, family death, and religious observation will not be counted in the total. However, students may be denied the opportunity to participate in school-sponsored activities if they have already accumulated too many absences.

Students must provide a medical note if they are unable to participate in PHE lessons; missing lessons impacts on students' learning and may impact on their summative assessments.

All students in grade 6 to 9 will participate in one swimming unit throughout the school year. Missing three or more lessons throughout a unit will affect a student's grade on a summative assessment due to missing too much lesson content. Students will be given the opportunity to attend makeup lessons which will be scheduled during academic revision and extension periods to account for missed learning in classes. As per the PHE policy, Students must provide a medical note if they are unable to participate in swimming lessons.

For unplanned absences such as those due to illness or injury, parents must call the school office on the morning of the absence. Boarding students who are ill must go to the health center and see the school nurse, who will notify the office. Ill students who leave school midday must check out from the middle or high school office, with permission from the parent and Deans of Residential Life. Absences due to medical or visa appointments follow these same notification procedures.

If there are more than three consecutive missed days due to illness, students must provide a doctor's note. If a student is absent due to illness, he or she will not be allowed to participate in any school activities or events later the same day. This includes missing class while in the nurse's office.

Secondary students who are absent are expected to make up all work missed, and are expected to coordinate the make-up schedule with their classroom teachers. Make-up work is the responsibility of the student and parent, and includes obtaining, completing, and returning assignments in the agreed-to time frame.

Excused Absences

- Consult with subject teachers and, on occasion, Heads of Middle or High School, to negotiate work requirements during prolonged excused or exceptional absences.

Early Departure from school (CAS related activities)

- Students in Grades 11 or 12 may leave school early (if they have no scheduled classes) to participate in CAS activities in the wider community provided they have a letter from their parents allowing this, a note from an adult supervisor of the activity, and written permission of the CAS Coordinator. All particulars of the activity including location, contact details and emergency contacts must be properly taken into account before this is to take place.

Late Assessment

Assessment is designed to provide timely, specific and detailed feedback to assist in student learning. Major assessment tasks (assignments, projects, exams, unit tests, etc.) are means by which teachers determine student progress. In order to complete this cycle of timely and meaningful feedback, all students are required to complete assessment tasks by the date determined by the teacher or as stated on the ManageBac calendar. Missing assignments may prompt additional requirements in order for students to complete work. For example, if a student has not turned in a major assignment by the due date, he or she will not be granted leave until the assignment is turned in. In some circumstances, a student will be required to attend study hall until the work is complete.

Expectations regarding make-up work

- Complete the assessment as soon as possible and submit to teacher either on same day or the next lesson (as agreed by subject teacher)
- In the case of a test, complete the test during next scheduled lesson or at a time teacher deems necessary. Collusion with other students is a violation of the Keystone Academic Integrity policy and will be met with sanctions as outlined in the policy
- Provide a medical certificate to explain absences for major assessments (unit tests, examinations, oral assessments, presentations, etc.)

- Hand in assessment on the day of returning to school (students who fail to do this will be required to attend academic revision and evening study hall to complete any outstanding work)
- If a student is absent for a test/mock examination (not final public exams), this needs to be completed on the day s/he return to school. If it is an unexcused absence, then the student will receive a 'zero' for the exam/test. If collusion is suspected, refer to Keystone Academic Integrity policy.

If absences continue to impact assessments in one or more subjects, the following steps will follow:

- The teacher meets with student and parents, plus the Grade Level Leader and/or the DP Coordinator. If this is the case across several subjects, the DP Coordinator, Grade Level leader and Deans of Students/Head of High School will meet with student and parents.
- An action plan will be produced which aims to support and monitor student behavior and participation. This plan will include indicators of success as well as consequences for repeated late assessment
- The student will work with advisor, Grade Level leader and Deans of Students on a time management plan
- If serious violations recur, the Head of High School and DP Coordinator will meet with parents to assess whether student can succeed further at Keystone.

Note: For some major assessments which can only take place at a certain time or place – for example, the Group 4 project – the school may have to submit a 'zero' grade if no alternative can be found. This could jeopardize an awarding of the IB Diploma.

P rearranged Absences

When middle school students know ahead of time that they will be missing two or more school days, they must fill out a Pre-arranged Absence Form (available in the division offices) at least three school days before the anticipated absence begins. High school students must fill out the form for all pre-arranged absences of any length. Students may not be able to make up all work, and may take grades of zero for assessments or assignments that occur on missed days and cannot be made up. Students must meet due dates for missed work as agreed upon with teachers prior to student absence. Attendance and results from schoolwork and assessments influence promotion. Families should consider the impact that extended absences and missed work may have on the student's ability to move to the next grade level.

Medical Leave

Students who need to be away from school for an extended period of time due to medical concerns need to apply for medical leave through the Office of Student Life. The following steps will take place in order for a family to apply for medical leave:

1. Family meets with school leader/s to discuss the circumstances.
2. Doctor's certificate is shared with the school, and family signs release of information giving school permission to discuss with the doctor if necessary.
3. School will review circumstances and application and will determine conditions of leave.
4. Prior to student's return, student will discuss return plan with relevant offices, in order to ensure adequate support upon return.

Students who are on medical leave may not be able to make up work missed during period of leave. In some cases, it may be necessary for a student to repeat a grade level or complete remedial work as directed by the division office.

Late to School

A student arriving to school after 8:00am must first report to the divisional office (Middle School or High School) and receive a timed late notice from the office staff. This late notice must be submitted to their teacher upon entering the classroom. Students must bring a note from the parents if the tardy is excusable.

Unexcused Tardies

Students are expected to make sound choices regarding use of time and should be timely in attendance to all classes, meetings and other school commitments. Upon the third unexcused tardy per semester, not necessarily in the same class, meeting or school commitment, an e-mail notice is sent home to parents and a meeting may be called. Repeated tardiness negatively affects student-learning opportunities and will lead to disciplinary consequences, such as Friday evening detention or early check-in. All tardies and absences are recorded and have a direct relation to future housing requests and student privileges.

Inclement Weather

There are times when weather conditions will require the Academy to modify the school schedule or even cancel school. Parents are advised to use their best judgment in deciding whether to send their child(ren) to school when road conditions make travel to school a greater challenge. Under normal circumstances, we will make a decision early in the morning and send notification by SMS and post a notice on our website. The bus company works with the Academy to make decisions on whether there will be transportation schedule changes due to extraordinary circumstances or not. Regardless of weather or cancellation, boarding students are supervised and cared for round the clock by the residential staff.

Types of Reporting & Communication

Formative Assessment

Students receive formative written feedback twice per semester. These comments represent general indicators of academic performance and personal engagement. They provide parents with awareness of specific issues to be addressed. The feedback allows students to improve their standing in a particular subject before End of Semester reports.

End of Semester Reports

End of Semester Reports are issued twice a year, at the end of each semester. Subject reports contain the scores a student has achieved for each individual criterion within that subject area (along with an indication of the maximum number available in each case), and a final 1–7 grade for the subject overall. The report includes an outline of the course content: Statement of Inquiry, Key Concepts and Related Concepts. At the end of First Semester a detailed Advisor Report is included that describes the student's contribution to Service as Action and the growth that the student has made both personally and academically. The final semester or End of Year Report is the same as Semester One with a final grade out of 7 for the entire year.

Advisor Reports

Advisors communicate with parents regularly. Two reports during the school year will specifically include details about student involvement in the community, service learning, and progress, in particular in cognitive and affective learning skills, along with any other comments advisors may feel are helpful and valuable to record for an individual student.

Residential Life Reports

Twice each year, boarding students are assessed in their progress of attending to our second Keystone, "Building Character and Community throughout our Residential Setting." Guided by dorm parents, students create self-reflection videos, in quarter 1, showing their growth in residential life setting, and dorm parents will write report on progress in quarter 3. Both reports are uploaded to the student's ManageBac page. Goal setting conversations occur around these reports in regards to active participation in boarding life and evidence of good character and behavior.

Parent-Teacher Conferences and Student-led Conference

Parents have the opportunity to meet with teachers for conferences with the student and teacher(s) to discuss student progress in the first semester. A student-led conference is arranged during the second semester, providing an opportunity for students to explore directly with their parents their learning experiences in different subject areas.

Parents can also arrange to meet with teachers at other times convenient to both teacher and parent, to discuss issues of immediate concern. Parent involvement plays an important part in maintaining student interest and morale, particularly through the difficult adolescent years, and parents are strongly encouraged to bring any concerns or problems to their son's or daughter's teachers or advisor.

Course Selection Process/Drop or Add

Keystone offers a rigorous curriculum and provides students with many choices to meet their diversified learning needs. Students in grades 6-10 enroll in eight MYP courses, and students in grades 11-12 enroll in six IB Diploma courses. Students in grades 6-10 are required to take one course each from the eight MYP subject groups, namely, Language & Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts (Visual & Performing Arts), Physical and Health Education (PHE), and Design. MYP Students also study Chinese Arts and Chinese Civilization. Advisors and Grade Leaders may serve as academic counselors and can be an important resource for counsel on course choices. Classroom teachers are asked to recommend course advancement paths based on current classroom performance and abilities.

Students in the middle school explore all arts courses in grades 6 and 7. In grades 8 and 9 they have an opportunity to express a preference for which Chinese Art (wushu, visual art, music, dance) and which MYP art (visual art, drama, music) they would like to take. The school tries to honor the first or second choice of each student.

Course Changes for Grade 11 students:

Students are allowed to make changes (to a reasonable degree and within existing restrictions) within the first two cycle of quarter 1 in grade 11. This will only be entertained if the following steps are adhered to:

- The student has spoken to his/her current teacher, explaining why he/she wishes to change classes
- The student's parents provide a signed note, addressed to the DP Coordinator, endorsing such a change
- In a conversation with the DP Coordinator, the student can provide a sound rational explanation for the change and how it will impact his/her learning
- The timetable allows for this change to occur
- The student's timetable is not compromised in any way.

Only the DP Coordinator will be able to grant a switch in courses after all of the above has been considered. A formal notification will then be sent to student and parents and a change will be made to the timetable.

RESIDENTIAL LIFE

One of our school's three keystones is to build character and community throughout our residential setting. Therefore the residential experience is a key aspect of the learning students will do in their time here. Boarding is one of the many ways we work with students to develop their independence, initiative, leadership, integrity, connection to others, empathy and global citizenship. Students are required to board starting in grade 9.

Our dormitories are a student's home away from home. Of course, nothing can replace the family, but for the time our students are on campus, the residential program is crafted to support, guide and challenge students in many ways. Living together provides our students with excellent preparation for college life, but deeper than that, it provides them with a sense of belonging, ownership and involvement that are the keystones of our community. Dorm life, with its rules and regulations, provides the structure needed for successful cohabitation, but what remains in the hearts and minds of our students is the sheer joy that comes from living with friends, developing relationships that will span a lifetime and being a member of a small and intensely cohesive cohort of young people who are in the prime of their lives.

Residential dorm parents live in the dorms in private apartments on each hallway. These adults will quickly get to know each student and will provide mentoring, supervision, extra academic support and guidance. In fact, dorm parents will know study habits, routines and if students are staying up too late! They will be there to help students adjust to campus life, to facilitate social activities and to deal with any emergencies.

Great thought and intention is given to creating a supportive and warm environment within each dormitory and on every floor. Experienced dorm parents make every effort to ensure that the dorm is a healthy and stimulating place to live and learn and that students feel safe, valued and part of something greater than themselves.

We believe that some of life's most important lessons are taught outside the classroom; that great personal discovery and enlightenment comes from ideals that are cultivated by living in our dorms. Students are expected to take greater responsibility for themselves and others, to live in harmony with roommates and to manage their daily schedules. Life skills such as personal hygiene, room cleanliness, morning wake up, organizing homework completion, and following dorm protocols are all areas of growth and development for our students. Some students will manage flawlessly and others will need greater levels of supervision and assistance. Adult guidance and students in leadership positions (proctors and peer leaders) will help to make independent life a successful experience for all.

Commitment to Residential Life

We are fully committed to providing a vibrant and supportive environment for through our residential program. In order to fully contribute

to and benefit from being a part of the boarding community, students must make a commitment as well. Boarding students are expected to be on campus by 8:00 PM at the latest on a Sunday evening in order to prepare for the week. They should be on campus during the school week with the exception of a Wednesday dinner pass. Students will not be granted permission to leave campus throughout the week on a routine basis. Likewise, students must spend four half-weekends (Friday to Saturday or Saturday to Sunday) per semester on campus and participate in weekend activities.

Residential Curriculum

Students who board at Keystone take part in weekly dorm meetings with hall mates and dorm parents. These meetings explore issues of communal living, appreciation for others, diversity, character and moral development, leadership, initiative, integrity, and balance between work and play. The school's Shared Values inform both formal and informal learning modules in the Residential Life Curriculum. The Residential Curriculum utilizes meetings, guest speakers, dorm council presentations, and time for reflection and fun. Dorm meetings are differentiated by grade level.

Face-to-Face Check in

Face-to-face check in is a nightly ritual of respect and intention whereby students speak directly with their dorm parent and give their word that they are safe and in the dorm for the night. We place great importance on this process because it exemplifies trust, respect and responsibility.

If a student would like to go to sleep before lights out and doesn't wish to stay awake for the regularly scheduled face-to-face check in, he or she can speak to the dorm parent on duty and let them know that they are checked in for the night and going to sleep. Face-to-face check in can happen before it is scheduled in this situation. If the student changes his or her mind and decides to get up and leave the dorm room, then they must let the dorm parent on duty know. Leaving one's hallway or dorm after face-to-face check in is a major school rule violation and will be dealt with accordingly.

Residential Boundaries

Boys are not allowed on the girls' hallways, and girls are not allowed on the boys' hallways. This rule applies to both day and boarding students at all times. Violation of this rule is considered a major rule infraction and will be dealt with severely.

The Student Center Lounge and study space and the Dining Hall are locations for co-ed socializing. Students should not hang out in stairwells or the school's basements at any time.

Security, dorm parents and boarding students are to expect visitors on the hallway only during the following times:

- Orientation Day when boarding students are moving into their rooms.
- During other school-wide events as indicated by the Deans of Residential Life.

Parental requests to visit children on the hallway requires prior planning and notification to the Deans of Residential Life. These requests should be kept to a minimum as visitors on the hallway invade the privacy of other students, especially roommates.

Parents are required to see security, show identification, sign in and wear a Parent ID badge at all times while in the dormitory.

Dormitory Safety

The following items are not permitted in student rooms:

- Candles, matches, lighters, open flame devices of any kind, and incense burning. These items are strictly prohibited in the dorms. Failure to comply will result in severe disciplinary response.
- DVD players, televisions, big projectors and electric blankets.
- Wii systems may be stored in student rooms, but only played/activated in dormitory lounges at the convenience and consideration of other dorm members.
- Electrical appliances including, but not limited to: refrigerators, rice cookers, any type of food preparation or heating element used for cooking or heating water, hot pots, microwave ovens, sun lamps, halogen lamps, heaters, steams, irons and extension cords.

- Pets of any kind, including fish.
- Offensive posters, slogans or any item that makes racist, alcohol, cigarette and/or drug references.
- Materials that include pornography or violence towards others or offend common sensibilities of others.

Technology

Student cell phones and laptops must be turned into technology carts during the week. Disconnecting from technology overnight is important for students to develop healthy habits and lifestyles. Students may not have additional technology (i.e. iPads or additional phones and laptops) in their dorm rooms. If there is a specific, academic need for additional technology, students must seek approval from the residential life office. Hiding an additional device in one's dorm room is dishonest behavior and will be handled as a disciplinary matter.

Residential Life Disciplinary Responses

Each dorm floor may create its own set of responses to minor disciplinary infractions such as missed breakfast or up past lights out, but occasionally a student must be removed from the boarding program temporarily or permanently. It is considered a privilege for a student to be part of our boarding program, therefore some behaviors will result in separation from our community for time for reflection.

We realize that teens can make poor choices. Wise counsel and conversations help to guide the student into positive re- entry back into the community. However, serious offenses that jeopardize the safety of the community cannot be tolerated and may result in removal from the school.

Student Rooms & Furnishings

Dorm rooms at Keystone Academy are doubles or triples with a shared bathroom. Rooms are furnished with a bed frame and mattress, bedside table stand, wardrobe, bookshelf, desk and desk chair.

Student rooms have locks and students are required to keep their rooms secured when unattended. It is recommend that items of significant value be left at home, since the Academy cannot be responsible for loss or theft. Lost keycards must be replaced immediately.

Student rooms have ample space for two or three students and their belongings. Some students come to school with a great number of possessions, and we ask students to exercise care and consideration when deciding what they will need at school.

Bring the basics: Two sets of sheets, a pillow, a mattress pad and two blankets or a warm quilt for bedding. Bathroom supplies might include: Towels and toiletries (toothpaste, soap, shampoo, lotions, etc.). To be "school ready": One desk lamp (halogen lamps are not allowed), an alarm clock, trash can, one power strip, broom and dust pan, a sleeping bag, and a book bag. Optional items: An electric fan, radio, stereo, bicycle with lock, hair dryer (low voltage only) and throw rugs. Window curtains are provided in each room. Please limit fabric wall hangings for fire safety. Posters are allowed and great care should be made to limit wall damage from nails or tape. No painting or drawing on the walls is allowed.

Students are held responsible for the condition of their rooms and for any damage. Breakage should be reported immediately to the dorm head or dorm parent. No greasy food, such as KFC or pizza, should be eaten in the dorm room. Soda is not allowed on campus. As an environmentally conscious school, plastic water bottles and other similarly wasteful products are prohibited. Students are encouraged to use re-usable bottles and utensils.

Hallway Lounges

Each hallway has a common room that is used as common space, a place for students to use at their leisure for social gatherings, watching movies or television, sharing a snack or for study purposes. It is the responsibility of each student to maintain cleanliness of the common areas in the dorm and to use the space in ways respectful to others.

Evening Schedules for Boarders

SUNDAY NIGHTS

5:30-7:00pm

Dinner

8:00-8:15pm

Face-to-face check in with dorm parent, mobile phone collection and room inspection

8:15-9:30pm	Study Hours
9:30-10pm	Study break & prep for bedtime-hallway ONLY
10pm-11pm (varies by grade level)	Technology Turn-in and Lights Out
10pm-8am next day	QUIET HOURS
MONDAY to THURSDAY NIGHTS	
5:30-7:00pm	Dinner
7:00pm	Dorm meetings
7:00-7:30pm	Face-to-face check in with dorm parent, mobile phone collection and room inspection
7:30-9:30pm	Study Hours
9:30-10pm	Study Break & prep for bedtime-hallway ONLY
10pm -11pm (varies by grade level)	Technology Turn-in and Lights Out
10pm-8am next day	QUIET HOURS

Room Inspection

Dorm rooms are the property of the Academy. Dorm parents, teaching staff, and the Deans of Residential Life have access to student rooms. Upon enrolling at Keystone Academy, students and parents are deemed to have consented to this and to the rare occasion when a dorm search might be necessary.

Students are responsible for room cleanliness. Parents and housekeepers are forbidden to come to campus to clean student rooms. The administration and residential staff feel strongly that room organization and cleanliness is a student's responsibility and a way to learn independence and responsibility. Parental cooperation on this matter is appreciated.

Rooms are inspected for cleanliness each evening at 7pm by the dorm parent or proctor on duty. In order to pass room inspection, students should:

- Make the bed
- Keep the desk area neat and clutter free
- Have laundry stored in a laundry bag
- Sweep, vacuum the floor or mop
- Empty the trash
- Keep dressers and shelves tidy
- Turn off electrical items and lights when not in use
- Clean back balcony
- Store shoes in closet
- Tidy the bathroom
- Store suitcase on patio

When a student fails room inspection they are held responsible to clean their room and are additionally assigned a dorm chore to be completed at 7:00pm. After completing their dorm chore they are restricted to their room for the remainder of study break.

Upon moving out of the dorm, students should take care to leave their room neat and clean. Future housing requests will be linked to the state of cleanliness that each student took in vacating the premises. If there are damages or if a room needs to be more adequately cleaned, in the judgment of the Student Life Office, fees will be charged to the family.

Dorm Chores

Weekly dorm chores, tasks that take about 10 or 15 minutes, are assigned by dorm parents on a daily basis. In addition to taking responsibility to keep their own rooms tidy, each student is expected to help keep communal spaces neat and clean.

Expectations for Study Hours

On Sunday, Monday, Tuesday, Wednesday and Thursday nights there is a 2-hour study time scheduled from 7:30pm to 9:30pm for all boarding students. Students study in their rooms, the library or in a structured study hall during study hours. At times, students might benefit from cooperative workspaces such as hallway lounges or the library. Through a system of grade-level privileges and signing

out with the dorm parent on duty, students in good standing will have the opportunity to manage their study needs independently by selecting a location of study. Dorm parents supervise the entire evening.

Students who require more supervision are placed in a more structured study environment.

The following are Evening Study Hour expectations:

- All students are expected to be in their rooms at 7:00pm and turn in their cellphones at 7:00pm. The dorm parent will come by each room for a face-to-face check in. Once all students are accounted for, the dorm parent completes room inspection.
- Room inspection happens each evening, Sunday through Thursday.
- Upon passing room inspection students in good standing may request permission to sign out to the library. Grade 9-12 students may choose to go to the library for research or group work until 9:30pm, with proper permission.
- Students may not meet in unsupervised locations on campus during study hours without special permission from the Deans of Residential Life. This includes the gym, quad, student center, classrooms, primary school building, performing arts center, basement, and playing fields.
- Mobile phones will be collected at 7pm and returned at the conclusion of study hours at 9:30pm. Mobile phone use is prohibited during study hours. It is important to remember that turning in a phone while keeping another in one's possession is a dishonest behavior, and will be dealt with as such.
- Music may not be audible and earphones or headsets are required.
- Students may not leave campus unless with a faculty member or parent.
- Students who take a Wednesday Night Dinner Pass are required to sign-in and have face-to-face check in on their floor by 7:00pm.

Student Commitments outside of Keystone

Students are expected to participate fully in the residential and co-curricular programs at Keystone, as they are essential to their learning and development. These programs include but are not limited to: KAP, ELP, residential events, and special programming associated with academic courses such as the Capstone Project or PP Exhibition.

Keystone does not encourage enrollment in extracurricular classes outside of our programs. Residential students are permitted to leave campus on Wednesdays and weekends only, with the assumption that they have fulfilled their other commitments.

Residential study hall may be used only for Keystone academics or co-curricular programming. This guideline applies to online commitments as well as those that take students off campus. Please also refer to the Keystone Academy Tutor Policy on p.20 for related information.

Study Break

At 9:30pm formal study hours end and students have a study break. Students may use this time for socializing, getting ready for bed, doing personal chores, continuing with their studies or calling home. Students must stay on their hallways for the break. Given the nature of community living and the fact that some students may continue studying, students must be aware of other's needs and make use of the hallway lounge space if more robust conversations or activities are taking place.

Quiet Hours

Students in our boarding program have the right to an environment that is conducive to study and sound sleep. While some students may tolerate noise, roommates and neighbors might not. Quiet hours means that voices are kept low, and that physical activities such as running, jumping, and bouncing balls are not allowed.

Quiet hours conditions are observed every evening (except Friday and Saturday) from 7pm until 8am the next morning.

Any activity that might disturb is not welcome and music is played only with earphones or headsets. Failure to comply with quiet hours throughout the night may result in disciplinary action.

Lights Out

Many studies indicate that teenagers need at least 8 hours of sleep per night to be productive scholars and lead healthy lives. Lights

out means that students are in their rooms, in bed, with lights turned off, and conversation ended. Mobile phones and computers are turned in for the night. On school nights the requirements are as follows:

Depending on grade, Lights Out is between 10:00 and 11:00 pm for students up to and including Grade 11. Grade 12 students have no lights out time.

Late Lights

In order to qualify for late lights, a student must have used his or her study hours in a constructive and meaningful manner. Receiving late lights gives a student permission to study in the hallway lounge beyond the scheduled time for lights out. The student must make the request to the dorm parent on duty and demonstrate the need for extra time to complete homework by 9pm. Final determination for permission to have late lights is given by the dorm parent on duty. Grade 11 and 12 students have increased overnight laptop privileges as earned.

The dorm parent will evaluate each student's time management choices during the earlier hours of the evening in making a final decision. Students should plan ahead. Asking for late lights should not be a routine request. Students have to set priorities when it comes to work and play. While we advocate for a life full of fun, there are times when fun has to be deferred for a later time in exchange for more responsible choices. Life is about balance and we strive to help our students master this.

Internet Hours

Internet access is available: 5:00 am to 12:00 am daily.

Weekends at Keystone

The teachers at Keystone don't stop working just because the school week ends on Friday! Our teachers provide 24-hour care 7 days a week and organize on- and off-campus activities to delight all student interest groups. Weekends include a combination of academic, leisure, exploratory and service-related activities and trips. Students are encouraged (and required) to attend activities on the weekends. Possibilities for weekend activities are nearly endless! There are always physical and service activities, as well as extension activities from our classroom teachers. Students are encouraged to propose and run activities as well.

Traditional Residential Life Events on Campus

Community Dinner

The goal of Community Dinner is to provide an opportunity for members of the boarding community to sit down to a meal together and get to know each other in a relaxed atmosphere. The meal is characterized by stimulating conversation, fun theme, good manners, and the connection that naturally happens when friends and family bond over a meal.

Hall Meetings

On Monday night, each hallway has a meeting to prepare for the week ahead, to address any issues that occurred over the weekend and to take part in our residential activities. Hall meetings are required and attendance is expected on time at 7:00pm to 7:40pm. Additional hall meetings will be convened at the dorm head's pleasing. There will be times when the entire boarding community will meet together as well.

Dorm Competitions

Occasionally on evenings, all students and teachers are welcome to socialize at special dorm events. These events provide a midweek break where planned activities such as concerts, trivia contests, karaoke, quad games, hallway challenges, jam bands, a special snack or a surprise event might pique teenage and adult curiosity! Attendance is not always required, but it is bound to be fun and students are encouraged to attend. Adult supervision and participation are guaranteed.

Boarding Student Accountability

Checking Out

Travel of any sort beyond the campus boundaries, including walks/hikes, bicycling, other short trips, weekend activities or advisory outings must always be recorded and approved.

During the school day between 8am and 3:20pm, boarders are required to have the permission of MS/HS office in order to leave campus during the school day. They must obtain permission and have their passes complete prior to leaving campus. Students leaving campus for special circumstances must have parents e-mail the student life office 24 hours in advance.

Boarding students MUST apply for a leave pass, endorsed by parents and get approved by school:

When	Approved by
Mon to Fri 8:00am - 5:00pm.	Student Life office
Friday night, Saturday & Sunday	Student Center Duty Desk/ Dorm parents

Checking In

Upon return to campus students must sign in as their first order of business.

Failure to comply with our sign in or sign out policies will result in disciplinary action. It is vital that students understand the importance of these policies and are responsive to our methods of accountability. Students are required to keep their phones on and available when off campus.

Evening Study Sign out

On Sunday, Monday, Tuesday, Wednesday and Thursday evenings boarding students who have approval from their dorm parent may sign out in the Dorm Log Book to go to the library. Upon return to the dorm, they must see the dorm parent on duty, fill in the yellow Dorm leave Pass and sign in to the Dorm Log Book.

Wednesday Dinner Leave

On most Wednesdays, after the last commitment of the day and no earlier than 2:50 pm, boarding students may sign out to have dinner off campus with their parents or another Keystone Academy family. In order to take advantage of Wednesday Dinner Leave the student must submit a request to the Student Life Office by 3 pm Wednesday. Early dismissal from any school activity is prohibited.

Students who take Wednesday Dinner Leave must return to campus by 7:00pm for check in with their dorm parent. It is the student's responsibility to ensure that parents understand the time limitations of this school night pass. We suggest having dinner at restaurants close to school. Students should be with their parents or a friend's parents once permission has been gained. Students should not leave by themselves or go off in a taxi. Many advisors will schedule a fun night out on Wednesday for the advisory group.

Wednesday Dinner Leave is granted only if all Wednesday commitments are met and parental permission has been obtained by the Student Life Office.

Weekend Expectations for Check In and Check Out

On weekends, the Student Center Duty Desk is the centralized place for approving students leave pass.

The Student Center Duty Desk is located in the Student Center. If a student wishes to leave campus on a weekend activity trip, he or she MUST have an approved pass before departure. Students MUST check out at the gate and check in on return.

Unless off campus on an approved weekend pass, all boarding students are required to be present and on time for meals and check ins.

Weekend expectations:

- All off-campus trips on Friday and Saturday should return to campus by 10:00pm.
- Face-to-face check in on Friday and Saturday nights with the dorm parent is at 10:00pm for all grade levels.
- Face-to-face check in signifies that a student is in the dorm and on their hallway for the night. Leaving the hallway or dorm after 10:00pm is a breach of trust and considered a major rule violation and has disciplinary consequences.
- Students must be in their own rooms at 11:00 pm on Friday and Saturday nights. Students must leave dorm door open until check in is completed by an adult.
- Students in grades 9-12 do not have formal light out time.

Weekend Sleepovers:

Boarders may request a sleepover pass for one guest prior to 8 pm Friday or Saturday evening. Guests should bring their own bedding and not transport mattresses to other rooms.

Weekend Pass

On weekends not designated as CAMPUS WEEKENDS, boarding students may take a weekend pass and leave school after their last commitment on Friday and return to campus and sign in to their dorm no later than 8:00pm on Sunday. (Students may request to leave for only part of a weekend as well.) Failure to return to campus by 8:00pm on Sunday without making prior arrangements with the Deans of Residential Life will result in a half-day campus restriction the following weekend. Please plan ahead and leave early for school due to traffic.

Boarders must submit a weekend pass with parents endorsement in the boarding management platform whenever they will be away from campus overnight. All weekend passes should be submitted on line by Friday at 12 noon prior to the weekend when the leave is being requested. Students and parents must plan ahead.

Students are on their honor to provide accurate information on weekend passes. If the student is going to a friend's house, the Student Life Office requires an invitation from the adult host who will assume responsibility for the student's safety and wellbeing. Hosts should understand that the Academy expects adult supervision at all times throughout the stay of a boarding student in their home. A student may not stay in a residence or hotel room unless an adult, at least 25 years of age, is present.

Parental permission is required for all off-campus stays and there is no exception to this rule. Without a parent and Academy approved weekend pass the student may not go off campus overnight for any reason.

In order to use the weekend pass, the student is responsible to have met academic, athletic and dorm obligations to the satisfaction of school. The Academy reserves the right to deny any overnight permission when circumstances compel us to do so. The weekend pass is only good for the time and destination for which it was written and approved. Once a student returns to campus, the pass is cancelled.

Day Leave (Weekends)

On Saturday or Sunday boarding students may request to leave campus on Day Leave. One Day Leave is permitted each weekend. Day Leave is recommended for boarding students who want to spend extended time on the weekend with family or friends during the day or evening, but who plan to be back on campus to sleep.

Students are required to have a pass endorsed by a parent and approved by Keystone staff if they wish to leave campus.

Vacation Leave

Students are not permitted to leave for vacation before their last commitment on the day vacation begins. All travel arrangements should be made with this in mind. A calendar of vacation dates is posted on the Academy website. The Academic Holiday, Vacation & Travel Calendar should be consulted before scheduling flights, trains or other modes of transport. Absences due to early departures or late returns may be considered unexcused absences and result in academic and disciplinary consequences.

School vacation does not require parental permission, as it is understood that the school is closing and families are responsible to make vacation accommodations for their children. The school will provide transportation to the airport for those students who submit their flight information in a timely manner. Students are expected to arrange their own transportation to school after holidays, and should consult with the Student Life Office if they are in need of assistance.

The dormitories and campus close at 5pm on the day entering a holiday break. The campus and dormitories reopen at 5pm on the dates of return from vacation. All boarding students are expected back on campus between 5:00 p.m. and 8:00 p.m. on the last day of vacation. Permission from the Deans of Residential Life is required to return to the dorm or campus prior to 5:00 p.m. or after 8:00 p.m. on these dates.

A late return request to the boarding management platform is expected when there are any transportation delays or cancellations. Notification of late returns to school should be sent by 3:00 p.m. on the last day of vacation.

Prior to leaving campus for vacations students are expected to:

- Empty the trash in their dorm.
- Clean their room, make beds, and pass room inspection.
- Turn off all lights and unplug all wall plugs.
- Close windows and doors.

Sustainability

Keystone is committed to environmental protection. To that end, we do not allow excess plastic packaging in the dorms and absolutely no single use water bottles. Water bottles will be removed during room inspections. We provide large jugs of water on each floor. Additionally, students must conserve energy and turn off room lights during the day and on holidays. Students should be mindful of excessive ordering from delivery services. Take-out food is allowed only on Saturdays and never during the school day.

COMMUNITY EXPECTATIONS

To preserve order, protect individual rights and promote the general welfare of others, every community must establish rules. We hope that by being clear about our expectations and policies we will inspire positive participation in all areas of school life, promote adventuresome learning and cultivate a community where respect for self and others is at the heart of all we do.

Students take responsibility for their actions and choices on a daily basis in this community as they navigate academics, afternoon activities, friendships, adult interactions, and a wide range of other opportunities at Keystone. Within the structure of these expectations, broad opportunity exists for students to grow and enjoy a personally rewarding experience.

Each member of Keystone Academy has the opportunity to make our community a better place through self-expression, self-control and selflessness. On those occasions when the Academy's expectations seem difficult to manage, we urge our students to consider the degree to which they value their place here in this community. The pride one feels in being a member of Keystone Academy comes from a shared understanding that our expectations and standards are above the norm.

School Jurisdiction

We expect Keystone Academy students to represent themselves, their families and the Academy at all times and at the highest level of comportment.

Boarding students are under the jurisdiction of the Academy once they arrive on campus at the start of the school term until they depart campus at the end of the school term and are subject to all School Rules. Boarders who leave campus on school trips or for day passes are still under the jurisdiction of the Academy. When boarders travel off campus and are in the presence of their parents the understanding is that parents will supervise and guide students with decision-making and choices.

Day students are under the jurisdiction of the Academy at all times while on campus. When off campus and in the company of any Keystone boarding student, day students are subject to all School Rules. Any behavior by a day student that jeopardizes the Academy's reputation or impacts safety is our concern.

Major School Rule violations have the potential to:

- Endanger the health and/or safety of the individual or others.
- Undermine the mission of Keystone Academy.
- Do damage to the reputation of the Academy.

Students who violate a major school rule should expect to face disciplinary sanctions and receive a response of restriction, probation, or more. A student who is present when a major school rule is violated may be held responsible for complicity, and will receive, at minimum, restriction and a letter kept on file.

Our Covenant of Shared Values and our School Rules reflect the core virtues of the Academy. Our rules and expectations arise from the

need to maintain health, safety, order, decorum, and responsibility for the members of this community – a community where students thrive and develop the skills, confidence and maturity required to enter young adulthood and beyond.

We believe that Keystone students are able to know right from wrong and that it is their responsibility to know our rules and expectations. Ignorance of school rules is not an excuse for breaking rules. We expect students to use their best judgment, or to seek guidance from adults when there is a question regarding how best to follow our rules.

We know that students will make mistakes and that they will learn best from these errors in judgment when they are supported and encouraged by caring and influential adults, including their parents and members of the adult community at Keystone. However, there might be situations when a family is advised to find a different school for their child.

Major School Rules

Most of the Academy's rules are presented here, but in the absence of a published rule, each student is expected to exercise good judgment and concern for others. Therefore, it must be recognized that the following list of rules is not all-inclusive.

Rule 1: Respect for Self and Others

Keystone Academy was founded with the explicit intention of providing a diverse learning and residential environment for our students. In a school like ours there must be a high level of sensitivity and mutual respect for all. Tolerance, acceptance, openness and candor are essential to the community atmosphere. Impinging on the wellbeing or rights of others is unacceptable. This includes insubordination or disrespect towards the administration, teaching or support staff. Our community is based on respect for all.

Any incidents involving religious, racial, or ethnic intolerance, verbal (name calling or swearing), physical or sexual harassment, fighting and physical injuries or threats will be dealt with as disciplinary matters. Furthermore, the Academy does not tolerate humiliating or potentially harmful "rites of passage" or "initiations."

Students who commit inappropriate actions towards others that are intimidating, abusive, violent or coercive, including hurtful acts that are physical, emotional or sexual, will be considered harassment or bullying. All bullying or harassment should be reported to an advisor, a trusted member of the teaching or support staff, or an administrator. Matters will be handled in a manner that ensures the rights of all parties. Those who bully – including cyberbullying, haze or harass another, or the school, may be liable for consequences up to and including dismissal from the Academy.

Rule 2: Honesty & Personal Integrity

Our community is based on integrity and trust. Students are expected to tell the truth at all times, to represent themselves honestly and to respect Academy policies and procedures. We believe that each student knows right from wrong and must act in a manner that is self-governing.

Academic Integrity

Issues of plagiarism, cheating, receiving editing assistance, duplicate work submission and citation, as explained in the Academic Life section of this Handbook, are not allowed.

Academic integrity extends beyond the classroom setting. Students must be honest and accurately represent the origin of all of their work. This includes, but is not limited to: college or application essays, presentations in school meetings, or other competitions and activities outside of the traditional academic context.

Curfew

Students are expected to be on time for curfew and present themselves to the dorm parent for face-to-face check in at the designated hour. Leaving the dorm or room without permission after face-to-face check in is forbidden. Students are permitted to exit the dorm after 6:00am in order to exercise, study in the student center lobby or eat in the dining room.

Theft

Stealing or the unauthorized use of another's property or possessions is unacceptable. Our definition of theft includes: Using another's computer, bicycle, clothing, CDs, DVDs or other property without permission. Asking for permission to use or borrow, even from a close friend, is always expected.

Forgery

Producing a copy or attempting to produce a copy of a document or signature is in serious conflict with our expectations regarding honesty and personal integrity. This is true for any document- the perceived level of importance (or non-importance) should not lead a student to believe that forgery will be acceptable under any circumstances.

Unauthorized Absence from Campus, Failure to Sign in or Sign out

Accurate reporting of a student's plans, location and permissions are crucial while students are away from home. There is never a time or reason why a student should be off-campus or fail to return from a weekend or vacation at the appointed hour without prior permission or proper signing out. Inaccurate or false reporting puts students at risk, is a breach of trust, and causes adults, at home and on campus, to worry until such time as the student is located and accounted for. Boarding students are expected to comply with all signing in and signing out procedures as described in this Handbook.

Rule 3: Drugs, including Alcohol

Keystone is a drug-free community. Any purchase, possession, distribution or use of controlled drugs, drug paraphernalia or excessive use or abuse of any chemical substance (including prescription and over-the-counter medications) shall result in an immediate disciplinary response.

If there is overwhelming and sufficient reason to believe that a student has been using alcohol or drugs, parents will be contacted by the Deans of Students. The student will be taken to the Health Center for a health evaluation. If it is deemed necessary, a student under the influence of drugs or alcohol will be taken to the hospital. If it is not necessary to go to the hospital, the student will need to leave campus with a parent or guardian immediately.

A student will only be allowed back to campus after a family conference with the Deans of Students and Executive Head of School. The student is mandated to counseling and placed on probation for one calendar year. They are expected to abide by and sign the Academy's "No-Use" Contract. Further behavioral incidents or refusal to cooperate with future testing requests would likely result in dismissal from the Academy.

Positive test results warrant a disciplinary response. A student placed on probation for the use of drugs or alcohol will be held to our "No-Use" Policy for a one-year period.

Furthermore, we expect our students to take immediate action to seek help from adults when they have knowledge of another student who is impaired or in danger from the use of drugs, including alcohol. Students who fail to do so, thus jeopardizing the health of another, may face disciplinary action.

No-Use Policy

When a student is held to the No-Use Policy (in response to behavior outside the school norms regarding drugs or alcohol) they are supported by the Academy with a combination of both discipline and counseling care. A student placed on probation or restricted for alcohol use is required to meet with the school counselor and subsequently referred for a drug and alcohol evaluation with a specialist. The student's parents will be notified of this referral and will be responsible for the cost of the evaluation. Additionally, the student and parents will be asked to sign and be held to the No-Use Policy for the one-year probationary period.

Under these extreme circumstances, a written request is made to the family and student for participation in random drug testing. Drug testing is used to support the student's general health and safety and to assist them to live within the rules of the Academy.

If a student held to this policy is found to have used, purchased, possessed, or distributed alcohol or drugs, the student may be dismissed from the Academy. Should the student fail to report for testing after consent has been given, or refuse to give a sample, the student may be liable for consequences up to, and including, dismissal.

Rule 4: Unsafe Practices and Unauthorized Possessions

Keystone values safety and security, and does not allow students to put themselves or others at risk by their actions or possessions. The following are examples of guidelines for personal and community safety:

Fireworks

Possession and use of fireworks is prohibited on campus or on school trips.

Laser Pointers

Possession and use of laser pointers requires teacher permission and should be related to educational purposes only.

Key Cards & Trespassing

Unauthorized possession or use of key cards threatens the community's rights to privacy and personal property. Unauthorized use of key cards and entry into any locked area, including a dormitory room other than one's own, or a school building, is prohibited. Boarders shall not hang key cards outside their doors. Key cards are needed for students to access elevators, their dorm rooms, and meals, so they should carry them on their person at all times. Lost key cards should be replaced in a timely manner.

Medications

The Academy forbids the misappropriation or misuse of prescription and over the counter medications. Misappropriation includes acquiring drugs from any non-prescription source, including the Internet. Misuse includes taking or being in possession of medication that has not been prescribed for a student's personal use. All medications, prescription and over-the-counter, must be kept in the Health Center. Only with Health Center permission and supervision may any medications be kept in the dormitory or on one's person. For reasons of safety and security, the Academy insists on this practice and expects students and parents to adhere to the policy.

Open Flame

A student may not light a fire on campus without specific permission and adult supervision. Lighting a flame in a residential or school building, smoking in the dorm, lighting a candle, incense or burning matches are strictly prohibited.

Reckless Endangerment

Students may not engage in dangerous pranks or other activities that pose threats to personal safety. Examples of this include: tampering with fire equipment, climbing outside a building above the ground floor, and jumping off ledges or balconies.

Vandalism

The purposeful destruction of school property or the property of any individual will not be tolerated. Vandalism may include, but is not limited to: intentional breakage, graffiti, defacing any building and manipulation of computer software that impedes community use. In addition, students are expected to maintain all public spaces as they would their own homes by picking up trash, cleaning one's table after a meal, keeping feet off furniture, and using care with classroom, lounge and dorm furnishings.

Weapons

Possession or use of ammunition, guns, knives, slingshots, swords, paint guns, or other such items that could be a danger to others are not permitted on campus. Students should be aware that possessing any object that could reasonably be perceived by another as a weapon is a major school rule violation.

Rule 5: Dormitory Floor Boundaries

Students may not enter the dormitory floor of the opposite gender or host guests of the opposite gender in the dormitories. This includes stepping off the elevator on a restricted floor, even for a moment.

Students may make arrangements to meet with a faculty member on duty on another dorm floor. If the dorm floor is opposite the students' gender, they need to make get permission and meet in the common room or hallway. Students may also seek permission to work with each other on opposite gender dorm floors, but only during study hall and with supervision.

Meeting with a faculty member during study hall should be scheduled from 7:30-9:30pm Tuesday through Thursday or after dorm meeting on Monday.

Rule 6: Sexual Intimacy

Students are not allowed to engage, or be found, in situations that imply sexual contact. Students should show no public displays of affection during the school day or during school events. Students should always be mindful and respectful of the community when

showing affection to a significant other during social time and in social space.

Rule 7: Acceptable Use of the Network

Innovation and Digital Learning Vision Statement

At Keystone Academy, we believe that digital and innovative learning will infuse the curriculum as we strive to create a new vision in education. We envision:

- Our students and faculty as excellent global citizens of the digital age. They will comfortably and safely navigate within the laws of the school and the country. They will maintain the sanctity of their online presence. They will learn to keep their identities safe, and their selves healthy. They will balance their online time and communication with physical play, work and interaction. They will respect themselves and others at all times.
- Our digital resources being used to modify and redefine the way students and teachers think, interact and learn. Through innovative learning strategies, students should be able to explore new ideas and learning experiences that broaden their perspectives.
- Our teachers having access to current resources and tools that will enable them to teach flexibly and creatively, allowing for personalized and collaborative learning through hands-on experiences.
- Our students and faculty are not only consumers of information but also designers and creators of information in all forms. They will understand and embrace their cultural heritage and the arts, as well as address their social responsibility by being leaders across all sectors of the global community. They will be empowered learners, global collaborators, creative communicators, computational thinkers, innovative designers, knowledge constructors and digital citizens.
- Our community connecting and collaborating with communities from all over the world, thereby expanding our cross-cultural perspectives and international mindedness. Our students will be students of China and the world.

The purpose of the Acceptable Use of Technology Policy is to clarify what standards are used to determine if a particular activity constitutes acceptable use of Keystone Academy's technological resources. Everyone within the Keystone community who uses the school's Network and Internet has the responsibility to do so in a responsible, ethical and professional manner.

At the start of each school year, students and adults must sign a copy of the Acceptable Use of Technology Policy in order to utilize any of the Academy's technologies. It is the responsibility of each member of the community to understand and abide by the guidelines for acceptable use of the Keystone network.

Keystone Academy Information Technology Acceptable Use Policy (AUP)

All members of the Keystone community (employees and students) are expected to behave in ways that exemplify our five Shared Values. This applies to our use of information technology as much as it does to everything else that we do, say, and use. Good citizenship should extend naturally to good digital citizenship online & offline. Common sense and thoughtful judgment should be our keystones here. Our information technology systems are provided to enhance effective learning and to facilitate positive communication. Students consistently choosing not to comply with these expectations will be warned, and might be denied access to school information systems and devices. They will also come under the general discipline procedures of the school.

To these ends we all agree to:

1. Comply with the laws of China. This must include any methodology to circumvent the government-approved restrictions on Internet use in the classroom. The Keystone IT network and system must not be used for any purpose or activity that is illegal.
2. Ensure that student, family, employee, and systems data is used only for Keystone related business. Disclosing such data to 3rd parties outside of Keystone or using for personal purposes is prohibited, and will be reported to officials.
3. Ensure the security of school data by safeguarding our password(s). At no point should a password be used in sight of another person. All Keystone Academy network passwords must be at least eight characters and contain a combination of upper case, lower case letters and numbers. All members will be required to change their password every 12 months. It is highly advisable to maintain different passwords for each site of login.
4. Ensure documents or data with sensitive content are set with correct permission to be read by the specific people or designated group before sharing.
5. Maintain responsibility for school-related data. Office 365 is the official backup platform for our school devices. All data stored directly on the Keystone provided devices is at risk of loss. Regular data backup should be maintained by user.

6. Understand and accept that Keystone Academy makes no guarantees of any kind that the functions or the services provided by or through the School's system will be error-free or without defect. Keystone will not be responsible for any related damage users may suffer including, but not limited to, loss of data, interruption of service, or performance issues. Keystone is not liable for legal action that might be taken by third parties owing to unauthorized activities using school-owned resources.
7. Understand and accept that the equipment remains the property of Keystone Academy, and accept that only School IT Office can fix a school owned laptop. Keep our school provided technology in good working order, and free from stickers and decals. In order to protect equipment, the protection cover that comes with them must not be removed. Individuals are responsible for damage to or loss of equipment provided by the School, and details of this are to be found in "IT Policy and Flow for Repair and Pay of Lost, Stolen or Damaged School IT Equipment". The school is not responsible for ongoing maintenance issues due to lack of proper care.
8. Understand and accept that the school assigns laptops to students as a learning tool. Entertainment features of laptops, such as games or videos not related to academic purposes, should only be accessed outside of academic classes. Even then, they should be used only after academic commitments have been met and per faculty instruction.
9. Understand and accept that you should contact IT before installing or running any non-standard software on Keystone devices, unless pre-approved. In addition, Network and system administration settings should not be modified on Keystone devices (e.g. the computer name). Any complications will result in IT resetting your system "back to day one". IT will not be responsible for any data loss during this process. If any applications or settings on a device gets deleted by mistake, the IT Office must be informed immediately.
10. Understand and accept that Virtual Machines, Windows, Linux, OS emulation software, etc. should not be installed on any school owned computer without approval. In cases where it is necessary, the school can provide network based Virtual Machine or PC on request.
11. Take precautions to prevent the spread of computer viruses and report suspicious e-mails and sites immediately. Do not open any suspicious links or files, or key in your username & password on unknown sites. The deliberate spreading of a virus will be considered vandalism.
12. Be responsible for our use of the Internet, and realize that many people are using the system. If a huge download is absolutely essential (e.g 2G of data), please schedule this during non-working hours, or contact the IT Office to use another circuit that will not affect other users.
13. Understand and accept that the School will monitor network activity for security and performance reasons. In doing so, individual privacy will be protected wherever possible and appropriate. However, the School maintains the right, only after permission from the Executive Head of School, to access private files on the Keystone system if this is considered necessary.
14. Conduct ourselves electronically in ways that follow community rules covering, for example, plagiarism, theft, harassment, bullying, vandalism, cheating, etc.
15. Use online social networks with care and sensitivity. Protection of the school reputation and school community must be kept in mind. It is important that we understand that information posted on a social networking site could potentially be viewed by anyone, and could live forever online, even if deleted from that particular site.
16. Understand and accept that email accounts are provided for educational and administrative use. Not to use school email for registration of personal accounts or membership, e.g. Apple ID, Baidu Drive etc.
17. Understand and accept that Keystone e-mail should be used as the primary source of electronic communication for faculty with students and parents. Outside of correspondence necessary for specific Keystone purposes (a field trip or activity, for example), employees should not engage with students and parents on public social media (WeChat, for example).
18. Do not use any personal hardware or software to circumvent the terms in AUP.
19. Return loaned IT equipment by the assigned return date.
20. Acknowledge that the School may redistribute devices as needed. Assigned devices may not be brand new.

Statement of agreement

I confirm that I have read and understood fully the above policy. I recognize that it does not cover every possible issue, and that it is not intended to. I agree to follow the spirit and the letter of the Keystone AUP. To that end, I sign acceptance of this policy below.

Name of student:

Signature of student:

Date:

Name of parent / employee:

Signature of parent / employee:

Date:

Rule 8: Actions that Damage the Reputation of the Academy

It is a shared responsibility to uphold the good name of the Academy.

Rule 9: Repeated Violations of Behavioral Standards

It is understood that students might make mistakes, and it is equally understood that lessons should be learned from these lapses in judgment. Continued failure to comply with Academy standards will be viewed as a deliberate violation to our rules.

Civility & Propriety

Inappropriate Behavior

Behavior in public places that violates propriety includes, but is not limited to: offensive language or swearing, rudeness, spitting, littering and suggestive dancing. Violations will be addressed with a Dean's Letter to the student's file, and require a conversation with the Deans of Students and/or the Deans of Residential Life, the student and his or her parents. Subsequent violations may warrant harsher levels of response up to and including sanctions, restriction, probation, suspension and dismissal.

Tobacco & Smoking

Keystone Academy is a smoke-free and tobacco-free campus. Smoking is a serious health and safety issue. Students are not permitted to use or possess tobacco products. Using and/or possessing electronic cigarettes or cartridges is strictly prohibited. Smoking of any kind in or around a residential setting is a violation of a Major School Rule and may result in sanctions, restriction, probation, suspension or dismissal.

Tobacco use and smoking is not allowed at school or on any school trip or excursion.

Gambling

Gambling is not permitted on campus. The disciplinary response will be determined by the circumstance and whether it is a first or subsequent violation.

Cars

Students may not operate or keep cars on campus or in the Shunyi District. Day students may arrange to be dropped off and picked up by parents or professional drivers in front of the Main School Building.

Sports Spirit

We expect our students to exhibit the highest level of sports spirit and fair play while engaged in athletic, academic, artistic and other competitions. Students are reminded that when wearing Keystone apparel, they are representing themselves, their families and the Academy.

School Logo

The use of the Academy's name or logo is prohibited unless the Deans of Students and the Director of Marketing & Communications grant permission. The Keystone Academy name or logo may never be used for personal profit or on any website that has not been formally approved by the Academy.

Mobile Phones, Laptops, Tablets, and other Electronics & Handheld Devices

We expect our students to be "in the moment" and fully available for deep thinking, face-to-face conversation, debate and interaction. Constant dependency on mobile phones or other handheld devices diminishes this type of community involvement and engagement.

Every Keystone student in grade 6 to 12 is issued a laptop computer. This should be the primary machine they use for their academic work. Under specific circumstances, students may have a need for a personal device or laptop. In this case, they must fill out a "Personal Device Application Form" from the Student Life Office. They will be asked to justify the use of the device, and agree to share permissions of the device with our IT staff as described in the application. Only after this application is approved should a student bring the device to school.

Mobile phones, electronics and handheld devices are not to be used at any time in the academic building, while in class, or at morning or school meeting, in the library, dining room, gymnasium and changing rooms, Performing Arts Center, Black Box Theater or while walking across campus. iWatches and other wearable technology, specifically with messaging capabilities, are not allowed during the school day.

Mobile phones, electronic and handheld devices are approved for use in the following locations and at these times:

- Dorm rooms
- Student Center after the last school activity of the day
- Gymnasium for music only
- At the gate (for pickup and drop-off arrangements only)

Accordingly, compliance with the following specific guidelines are expected:

1. Students may possess and carry mobile phones in their backpacks while on campus in the off position. No calls may be taken, messages sent or apps used, until the student is in an approved location or unless the emergency notification system is sounded. (All mobile phone numbers must be entered into the Academy's emergency notification system).
2. Headphones should be used only in libraries or in classrooms when given explicit permission from a teacher. Headphones may not be worn while walking around the academic building, in the lunchroom, or other common areas during the school day.
3. Playing of recorded music and videos is restricted to music practice rooms during the academic day unless permission has been granted by a classroom teacher, and then only inside that teacher's classroom.. With respect for others, music and videos may be viewed in the Student Center or library with earphones only after the end of the school day.

Boarding students are expected to carry their mobile phones with them when they travel beyond the campus gates. When signing out for off-campus activities, students must provide mobile phone numbers in the event of emergency.

Inappropriate use of mobile phones or handheld devices will result in the device being confiscated and held in the Student Life Office. For the first instance, the phone will be held in the Student Life Office until 4:30 p.m. on the same day. For a second instance, the phone will be held until 4:30 p.m. on the following day. In a third instance, the phone will be held for 72 hours. Subsequent instances will warrant additional consequences.

Common Language Expectation

Inclusivity is expected in conversations in public spaces. Given that we are a bilingual school, there are times when members of any particular group might be challenged to follow a conversation based on their language skills. As a matter of respect and civility, we ask that community members be vigilant and aware of the communication needs or limitations of others.

Bicycles, Skateboards and Scooters

Students may bring bikes to campus. When not in use, bikes should be stored and locked at campus bike racks. Students must wear helmets when riding. Skateboards and scooters may only be ridden on the north road.

Meals & Food Delivery

The dining hall is a place to gather with friends and teachers and enjoy the comforts of a nutritious meal and good company. The dining hall staff prepares three meals a day, seven days a week, for the boarding community. Boarders are required to attend meals each day. Outside food delivery is permitted from Shunyi area restaurants on Saturdays only. Students should be mindful of environmental impact and reduce waste whenever possible. Late deliveries must not cause tardiness at required check in times, and students should plan accordingly. Food should not be consumed in dorm rooms.

Disciplinary Process

The disciplinary process at Keystone Academy is guided by the belief that admission of a wrongful act, taking responsibility for one's actions, reflecting on one's choices and living with consequences is an educational process. When school infractions occur they are dealt with fairly. A student involved in a disciplinary procedure is fully supported by Keystone teachers and administrators during the entirety of the disciplinary process. He or she is guided in the process of restoring relationships damaged through his or her actions. Communication with parents and the advisor is vital, ongoing and timely.

The Academy will attempt to do justice for all students involved in matters of discipline and its outcomes. It is also important to protect the rights of others, and therefore confidentiality and the right to privacy are a major consideration. Sanctions may vary according to the nature of the violation and other pertinent information.

Disciplinary Infractions and Responses			
Level One- Minor infractions			
Examples (not to be considered exhaustive)	Possible Responses Include:	Decided/Carried out by:	
Tardy to class Uniform violation Minor tech violation Minor class or dorm disruption	Verbal warning Meeting with advisor or grade leader Technology restriction Written reflection	Teacher Advisor Grade Leader Dorm parent Dorm head	
Level Two- Moderate Infractions			
Examples (not to be considered exhaustive)	Possible Responses Include:	Decided/Carried out by:	
Dishonesty Disobedience Disrespect Tech violations Repeated Level One infractions	Meeting with advisor Meeting with admin Technology restriction Work Crew Detention Letter of Warning Parent informed Parent meeting Corrective or restorative work	Advisor and Grade Leader Dorm Parent and Dorm Head Dean of Residential Life Dean of Students Head of Division Disciplinary Committee	
Level Three- Severe Infractions			
Examples (not to be considered exhaustive)	Possible Responses Include:	Decided/Carried out by:	
Alcohol or Drugs Violence Academic Malpractice Repeated Level One and Two infractions Severe Level One and Two infractions	Work crew Technology restriction Corrective or restorative work Parent meeting Suspension Probation Expulsion	Disciplinary Committee Dean of Students Executive Head of School	

When a student violates a Major School Rule or accumulates an unsatisfactory number of lesser infractions, he or she will meet with the Deans of Students to discuss the situation, and write a statement and reflection on his/her actions. The Dean will instruct the student to call home and speak to his or her parents or will communicate with the parents directly. The advisor will be informed and will be a part of the ensuing disciplinary process. The Dean will gather further information about the violation and speak directly to the advisor, and grade leader as well as the Division Head and Executive Head of School.

Disciplinary Responses

Our disciplinary system is not designed to penalize or address every minor infraction, but does hold students accountable for the choices they make, especially those repeated choices that accumulate over time. Our students are expected to demonstrate a level of community involvement that contributes to their success and others.

Disciplinary Committee (DC)

The purpose of the disciplinary committee is to regularly review Keystone's community expectations and how we are holding students accountable to those expectations. The DC also hears serious disciplinary cases for individual students and makes recommendations regarding responses. This is known as a disciplinary committee hearing. The result of the hearing is a recommendation to the Executive Head of School, who will make the final decision.

The committee is led by the Deans of Students or Dean of Residential Life. It consists of faculty members with specific knowledge or skills to evaluate the disciplinary incident in question.

A student may have a student or faculty advocate present during the DC hearing process, for moral support and as a character reference.

The general process is as follows:

Before DC Hearing:

- Student or adult brings concern to Dean.
- Dean and others investigate and gather information on concern.
- Dean refers case to the DC for a hearing.
- Student writes statement of what happened (Student Statement).
- Parents are informed of concern and plan to hold a DC hearing. (Note: Parents do NOT participate in the DC hearing)
- Student is informed of plan to hold a DC hearing.
- Student prepares by writing a statement to share at the hearing (Student Reflection).

During DC Hearing:

- Deans introduces committee and purpose.
- Deans reviews facts, including Student Statement.
- DC asks questions of the student or other clarifying questions. The purpose of this is not only to learn about the incident itself, but the circumstances that led to a student making a poor decision, if a mistake was made. Most importantly, the DC will ask the student to reflect and think of ways to avoid another poor decision in the future.
- Student reads prepared statement (Student Reflection) and adds any other relevant comments.
- Student and advocate are dismissed and DC discusses.
- The DC decides an appropriate consequence for the infraction. It is possible that the DC would find that no consequence is necessary, based on the circumstances. Possible consequences may be found in the "Disciplinary Response" table.
- Dean may offer suggestions or guidance to the committee, especially to provide knowledge or context to how similar cases have been handled in the past.
- DC reaches consensus and makes recommendation to HOS.

After DC Hearing:

- HOS makes final decision and shares with Deans.
- Deans meets with student to deliver outcome of DC hearing and decision of HOS.
- Deans informs DC of Head's decision.
- Deans writes letter to parents to inform; possibly meets with parents in person. Letter will be kept on file and is shared with

student's advisor, grade leader, division head, and college counselor. In cases of academic malpractice, IB coordinator and department leader are included as well.

- Student discusses outcome with advisor, allowing for reflection and planning moving forward. If necessary, arrangements are made for future meetings with Deans or others.
- *In the case of suspension from school, student will meet with school counselor or Deans prior to returning to classes.

Detention

This consequence requires students to serve time at lunch, before, or after school with a teacher or dean for infractions of minor classroom rules or behavior. Time during lunch or after school gives students the appropriate amount of time and space to reflect on their actions, make amends, create a plan for better behavior and to complete work in a solitary distraction-free environment.

Campus Restriction

Students who receive conduct reports or who otherwise warrant campus restrictions will forfeit their free time and campus privileges. Students will not be allowed to participate in non-academic school events and will be restricted to their room, their dorm hallway, or in the case of day students, another area where adult monitoring is constant. Campus restrictions might be scheduled during weekend hours.

Campus Work Project

Most campus restrictions will include a campus work project aimed at making our campus a more beautiful place. Students will be assigned campus work projects in the dorm, the dining room or outside on the grounds. Campus work projects might be scheduled during weekend hours.

When students fail to accept or respond to campus restrictions and campus work projects they receive an escalation of the penalty. Students, parents and adults on campus will be given full details of all restrictions so that enforcement and supervision is carried out.

Suspension

Suspension from the community for a limited duration indicates that a student's behavior has endangered his or her continuation at the Academy. A student placed on suspension might not attend classes or school events on or off campus. A suspension may be served on or off campus, and this determination is at the discretion of the Deans of Students and the Executive Head of School. Students are expected to make up any missed schoolwork, and teachers are not obligated to re-teach missed material. The student might lose current leadership positions, where appropriate.

Probation

When a student breaks a major school rule, they might be placed on probation. While on probation, any violation of a major school rule or accumulation of minor rules may result in expulsion from the Academy. During the probationary period, students have the opportunity to prove by actions and attitudes that they desire to become a contributing member of the community. Probation is far more than a warning; it indicates that a student has been given one more chance to succeed.

The probationary period is a time for personal evaluation and reflection, a time to repair damage done to relationships and to gain a better understanding of self in an effort to prevent behavioral problems from happening again in the future.

Separation & Expulsion

There are two forms of dismissal at Keystone Academy – Separation and Expulsion. Each indicates that a student's behavior is so out of keeping with Academy standards that removal from the community is warranted.

A student who has been separated from the Academy is not permitted to return to campus until after the school year has ended. Students who have been separated may reapply for admission to the Academy depending on the time of year. A return to campus for any reason during suspension would require the approval of the Deans of Students or Executive Head of School. It should be noted that a request to return to campus would only be honored in the most extraordinary circumstances.

In the case of Expulsion, the student would not be readily readmitted in the future and is not welcome on campus until a year after his or her class has graduated.

Keystone's Duty to Report Violations of Major School Rules to Colleges & Universities

Keystone, in its admission process, asks candidates to disclose if they have been involved in any disciplinary issues at their current schools. Most English-language Colleges and Universities have similar processes. If you have been caught violating a major school rule, it will be quite intimidating to admit your mistake on a college admission application. It has been our experience, however, that "honesty is the best policy" when it comes to past discipline and college applications.

We say this for a number of reasons:

1. Colleges and universities very often ask school officials if applicants have been involved in disciplinary action related to major school rules. If asked, consistent with Keystone's statement of community values, we have a duty to be truthful in our relationships with colleges and universities. We need to be in fact who we say we are in print.
2. In the same way that Keystone officials must be forthright in their relationships with other institutions, we hold the same expectations for our students and parents in all their communications with Colleges.
3. Often, the manner in which a student responds to a violation of a major school rule and our discipline process — the learning and growth that occurs when a student owns up to their mistake and makes modifications in their behavior — can be a significant positive factor in a college application. As we often say, Keystone Academy is about learning. Not all learning takes place in the classroom. College admission offices are interested in the whole person, not just a set of grades or test scores.

Your reputation and integrity are key elements in your strength as a person. The worst-case scenario is when a student does not disclose a major disciplinary action, and the college asks and finds out from Keystone officials that the reality is different from the application. This is very damaging to a student's chances for admission. It is far better — indeed, the right thing to do, not only the most "effective" thing to do — to remain steadfast in your integrity, disclose a mistake and tell the college how you learned from that mistake. Your advisor and college counselor will provide support in this process. If you have any questions, your advisor is a great place to start.

FACILITIES AND SERVICES

Campus Safety & Security

Keystone Academy maintains a commitment to provide a safe and secure campus 24 hours a day, seven days a week. Public Safety Officers are located at the gatehouses and on the ground floor adjacent to the Student Center and routinely patrol the campus grounds 24 hours a day. They are accessible to students and teachers at all times of day or night.

The safety, security and welfare of students is a top priority for all of us. The Academy has Emergency Preparedness Plans for many situations and conditions. The Director of Security is responsible for instructing teachers, non-teaching staff and students in the policies and procedures of emergency readiness. These trainings are ongoing, and held in a matter-of-fact way, so as not to cause undue worry or stress. We believe that preparation and knowledge can, and will, conquer fear and confusion during any time of crisis or emergency.

We acknowledge that planning for moments of crisis can cause discomfort. It is not easy to think about children being confronted with emergency situations, but the more we try to predict the worst, the better we will be to handle events and prevent them.

Minor Event

Some emergency events will be localized and contained. Students should follow instructions from the adults (teachers, dorm parents, coaches, advisors, or administrators) in proximity to them. Students will calmly and quietly proceed to a safe area and remain there until the threat has passed and further instruction is given.

Major Event

Should a major event threaten the safety of all or a large portion of the school community, all students will carefully and calmly exit their current location and gather at the assembly point in the middle of the track. Students will assemble by grade level or by dorm hallway, if the event happens after 7:00pm. Teaching staff will take attendance and give further instructions. Whether the situation is real or a drill, cooperation is always expected and necessary.

Fire

Whether the alarm is a drill or a true emergency, cooperation, calm and immediate response is expected from all members of the community. To insure fire safety, occasional fire drills will be conducted. Tampering with fire safety equipment, alarms and extinguishers is dangerous and absolutely prohibited.

When an alarm sounds, evacuate the building immediately and go to the assembly point that has been pre-determined by the dorm head, teacher or other supervising adult. Do not use an elevator. If the following can be done safely upon exiting, students should:

- Check if there is smoke get into your room before opening the door.
- If there is no smoke, then leave your room via nearest safe exit.
- CLOSE the door behind you when you leave your room. Put the "All Clear" sign on door handle from outside.
- If smoke blocks your route, stay low, then use alternate exit.
- Once outside, walk to the designated assembly area (sports field) immediately.
- In the event of the hallway is filled with smoke, close the door and block any seams round the door with cloth, tissue or tape, then call for help through the window.
- Use fire extinguisher to put out if it's a small fire ONLY if safe to do so.

Once at the assembly point, stay there until an accurate head count is taken and you are given further instructions.

Visitor Policy

The School is committed to providing a safe, secure and welcoming campus environment for students to learn and to grow. Parents and Keystone employees can contribute to these goals through complying with the policy outlined below.

In the COVID Prevention and Control times, Keystone community members should follow the Campus Access Control Policy issued by Health, Safety and Risk Management Committee.

Please ensure visitors follow the Visitors Code of Conduct in the bottom.

Visitors are welcome to come onto campus after making an appointment with Keystone employees. Security Office should be notified in advance if expecting a group of visitors. For unexpected visitors, the security guards will attempt to contact the Point of Contact (POC) and ask for permission. The Keystone employee (POC) may reserve the right to deny entry in such circumstances.

Visitors should be accompanied by the host all the time on campus. Visitors must remain in approved areas only. Any individual who disrupts the academic environment, acts in a disorderly or uncooperative manner, damages school property or violates campus rules, will be required to leave the premises. Such individuals might be prohibited from coming onto campus again.

Visitors are welcome to attend public events, such as athletic events, concerts, etc. Admission to school can only be made after the visitor's name has been submitted to the Security Office prior to the date of the visit. If this is not possible, then other appropriate security procedures should be followed.

Groups of visitors wishing to visit the school or facilities need to be approved by Assistant Head of School (Business), or Executive Head of School. Typical exceptions to this would be when the Admission Office conducts their information sessions and tours for prospective parents.

Visitors are not allowed to take student photos and class photos. Visitors must put their cellphones and cameras away once they come to the upstairs of the academic buildings.

Family and friends of residents can stay in the residential tower. All residents must notify the Security Office and the Government Affairs Office, prior to the date of the visit. Residents are responsible for educating their family and friends on all matters of security, visitor policy and emergency procedures.

Parents are welcome to come onto campus with their ID cards. Parents wishing to bring a non-card owner onto campus must do so through the Admission Office.

All visitors must sign the visitor register at the gate and wear a visitor pass all the time while on the campus. Any visitor who is on school grounds without wearing a visitor pass will be requested to display the visitor's card or leave the campus.

Only school visitors may have meals in the school dining halls. Requests for visitors to have meals in the school dining hall should be approved by the heads of the host offices/departments and submitted to the Catering Manager in advance. For hosting 3 or more visitors at one time, the meal cost will be booked into the host department's budget. The host should inform visitors of the school eating protocols including no using electronic devices in the dining halls.

In emergency situations or emergency drills, visitors should follow directives from security guards or from their sponsors.

At the end of a visit, the host should escort visitors to the front gate to sign out and return the visitor's card.

Visitors Code of Conduct

1. Wear the visitor pass all the time while on campus.
2. No smoking indoors and outdoors.
3. Do not take photos or videos of any students.
4. Respect the student and the personal space.
5. Use designated adult bathrooms; Avoid get into changing rooms.
6. Evacuate the buildings via exit route upon hearing the fire alarm.

The Dining Hall

The Dining Hall provides a pleasant environment in which community members can gather and eat. Most meals in the Dining Hall are served buffet style with open seating. Students take responsibility for maintaining the cleanliness of the Dining Hall by cleaning their tables and expecting the same from their peers. Keystone Academy is sensitive to the issue of food waste and asks that community members only take the amount of food they are able to consume. Students are welcome to ask for a second serving once everyone has been served.

Breakfast is provided for boarding students each morning before school begins. Boarders must attend breakfast and sign in with the teacher on duty with their keycard.

During the school week lunch is served as a buffet meal. All students (day and boarding) are required to attend. Dinners are provided for boarding students and residential families each evening. Most dinners are buffet-style meals and, while students are required to attend, they may do so at their leisure during the time the meal is offered.

Please do not go to the dining hall before the meal service starts.

Food is never to be taken out of the dining halls, unless it is one piece of fruit, such as a banana. Other food must be eaten in the dining hall. Do not take food out in containers, or to your apartments, or to other areas of the campus. Do not take dishware out of the dining halls.

Phones, laptops, or other electronic devices are not allowed for use in the dining hall.

Health Center

The goal of the Keystone Academy Health Center is to help students maintain good health, develop healthy lifestyle habits and to provide health education and wellness programs for the community. The extension for the Health Center is 3000. nurse duty phone number is 18710190387. Students are required to have current and active health insurance with documentation at the Health Center.

Hours of Operation:

Monday-Friday	7:30am-5:30pm
After 6:00pm	Nurse on-call for emergencies

Saturday and Sunday

Nurse on-call for emergencies

The Health Center can be reached during operating hours at extension 3000 from any landline within the school.

In an effort to provide the best possible care for our students, parents are required to complete our Health Information Form and submit it to the school. Additionally, a full medical report from the family doctor is required on file in the Health Center prior to the start of school. This information is required on file with the Health Center by August 15. Parents must notify the Health Center in writing when there are changes to health coverage or health conditions. Failure to submit documentation of health insurance or any other medical forms will result in a student not being able to participate fully in the Keystone program.

Physicals & Immunization Records

Keystone Academy requires every student to have a physical exam (on or after 1 April) with a practicing physician for enrollment purposes in the upcoming school year. Parents must provide the Health Center with the completed physical exam report and detailed immunization records. These items are required on file with the Health Center by 15 August of each year. Keystone Academy does not provide physicals or vaccinations. Failure to submit required physicals, immunization records, or other health information forms will result in a student's restriction from classes or the dorm. Keystone will comply with all government-mandated health requirements, and expect parents to support us in doing so.

Health Center Staff

The Academy employs a full-time staff including one medical doctor and a team of nurses. The health center staff:

- Provide medical care for students.
- Maintain health records for all students.
- Administer medications as instructed by a doctor's order.
- Provide recommendations regarding health and wellness of students to the administration.
- Perform health assessment examination, testing and monitoring including vision, growth and weight, and nutritional status upon request.
- Administer emergency care and first aid treatment to students and staff.
- Organize workshops related to health issues.
- Inform the administration when management and education regarding infectious disease prevention and control is warranted.
- Ensure that the operations of the health services at the school meet PRC legal requirements.
- Notify parents to have appropriate vaccinations done for their child according to the national Vaccination Program.

Health Information

Health records are maintained confidentially in the Health Center. Selected health information may be shared with homeroom and classroom teachers, and administrators when it is relevant to the student's safety or the safety of the community.

Routine Health Care

The nursing staff offers basic first aid and medical care in a supportive and professional environment. The nursing staff is supported by several area hospitals and clinics who provide emergency treatment and/or advanced medical care (including dentistry) should it be needed. The Health Center has contacts with area specialty medical providers and will work with families to provide a referral upon request.

Health Center services for basic first aid and care are included in the cost of tuition. Keystone Academy and the Health Center do not cover the cost of advanced or specialty medical care. Students who require hospital services will be charged for admission and any treatment costs incurred by the Academy.

Parents should make arrangements for routine medical, dental or health appointments during the weekends or on school vacations to limit academic interruptions. Boarding students and their parents who live outside a two-hour radius of the school, who require follow-up appointments for medical treatment, should work closely with the Health Center staff when scheduling medically necessary appointments (those not considered routine). Transportation to, and supervision at, medical appointments is available Monday through Thursday, strictly by coordinating with the Health Center and only upon availability. Fees incurred for these services are billed to the family.

Infectious Diseases

For the wellbeing of the school community, those showing signs or symptoms of illness are encouraged not to come to school. Students who have, or had, a fever should stay at home until body temperature has returned to normal for at least 48 hours. Parents should contact the middle or high school office by 8am on a daily basis to report student absence. In specific cases in which the government has issued orders related to health epidemics, the school will comply with the directions as required by law. This may include mandatory certification from Konggang Hospital before a student returns to school after being out with a contagious illness. Specific instructions will be shared with parents in these cases.

Accessing the Health Center

If a student becomes ill at school they should report to the Health Center for evaluation during their free time. Students should not miss class in order to go to the Health Center unless their symptoms of illness are such that they would interfere with the student's ability to function normally in class. If a student must be excused from a class, he or she must have a note from the classroom teacher in order to be excused to visit the Health Center. When unsure if symptoms rise to the level of requiring absence from class, students are free to consult the nurses for advice. Boarding students may call the nurse at extension 3000 at any time if feeling unwell, or visit the nurse during office hours in the Health Center.

- If a student is too sick to go to class and needs to go to the Health Center during a class, they must be in the Health Center at the beginning of the class period to be excused from the class. The same holds true for non-academic expectations such as school meetings, meals, KAP, etc.
- If a student is too sick to go to class, they should expect to stay in the Health Center during KAP and dinner and, if medically cleared, to be released directly to their room for the evening upon discharge.
- If a student is sick enough to miss all of their classes, they should expect to sleep in the Health Center that night or go home, if possible.
- If a student is sick enough to miss classes on Friday, they should expect to be restricted to their room on Friday night in order to fully convalesce. They may not participate in any evening activities on or off campus. Additionally, they might be restricted from all weekend activities pending nurse evaluation and medical clearance.
- If a student is unable to complete an assignment because they are sick and in the Health Center, they should e-mail or call their teachers as soon as possible to acknowledge that assignments will be late and to make arrangements to turn in assignments.
- Students are encouraged to get adequate sleep each night and are not permitted to use the Health Center to nap during the day.
- Students who are ill for more than 24 hours, and who live within a two-hour radius, may be sent home until well. Parents will be contacted to make arrangements for care. Students who live further from home will be continually cared for by the Health Center and residential staff regardless of the length of their illness.

Parents will be contacted by the Health Center staff to discuss the care plan or, in the case of a day student, to arrange for pick up when:

- The student is too ill to attend class due to fever, vomit, diarrhea, conjunctivitis, or other contagious diseases.
- The student's condition is unknown and requires a doctor's assessment.
- The student's condition is developing and needs treatment from a doctor.
- The student has a suspected contagious condition and needs temporary separation from the rest of the community.

A boarding student in need of medical attention when the Health Center is closed should locate a dorm parent or a teacher on duty, even if this means waking someone up. The dorm parent or teacher will then contact the on-call nurse for instructions. In the event of a medical emergency, students will be transported directly to the emergency room at the hospital. If a student is not able to get in touch with his or her dorm parent, they may dial x3000 directly from any landline on campus.

Health Issues Especially for Day Students:

It is assumed that day students who are absent from school owing to illness will continue under the care of their family physician. However, the Health Center is available in an emergency while on campus. As with boarders, day students are subject to the previous outlined rules for accessing care in the Health Center during the school day.

- If a day student becomes ill at school they should report to the Health Center for evaluation and release. Parents will be contacted by the Health Center staff to arrange for pick-up.
- The Health Center does not provide medical transportation services for day students, except in the case of an emergency.
- Day students who are ill in the morning should remain at home. It is important to the health of the community that students who are ill do not attend class.

- Students must be rid of fever for 48 hours before returning to school.
- Day student parents should contact the Main Office by 8am on a daily basis to report student absence.

Medication

The purpose of this policy is to provide for safe and effective use of medications and the best physical and emotional health of our students.

The Academy will have some over-the-counter (OTC) medications and may administer them to students. If a student requires prescribed medication during the school day, a parent must send a signed «Medication Authorization Statement» or e-mail giving the Health Center staff and, therefore, Keystone Academy permission to administer the prescribed medication. The medicine should be properly labeled with the child's name, and details of the medication should be included. The medication must be given to the nurse and only administered under the nurse's supervision. Under no circumstance should a student self-administer medication at Keystone Academy. Medications will only be administered as indicated by a licensed physician or in the case of over-the-counter medications, as indicated on the package for the student's particular age and duration. Any student taking or possessing any medication must report to the Health Center staff. Health Center staff make note of medication use in the student's file and dispense all medication.

It is a violation of the Academy's rules to have prescription, over-the-counter medication or Traditional Chinese Medicine in dorm rooms or on one's person. Some students may have written permission to possess a certain category of medications, for example, inhalers, acne creams or EpiPens (please contact the Health Center staff regarding written permission requirements.)

Parents are encouraged to call or e-mail the Health Center to check on their child's compliance with their medication plan. Though the Health Center will issue reminders initially, it is the responsibility of each student to receive his or her medication from the Health Center at the designated time.

If a boarding student is prescribed medication as a result of an illness or injury while at school, the prescription will be filled at a local pharmacy or hospital and the cost will be charged to the family.

In the event of an off-campus trip or on the weekends, the nurse may delegate the administration of prescription medications to another responsible adult.

Medications not picked up at the end of each school year will be discarded.

Allergy Alerts

It is the parents' responsibility to inform the Academy (nurse and advisor) about a child's condition when it comes to allergies. In addition, parents must:

- Provide the nurse with a physician signed Allergy Action Plan and prescribed medication (EpiPen, for example).
- Teach the child to recognize the signs and symptoms of an allergic reaction.

It is the responsibility of the teachers to:

- Recognize the signs and symptoms of life-threatening allergic reaction and identify the item that may have caused the reaction.

It is the responsibility of the nurse to:

- Coordinate education and management efforts between the school, parents and student.
- Keep current on information regarding student allergy status.
- Keep medication on site, in good condition and valid for use.
- Provide education and training to teachers on the use of prescribed medications.

Parent Communication

Two-way communication between home and school is expected when it comes to the health and wellness of students.

- When a student is sick while at school, the nurse will contact the parents. If a parent is unreachable, the emergency contact will be contacted. Parents are encouraged to cooperate with the nurse to manage and improve the student's health condition.
- When the student is absent due to illness, parents are encouraged to inform the nurse of the situation.

- When medication needs to be kept at school for a daily dosage, the medication must come with a doctor's order and specific instructions.

School Liability insurance for accidental injury

Regarding accidents happened on campus or during activities organized by the school, the school has purchased liability insurance, which may cover part of the medical expenses from approved public hospitals per insurance policy. All coverage and related reimbursement will need to be reviewed and determined by the insurance company.

Air Quality Index (AQI)

Keystone Academy is committed to ensuring that students, staff and visitors have access to clean and filtered air inside all school buildings, particularly on days when the external air quality is poor. The quality of the air inside and outside the school buildings is tested and monitored regularly. Outdoor activities may be restricted or cancelled across the school if AQI levels are deemed to pose a health risk.

Updated AQI information is posted from Keystone HUB and PortKey, through electronic message boards and signage to alert students and staff of the air quality.

We ask parents to notify the Health Center if a child has respiratory problems so that we can have the information on file. It is important for students to understand their health limitations and we ask parents to have conversations with their children prior to enrolling at Keystone.

In late 2013, the Beijing government issued a new policy making the public aware of a situation they have labeled "Red Alert." This policy states that schools close if the government predicts the Air Quality Index will be 300 or higher on at least three consecutive days. If the Red Alert is issued, Keystone will send messages via SMS and e-mail to alert our families of the situation.

Weekend Residential

On weekend residential trips and events, AOD will make the final determination if the trip will go ahead based upon the above, and this should be communicated to trip leaders. Alternative duties or activities may need to be considered.

Pre-Purchased Tickets or Events

In the event of a high AQI that prohibits participation by students, refunds should be sought if possible. If a refund is possible then the event will be cancelled or postponed. If un-refundable the event can continue, however all students (and staff) will be required to wear a mask.

AQI Readings

Keystone Academy uses information from the following government website as our AQI standard: <https://aqicn.org/city/beijing/shunyixincheng/cn/>

Guidance for Student Activities 学生室外活动建议



AQI 空气质量指数	Pollution level 空气质量指数级	Primary School 小学	Secondary School 中学
0-50	Good 一级 (优)	No change to activity: great to be active outside. 适宜户外活动。	No changes to activity: great to be active outside. 适宜户外活动。
51-100	Moderate 二级 (良)	No changes to activity: great to be active outside. Students unusually sensitive may have symptoms. 适宜户外活动。 敏感体质的人群可能会有症状。	No changes to activity: great to be active outside. 适宜户外活动。
101-150	Unhealthy for sensitive groups 三级 (轻度污染)	Students with respiratory issues should take action as needed. 活动注意任何反应症状的发生, 必要时需采取相应措施。患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物	Great to be active outside. Students unusually sensitive may have symptoms. 适宜室外活动。 敏感体质的人群可能会有症状。

Please try not to open any windows when the AQI is higher than 150. Our HEPA system will continue to provide clean fresh air for the buildings.
在AQI高于150时, 避免开窗! 新风系统通风持续开启。

AQI 空气质量指数	Pollution level 空气质量指数级	Primary School 小学	Secondary School 中学
151-200	Unhealthy 四级 (中度污染)	- Recess will be held indoors for all students. - Administrators will make other decisions on cancellations or changes based on the nature of the activities. - Outdoor activities shall be moderate and students with respiratory issues should remain indoors. - 全体学生课间在室内活动。 - 相关负责人会根据活动性质决定是否取消或更改。 - 户外活动应适度, 有呼吸系统问题的学生应留在室内。 - 患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物。	- Students with respiratory issues should take action as needed. - Administrators will make other decisions on cancellations or changes based on the nature of the activities - 活动注意任何反应症状的发生, 必要时需采取相应措施。患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物 - 相关负责人会根据活动性质决定是否取消或更改。
201-300	Very Unhealthy 五级 (重度污染)	- All students should remain indoors and all scheduled activities or events that take place outdoors are cancelled. - Indoor activities or events, either on or off campus (including sporting events, team events, field trips, community events etc.) can take place with consideration made for students with respiratory issues. - 所有学生应保持在室内活动, 所有室外项目全部取消。 - 患有呼吸系统疾病的学生可酌情参加校内外的室内项目。患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物。 - 相关负责人会根据活动性质决定是否取消或更改。	- Administrators will make other decisions on cancellations or changes based on the nature of the activities. - Outdoor activities shall be moderate and students with respiratory issues should remain indoors. - 户外活动应适度, 有呼吸系统问题的学生应留在室内。 - 患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物。
300+	Hazardous 六级 (严重污染)	- All scheduled activities outside of school campus whether indoor or outdoor, are cancelled or postponed. In-school activities and events can go ahead and must be held indoors only. - 所有校外活动取消或延后。 - 校内活动必须在室内举行。	- All students should remain indoors and all scheduled activities or events that take place outdoors are cancelled. - Indoor activities or events, either on or off campus (including sporting events, team events, field trips, community events etc.) can take place with consideration made for students with respiratory issues. - 所有校外活动取消或延后。 - 校内活动必须在室内举行。

Reference 参考:

<https://www.epa.gov/pmcourse/patient-exposure-and-air-quality-index>
<https://aqicn.org/city/beijing/shunyixincheng/cn/>

Keystone Libraries

Library Mission

Keystone Academy Libraries cultivate a community of learners enriched by the joy of reading and the exploration of ideas.

The Middle School Library is located on the ground floor of the Main School Building, and the High School Library is located on the fourth floor. Both are designed for social interaction, group collaboration and independent research. The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and research, and educational collaboration throughout the school.

The Library as an Intellectual & Social Hub

We hope the library is the heart of the school for social interaction, academic pursuits, guided study, and independent research. Our libraries are warm and friendly, inviting places to relax, read, create, and make new friends. Parents and family members are encouraged to come by and browse, borrow, read, rest, relax, and volunteer. Speaking on a cell phone is not appropriate in the library, for students or parents.

Library Services

The librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The library staff assist students in finding appropriate research sources and online information, topics for research and books for pleasure reading. The librarians partner with and assist teachers who schedule weekly instructional classes in the library.

Visiting the Library

Students and staff are welcome to visit the library during hours of operation. Newspapers, magazines, books, references, and online database are available for independent reading and research. The library hosts special events, author visits, book clubs, book fairs, and various library promotions throughout the calendar year. Please contact with one of the librarians to schedule additional time, tours, orientations, programs, and special events in the library.

After School

Keystone libraries are open to all community members between 3:30 to 5:30 pm during a regular school day. However, primary school students, in any Keystone library, must be supervised by their parents or guardians at all times.

Circulation Policies

Maximum checkouts for a student: 5 items

Maximum checkouts for a family account: 5 items

If a student needs more books for research, please consult librarians. Library materials may be renewed online or through the librarians.

Online Catalog

The library website may be used to find information about the Keystone library, including reading lists and links to resources. Keystone utilizes the Follett Destiny online catalog system which is accessible through the school website.

Computers in the Library

Students may bring their laptops to the library or use the public computers on an as-available basis. Library equipment is intended for library and school-related activities only. Students are expected to adhere to school sanctioned technology use guidelines concerning responsible computer and Internet use.

Library Rules

- No food or drinks in the library, unless approved by the librarian.
- Respect the library as you would your own home, office or classroom: wipe feet, push in chairs, pick up trash, and set books on carts for re-shelving.
- Patrons are expected to behave in a courteous manner. We ask that patrons maintain a quiet and considerate atmosphere, and respect the rules of the library at all times.
- No cell phone use in the library during the school day, unless approved by the librarian.
- Earphones should be used while listening to audio/video files.

- Students should come to the library for reading, learning or research.
- Students who are visiting the library during class should have permission from their teachers.
- Please leave the library as librarian staff instruct at the end of a school day.
- The library does not charge for overdue materials, but does assess fines for lost or damaged items.
- Computers should be used in accordance with our Acceptable Use Policy at all times.

Athletic Facilities

The Academy has state-of-the-art fitness facilities available to students during supervised activity times each day, including on the weekends. Our facility consists of:

A multi-purpose gym (38m*36m) that can be used as:

- A standard basketball court with 800 seats.
- Or 2 standard basketball courts.
- Or 6 badminton courts.
- Or 2 volleyball courts.

A second gym (35m*20m) with as much versatility as the larger gym that can function as:

- A standard basketball court.
- Or 2 practice basketball courts.
- Or 3 badminton courts.
- Or A volleyball court.

An eight-lane swimming pool.

An indoor (150m) and outdoor track (400m).

Two football fields.

And seven squash courts.

Fitness Center and Gym Rules

Students must be supervised by a teacher at all time when engaging in any physical activity in the gymnasium or in the fitness studio. Supervised hours of use Monday through Friday include: selected morning exercise classes, KAP and open gym from 4:30 to 6:00pm daily. Weekend gym hours are posted weekly and supervised by the weekend duty teams. Boarding students who have been trained by Athletic staff may use the fitness center in groups of three: three students or a mixture of three students and adults.

Swimming Program

It is intended that every Keystone student will learn to swim before they graduate. This is an important life skill. While we can't promise world-class competitors, we do expect our students to know basic swim strokes and pool safety. Students are involved in our "learn-to-swim" program through participation in our Physical Education curriculum. Additionally, other aquatic-related activities are offered in our Keystone Activities Program (KAP).

Pool Rules

- Students are only allowed on the pool deck or in the pool when supervised by an adult.
- Students are expected to wear a swimsuit when in the pool. Female students should wear a one-piece swimsuit. Bikinis or two-piece suits that do not cover the stomach are not allowed. A two-piece could be paired with a suitable top that allows students to swim unaffected. Males may wear swim trunks alone or paired with a suitable top that allows students to swim unaffected.
- Students who wish to be in the pool area and who are not participating in a swimming activity are required to remove their shoes while on the pool deck.
- Any person with a fever, any open sores or bandaged wounds, is restricted from using the pool.
- Safety rules posted in the pool area must be followed at all times. Failure to maintain safety is grounds for discipline and loss of pool privileges.
- No eating in the pool area; water is allowed, but no other types of beverage.
- Students are not permitted in the pool or pool area unless a lifeguard is on duty.

Locker policy

Gym locker assignments are made by the Director of Activities.

Performing Arts Center

The Keystone Performing Arts Center is a glorious building, a fine theater, and an intimate concert hall. The building is a deliberate contrast, in style, materials, and color, to the red brick, classical look of the surrounding academic and residential buildings. This contrast creates an artistic tension symbolic of the artistic standards that will be maintained on stage. The Keystone Performing Arts Center is used both by the school and the surrounding community, and will grow into a significant community arts venue.

The Student Center

The Student Center Lobby, located on the ground level of the east dormitory building, provides a lounge area where students can mingle, relax, study or gather for co-ed and family visitation. Comfortable furniture provides an area for students to connect in a relaxed environment, to socialize, play games, hold study groups, and visit with parents who come to campus. It contains a school store and the uniform shop. The store is available to students after the end of the academic day.

Office of the Registrar

The Registrar creates the academic schedule for students and teachers, keeps all student transcripts and official grade reports, supervises standardized testing, and is the person to contact regarding the communication of records between Keystone and other schools. Requests for transcripts and teacher recommendations for summer school or transfer schools must be processed through the Registrar.

Finance Office

The Finance Office is responsible for handling all financial matters for the Academy.

An Automated Teller Machine (ATM) is located on campus at the north end of the Student Center.

School Store

The School Store, located near the Student Center Lobby, has an array of Keystone school dress and other apparel, snacks and personal supplies available for purchase. Students can access the store after school hours until 18:30 from Monday to Friday and the store is open during 12:00-19:00 on Sunday. The Uniform Shop is open from 14:30 to 17:30 on weekdays.

Facilities Office

The Facilities Office handles repairs on campus and the distribution of key cards.

Key Card Loss and Replacement

Boarding students are asked to keep their keycards on their person, visibly, during the school day. To help students build a sense of responsibility, there is a charge to replace lost Key Cards.

Laundry

Students have daily access to washers and dryers in the dormitories for a fee. They must supply their own laundry soap.

Lost & Found

Students should always try to be mindful of their belongings. When an item goes missing, there are three locations to check for Lost & Found. The Security Office is the place to deposit lost articles, if you find something that needs to be recovered by its owner, or if you have lost an item, please come check with the office. There is a second "Lost & Found" in the Athletic Center, and at the reception areas in both the primary and middle/high schools.

Mail

There is regular mail service Monday through Friday through the mail room in the East Residential Tower. Additionally, packages are received in the “feng chao” system located in the north side of the residential buildings. All residents should take away packages from the “feng chao” system and mailroom as soon as possible in order to ensure there is room for everyone’s goods to be delivered. No one should interfere or tamper with mail that is not their own.

Transportation Office

The Transportation Office coordinates bus contracts, bus routes and supervision, special requests and concerns regarding the bus services at the Academy.

Student Images and School Media

Images of students are often used to share and celebrate the great work happening within our school. Please note that student images may be used in print or electronic media at the discretion of the school.

COMMUNICATIONS

E-mail & Telephone

Members of the Keystone Academy community (students and teachers) are expected to check their e-mail several times a day and to respond to inquiries in a timely manner. If a student has an urgent request from a teacher, they should respond immediately, but should not miss a scheduled class or activity to do so.

Parents are asked to check their e-mail, SMS messages and phones regularly and to respond as quickly as possible to queries from the school, especially when it involves a child’s absence.

Messages

Should an emergency arise, parents may reach students by calling the High School Office or the Middle School Office. The offices are open from 7:45-4:40 daily.

Inclement Weather Notification

The school notifies families of schedule changes resulting from inclement weather through its e-mail and cell phone emergency messaging system. Families may also consult the school website for complete schedule modifications.

Parent / Student / Teacher Conferences

Formal Parent/Student/Teacher conferences are scheduled each year in November. These meetings serve as an important link between home and school, allowing teachers, parents and students to communicate openly. Student-led conferences are held in the spring.

Curriculum Night

Scheduled annually, near the start of the school year, the evening is an opportunity for teachers and parents to meet. Teachers will talk about their curriculum, classroom expectations and communication. We encourage parents to attend this event.

Keystone Academy Parent Teacher Association (KAPTA)

KAPTA is the constituent support organization at Keystone whose purpose is to further the interests of the school, its students and staff. This vital organization promotes fellowship among members and assists the school as needed for special events, athletics and arts programs, educational initiatives and teacher appreciation celebrations.

The mission, as a volunteer organization, is to foster the intellectual, physical and moral wellbeing of children in all phases of development at home, in school and as members of the Keystone community. Cooperation and communication between parents and school personnel is the lifeblood of this organization.

APPENDICES

Keystone Community Charter: A School in Partnership

Keystone Academy wishes to nurture a partnership between parents, guardians, visitors, community and the school, in which all relationships are based on mutual respect, trust and a spirit of collaboration in accordance with the Keystone five shared values of Ren, Yi, Li, Zhi and Xin, translated as compassion, justice, respect, wisdom, and honesty.

All members of the Keystone community are expected to:

- model responsible and respectful behavior within the school community in both the real and the digital worlds;
- treat every member of the school community with courtesy and respect;
- listen, talk collaboratively and share relevant information to understand and resolve any issues, misunderstandings or concerns;
- respect the privacy of every member of our school community;
- uphold the school expectations and guidelines that are in place for the wellbeing and effective learning of students;
- contribute to a safe school community where there is no tolerance for intimidation, bullying or harassment;
- adhere to the commitments made at the time of enrolment or registration to the values and expectations of the school community.

Audience Etiquette

In order to establish basic expectations during attendance at school events, examples being but not limited to, coffee mornings, presentations, meetings, class performances, exhibitions, concerts, and celebrations, we agree that:

- The use of electronic devices, including mobile phones, pagers, video recorders, iPads, gaming devices, or other devices that either emit sound or light or are used for recording, storing or relaying information in a digital form, is to be in accordance with individual event protocols displayed prior to the event.
- We show respect by limiting conversations, switching off electronic devices and taking responsibility for accompanying children with regards to movement and noise.

Personal Privacy and Intellectual Property

Personal privacy is not only a basic right but also respects the individual's right to control how and for what purpose their individual information is used.

- Photography or video recording of students, staff, school property, school documentations, exhibits, signs, and the like is not permitted.
- No images or recording of students or community members are to be taken inside or outside the academic building or in public or shared spaces on campus.

Communication

We believe staff, parents and children are entitled to a safe and protective environment in which to work and learn. It is expected that all communications be carried out in a respectful and meaningful way.

- All members of staff, children and parents should be spoken to in a calm and civil manner.
- Physical attacks and threatening behavior, abusive or insulting language, verbal or written, to staff, parents, children or any other users of the school premises will not be tolerated.

By becoming members of the Keystone Academy community either through enrolment or employment, all members are expected to uphold and abide by the values and expectations outlined here and found in more detail in Keystone Academy Community Handbooks.

PROMOTION, CERTIFICATES & GRADUATION

Students at Keystone Academy are held to high academic and personal standards.

The Secondary School at Keystone Academy offers the Middle Years Program (MYP) and the Diploma Program (DP) of the International Baccalaureate (IB). In addition, the Academy also offers Chinese Thread compulsory courses that promote Chinese culture and identity in a world context.

PROMOTION

Grades 6 to 8

In grades 6, 7 and 8, judgments on promotion, repeating, or even leaving the school are based on academic achievement as well as other considerations, and are resolved through conversation with families. In the case of promotion from grade 8 to 9, students with grades of 1 or 2 in College Required Courses¹ (CRCs) may be required to complete compensatory work, paid for by the parents, before beginning grade 9.

Grades 9 to 12

In grades 9 to 12, judgments on promotion, repeating, or even leaving the school are influenced by, but not limited to, academic achievement and meeting the expectations of our three keystones. Starting in grade 9, course results are recorded on the student's transcript that is sent to colleges. Courses with scores of 1 or 2 are considered failing and will receive no credit. Credit is awarded for courses with final grades of 3 to 7.

Academic Requirements for Promotion in Grades 9 and 10

In order to support student preparation for university, grade 9 and 10 students must earn a passing grade in all CRCs and a grade of 4 or better in at least two CRCs. In addition, students cannot have more than one failing grade (1 or 2) in a non-CRC. In the event that students do not achieve this, they may be required to repeat a grade, exit the program or enter into a support program, paid for by the parents. Consultation with teachers, counselor, advisor, IB Coordinator and Heads of Division will form part of the decision-making process.

Academic Requirements for Promotion in Grade 11

Students in grade 11 must pass at least five IBDP courses and earn at least a final grade of 4 in two CRCs. Students must also be "meeting expectations" or "exceeding expectations" in the Theory of Knowledge (TOK) course and the Creativity, Activity, Service (CAS) program, and making satisfactory progress towards completing the Extended Essay (EE). In the event that students do not achieve this, they may be required to repeat grade 11, exit the program or enter into a support program, paid for by the parents at the discretion of the Head of High School in consultation with the Assistant Head of High School and the Executive Head of School.

Additional Requirements for Promotion in Grades 9 to 11

Students must demonstrate appropriate proficiency in the three keystones in order to be promoted in grades 9 to 11. Students who do not demonstrate appropriate proficiency may be required to complete summer activities to demonstrate growth in these areas. Students who do not make sufficient progress may not be able to continue at Keystone Academy.

Requirements to Continue as an IB Diploma Candidate

Generally, students in grade 11 will begin by pursuing both the Keystone Diploma and the IB Diploma. Continuation as an IB Diploma Candidate over the two-year period of 11th and 12th grade requires that the student show satisfactory progress in all courses and components of the program. The following outlines cases where students may be required to drop their status as an IB Diploma Candidate. Decisions on continuation as an IB Diploma Candidate will be discussed with the student and parent, but will be decided by the Head of the High School in conjunction with the IB DP Coordinator.

¹ Courses in the following subject areas are designated as College Required Courses:

1. Language and Literature 2. Language Acquisition 3. Individuals & Societies 4. Sciences 5. Mathematics.

- If any Higher Level (HL) IB semester grade is 2 or less, the class will be changed to Standard Level (SL). This usually means that the student will not be able to continue as an IB Diploma candidate as they won't have the requisite combination of HL and SL classes.
- If any IB HL semester grade is equal to 3, the student will have one semester to get it to a 4. If, after one semester, the grade is still 3 or less, the class will be changed to SL. This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of HL and SL classes.
- If the 3 HL semester grades add to 10 or less, the student will be changed to SL courses.
- If the 3 HL semester grades add to 11, the student will be given one semester to get the total to a minimum of 12 (and all HL courses to a minimum of 4).
- If the 3 SL semester grades add to less than 9, the student must drop from Diploma to separate IB Courses.
- EE, TOK and CAS are crucial core components of the Diploma. If a student fails to meet published milestones and deadlines, they may be required to drop from the IB Diploma to IB Courses. Students are reminded that the EE, TOK and CAS are also components of the Keystone Diploma and they must complete these requirements satisfactorily in order to graduate with a Keystone Diploma.
- Students who fail the first year of an IBDP course may not continue to the second year of that course.

Special Education Needs

Students with Individual Education Plans (IEP's) and that fall under the School's Special Educational Needs (SEN) program are accommodated according to the SEN policy and according to the accommodations outlined by the IB. These students have the same expectations to fulfill the promotion and graduation requirements outlined in this document.

IB Projected and Predicted Scores

When needed for university, teachers will provide IB projected grades to our school's College Counselors for the purpose of the college application process.

Prior to the final IB exams, teachers will submit formal predicted grades to be sent to the IB as required by the organization.

CERTIFICATES AND DIPLOMAS

Keystone Academy's Secondary School is divided into Middle School (Grades 6 to 9) and High School (Grades 10-12). The following certificates and diplomas are awarded in the Secondary School.

Middle School

Certificate of Completion of Mandatory Schooling

Students from grade 6-9 complete eight MYP courses and two Chinese Thread courses. At the end of grade 9, Chinese national students who successfully complete grade 9 and are promoted to grade 10 will earn a Certificate of Completion of Mandatory Schooling.

High School – Grade 10

Keystone IB MYP Full Certificate

At the end of grade 10, each student who has participated in grade 9 and 10 of the MYP program and who has achieved an overall minimum standard in all aspects of the Keystone Academy MYP will be awarded a Keystone IB MYP Full Certificate. There are no exit exams required for the Keystone IB MYP Full Certificates and in the case of semester courses, the final grades will be averaged and then calculated into the final point total. Please refer to Table 1 below for examples of course calculations.

Minimum standards at the end of grades 9 and 10 are defined as:

- Successfully completing seven MYP subject groups including 2 consecutive years in Language Acquisition or two courses of Language and Literature.
- Having earned a total of at least 32 from the eight MYP subject groups and the MYP Personal Project combined, out of a possible maximum of 56;
- Having earned a minimum grade of 3 (maximum 7) in every IB MYP CRC with at least two of them having a grade of 4. One grade of 2 is allowed in non-CRC courses. All other non-CRC courses should be 3 or higher.
- Having earned a minimum grade 3 (maximum 7) for the Personal Project;
- Having met the expectations of Service as Action to the satisfaction of the school.

Keystone IB MYP Certificate of Participation

Students entering Keystone in grade 10 and who have only completed one year of the program at Keystone, may earn a one year Keystone IB MYP Certificate of Participation. The student must meet all the requirements as listed in the section above, with the exception of completing 2 years in the same Language Acquisition course (or two years of two Language A courses).

Keystone IB MYP Certificate of Recognition

Students who do not meet the requirements of the Keystone IB MYP Full Certificate in grade 10, but fulfill the requirements for promotion to the next grade, are eligible to earn the Keystone IB MYP Certificate of Recognition. These students may be required to complete a program of academic consolidation and reinforcement before commencing the IB Diploma Program (IBDP) i.e. summer courses, required tutor program, etc.

		Student 1	Student 2	Student 3	Student 4	Student 5
MYP Subjects	Maximum	Successful	Unsuccessful	Unsuccessful	Unsuccessful	Unsuccessful
Language and Literature	7	4	3	4	5	3
Language Acquisition	7	4	3	3	3	3
Individuals and Societies	7	4	4	4	4	3
Science	7	3	3	3	2	3
Mathematics	7	3	3	3	5	3
Take either Design Or Arts	7	5	6	3	3	1
Physical and Health Education	7	5	6	6	3	3
Personal Project	7	4	5	5	3	3
Total	56	32	33	31	28	22
Minimum	32					

Table 1. MYP promotion samples for grade 9 and 10 students

Successful: Student will be promoted and earn an MYP Certificate.

Unsuccessful: Students may or may not be promoted and will not earn an MYP Certificate.

Explanation of examples in Table 1

Student 1. Successfully met all the requirements.

Student 2. Earned one final grade of 4 in a CRC; must earn at least two final grades of 4.

Student 3. Earned minimum grades of 3 in CRC; however the total is below 32.

Student 4. Earned a final grade of 2 in a CRC and the total is below 32.

Student 5. Earned two failing grades in non-CRC and the total is below 32.

High School – Grade 12

Keystone High School Diploma

At the end of grade 12, each student who has achieved an overall minimum standard in various aspects of Keystone Academy will be awarded a Keystone High School Diploma.

The precise and detailed requirements of the Keystone Diploma are in Appendix 1 below. Exceptions to the graduation requirements are rare and address the needs of students transferring from other school systems. Such exceptions will be approved at the time of admission.

IB DP Diploma and DP Course Results

Grade 12 students in the IBDP may also earn an IBDP Diploma if they fulfill all the requirements set by the IBO. Students not pursuing the IBDP Diploma can choose to receive DP Course Results for individual courses. The IBDP Diploma and the IB DP Course Results are awarded by the International Baccalaureate and not by Keystone Academy.

The IBDP Diploma and the DP Course Results have external examination requirements, IB moderated internal assessment requirements, as well as other externally assessed or moderated components. For more details refer to the Keystone IB Diploma Curriculum Handbook.

Appendix 1

The Keystone Diploma: Definition and Assessment

Introduction

This document refers to students who complete grade 12 at Keystone Academy, and who have been enrolled at Keystone for four, three, two, or one years prior to graduation.

All students successfully completing the graduation requirements at Keystone are awarded the Keystone Diploma. This award is separate from but overlaps with some aspects of the IB Diploma. It is an internal Keystone Academy award, reviewed by Keystone Faculty and voted by the Board of Trustees for each student, and presented at commencement celebrations in May or June of each year.

General

The Keystone Diploma graduate requirements for Keystone students derive from the school's mission and its three keystones.

The keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

Graduates of Keystone are described in the mission in this way:

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully in universities, cities, and their chosen professions. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

Keystone graduates will be ready to launch into university study and demanding careers. They will be able to conceptualize complex interdependence between people and ideas. They will be able to operate effectively in different cultures and regions. They will be able to assume responsibility for themselves and their communities, and take action to improve the world for future generations.

The Keystone Diploma

The Keystone Diploma will be awarded to students who complete successfully the following. Any exception to the requirements below would be adjudicated by the Senior Leadership:

Entering Grade 9, and through Grade 9

- IB MYP passing and promotion requirements.

- Keystone's China and the World program.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 10, and through Grade 10

- IB MYP passing and promotion requirements.
- Keystone's China and the World program.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 11, and through Grade 11

- No fewer than five IBDP Courses, usually including Chinese, English, and Mathematics, all at passing grades, and with at least a grade of 4 in two College Required Courses (CRCs).
- Appropriate proficiency in the IBDP core elements of CAS, TOK, and the EE.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 12, and through Grade 12

- No fewer than five IBDP Courses, usually including Chinese, English, and Mathematics, all at passing grades.
- Appropriate proficiency in the IBDP core elements of CAS, TOK, and the EE.
- Assessed and appropriate proficiency in the three keystones.

Assessment and Award of the Keystone Diploma

Requirements for the Keystone Diploma will be assessed every year from grade 9 to grade 12.

The 'academic' aspect of this assessment was established from May/June 2015.

The process of assessing the three keystones started in May/June 2017 for the grade 11 class.

The following year, again at the end of the academic year (that is May/June 2018), all 4 grades from 9 through 12 were assessed in proficiency of the three keystones. This then continued as is in following years.

As outlined above, our three keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

For learners of Chinese as another language, proficiency in the first keystone will be demonstrated by passing grades in Chinese Language Acquisition in grades 9 and 10, and passing grades in Chinese ab initio in grades 11 and 12. In special cases, a student who has completed grades 9 and 10 at Keystone, passing Chinese as described in the previous sentence, may petition to do a language other than Chinese for the IB Diploma and, if granted, still qualify for the Keystone Diploma.

For learners of English as another language, proficiency in the first keystone will be demonstrated by obtaining passing grades in English Acquisition or English Language and Literature in grades 9 to 12. In special cases, a student who has completed grades 9 and 10 at Keystone, passing English as described in the previous sentence, may petition to do a language other than English for the IB Diploma and, if granted, still qualify for the Keystone Diploma.

Proficiency in the second keystone will be demonstrated through assessment as outlined in the table called Keystone Academy Character and Community Assessment.

Proficiency in the third keystone will be demonstrated by passing grades in China in the World courses in grades 9 and 10, and the bicultural Theory of Knowledge course in grades 11 and 12.

Keystone Academy Character and Community Assessment

LO1	Demonstrates commitment to personal character development
Descriptors	<i>The student:</i> • is keenly aware and proactive in taking care of their physical, emotion and spiritual well-being • leads and serves in ways that benefit the common good of the school community • makes thoughtful decisions that consider self, others, and the common good • pursues personal enrichment and knowledge through reflection and learning from others • learns bravely from failures and demonstrate resilience
LO2	Displays compassion and concern for others' well being
Descriptors	<i>The student:</i> • treats everyone with kindness, empathy and understanding • treats everyone fairly and takes courageous actions to correct injustices and unfairness • demonstrates awareness of how his/her social behaviors affect others and acts to promote harmonious interactions in the community
LO3	Demonstrates regard for community and social responsibility
Descriptors	<i>The student:</i> • serves with generous spirit and makes positive contribution to the community where we live and learn • shows an understanding of the shared values of the community and seeks to foster harmony, inclusiveness, and self-control. • demonstrates an understanding of the environment and exhibits sustainable practices and behaviors at school and beyond. • is proactive in developing an understanding of others and demonstrates he/she values others' ideas and beliefs.

Secondary School Homework Policy

- I. Aim
- II. Definition of homework types
- III. Differentiation for age groups
- IV. Time allocations
- V. Use of planner
- VI. Roles and advice
- VII. Consequences and rewards
- VIII. Expectations during holidays, summer and extended sick leave

I. AIM

Keystone Academy believes that the correlation between homework and improved student learning can be based on recent research, teaching experiences and a solid understanding of the Academy's unique context. The homework policy aims to provide the school community with specific guidelines, so that a common approach is used by all stakeholders to meet student outcomes.

II. DEFINITIONS

Homework Types

Type	Definition	Intended Outcome	Application	Assessment
Completion	Any work assigned during the school day not completed in class.	Helps students keep up to date with the classroom program.	The classroom program should be differentiated if a student has completed homework on a regular basis.	(Assessment for learning) Viewed by teacher, understanding checked as a priority. Self-management tracked, time required for completion.
Practice	Any work that reviews and reinforces skills and concepts taught in class.	Helps students practice newly acquired skills to develop fluency.	To be effective, practice homework requires students to already be able to independently perform the skills required.	(Assessment of Learning) Viewed by teacher, to check for understanding, selfmanagement tracked. Individual feedback is given (can be verbal).
Preparation	Any work that prepares students for upcoming lessons or classes.	Encourages students to acquire background information or to bring their prior knowledge and experiences to upcoming units of study.	Short preliminary readings or topic specific vocabulary practice in preparation for new material, review of ideas from previous lessons needed for upcoming work.	(Assessment for Learning) Progress/ completion n tracked by teacher and feedback is provided if required.
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning.	Encourages students to problem solve, think creatively and think critically.	To be effective, extension homework does not require a student to learn curriculum content independently. Instead, students deepen understanding and relate learning to the real world.	(Assessment for Learning) Work reviewed and corrected by teacher. It is tracked and feedback is provided.

These definitions are borrowed from the Toronto School Board District Homework Policy: P036, 2008

III. DIFFERENTIATION

Homework should not be given for students to learn new material. Homework must adhere to one of the four categories given above. In an effort to help students to develop self-efficacy and self-management skills, teachers of all grades should indicate how long a homework task should take to complete.

Grade 6-10

To ensure that students do not spend too much time on one task or one subject, subject can allocate no more than 30 minutes of homework any given night. For homework tasks, this means that students will work for thirty minutes, or until the task is complete, whichever occurs first.

Grades 11-12

For students studying in the IB diploma programme, the expectations of workloads and homework loads are increased in both intensity and duration. Students are expected to have developed sufficient organization and self-management skills to effectively structure their homework and study time. IBDP teachers should give an accurate indication of the amount of time a homework task should take as a way to help students effectively manage their time.

IV. TIME ALLOCATION

To balance the time pressures facing students, the amount of homework students can be allocated is proportional to the amount of face-to-face class time for each subject. Maximum homework time for each subject, each week is allocated according to each 75-minute block. Teachers are advised to help students to manage major longer-term assignments by scaffolding the different parts of the projects.

Grade	Minutes of homework per block	Maximum minutes of homework per school day	Max minutes of homework per weekend
6-7	20 min	80 minutes (all subjects combined)	80 minutes (all subjects combined)
8-9	30 min	120 minutes (all subjects combined)	120 minutes (all subjects combined)
10	35 min	140 minutes (all subjects combined)	140 minutes (all subjects combined)
11-12	Students in the IB DP course should be expected to efficiently manage their time. This includes completing tasks and homework over the weekends and during some holiday time as a way of maximizing their usage of time, and minimizing stress. Students in the DP program should be expected to complete 120-150 minutes of homework each day.		

V. USE OF PLANNERS

All students from grades 6-9 at students' applications, will be provided with a Keystone Planner on a yearly basis. Students are expected to use the planner on a daily basis to track their homework, and to show parents or dorm parents so their work may be monitored for guidance. Each grade or student may have slightly different expectations based on developmentally appropriate needs.

Students in grades 11 and 12 will be allowed to use a planning system of their choice if they show success in using their planner in grade 10. This will be decided in conjunction with teachers and advisors.

Teachers will post homework clearly in the classroom and ensure that students write the homework in planner as an exit ticket. Teachers should list the homework to be copied in the same format as students would see in their planner according to the chart below.

Subject	Task	Type	Time
IB group discipline	Should be specific so students understand task and expectations.	List the type: Completion Practice Preparation Extension See chart II.i for definitions (this may be differentiated based on student needs)	Approximate time to be spent on task
English Language Acquisition	Review vocabulary by creating new sentences with each word.	Practice	30 minutes

Grade 6

Students will have their planner signed by their parents every evening for first semester. If students are successful in completing this task, and do not have a problem completing their homework, then for semester 2, students need only have their planner signed twice per week. This decision is made based on the discretion of the teachers involved.

Grades 7-9

Students should have their planner reviewed by the teacher prior to leaving class to ensure all columns are appropriately completed. Tasks should be described in sufficient detail that parents or dorm parents are able to understand the expectations of the task, type of homework, and the approximate time in which the work should be completed. Level of parent, teacher, or dorm parent involvement in use of the planner will be adjusted based on a student's ability to use their planner effectively and complete homework according to expectations.

VI. ROLES and ADVICE

For Students

- Keep an organized planner with subjects written clearly and any further instructions for homework on the date the homework is given and a second entry on the date that the homework is due;
- Refer to the planner at the beginning of the homework period to prioritize the homework tasks (the homework due earliest should be completed first);
- Refer to the planner when packing a school bag to ensure all the work is ready for class;
- Communicate early with teachers if there are difficulties with the homework and write a note in the planner as a reminder of what was difficult (such as at the beginning of class or via e-mail);
- Make sure your study environment is free of noise and other distractions to maximize time effectively;
- Make sure that you are regularly completing homework in the timeframes given in class;
- Maintain a good balance – sports, music, drama and other interests are important to your life too.

For Teachers

- Provide homework that is curriculumbased and meets the developmental and individual needs of the student through differentiation and modification;
- Ensure the homework assigned is directly related to classroom instruction and consists of clear, purposeful and engaging activities;
- Check homework (refer to homework types and definitions);
- Ensure homework needs no additional teaching outside the classroom;
- Ensure homework is understood by the student before leaving the class;
- Ensure that homework does not need additional resources or technology to which students may not have access;
- Teach the skills necessary for the student to complete the homework and become successful independent learners.

For Parents

These guidelines are issued to enable parents to monitor and support your child's homework. The encouragement and support of parents and homework clubs are welcome in the completion of homework, however please do not do the homework for them.

- Provide a quiet area for children to complete their tasks and minimize distractions and interruptions;
- Do not let your child study in their room with a closed door. Also stop your child from continuing to complete homework at bedtime even if your child is not done;
- Check that the work is recorded in the planner and check that it is completed; This will help you understand the curriculum;
- Write a note in the planner or contact the teacher if there are any perceived problems, the workload is unbalanced or other interruptions have prevented the homework from being completed;
- Discuss the task and guide your children but avoid the doing it for them; instead encourage them with questions and strategies for overcoming difficulties;
- Contact the classroom teacher if they do not consistently complete the homework or questions arise from the homework;
- School homework takes priority over work set by external tutors.

For Dormitory Parents

- Ensure a quiet study time and regulate distractions such as noise, eating and drinking, and visiting/talking with other students without purpose;
- Check that the work recorded in the planner at the beginning of the evening is prioritized;
- Sign the planner every night on duty after a discussion about the homework or at the end of the duty ;
- Contact the teacher via e-mail if there are any perceived problems, the workload is unbalanced or other interruptions have prevented the homework from being completed and copy the Dormitory Head;
- If students ask for help discuss the task and guide the students when appropriate or call upon faculty members to work directly with students if available, or organize timetabled help in discussion with the Dormitory Head where appropriate.

For External Tutors (not endorsed by Keystone Academy)

- Check that the homework that is recorded in the planner at the beginning of the session and check that it is completed at the end;
- Discuss the task and guide the student without attempting to do the work for the student; instead encourage them with questions and strategies for overcoming difficulties;
- Write a note in the planner if there are any perceived problems, the workload is unbalanced, the time it took to complete the task was longer than expected or other interruptions prevented the homework from being completed;
- Do not overload the student with extra work on similar topics or extended lessons, as it is not conducive to learning if there is no time to digest the information in smaller pieces before starting a new task. If there is time, review the homework completed so that the student experiences success and the learning is enforced;
- School homework takes priority over work set by external tutors.

VII. CONSEQUENCES/REWARDS

Stage	Description	Action	Communication/ Documentation
1	Homework dependably completed to the required and on time.	Praise from teacher	Face to face.
2	Homework is late or incomplete on 2 or less occasions in your subject.	Managed by the teacher at their discretion. A note is made.	Conversation, ManageBac and a note in the planner.
3	Deadlines missed on 3 or more occasions or work incomplete across multiple subjects.	Advisor and Grade Level Leader informed. Teacher informs parents.	E-mail and ManageBac.
4	Deadlines consistently not met or the work is rarely complete across multiple subjects for a quarter.	Grade Level Leader arranges meeting with student and parents are informed.	Phone call, e-mail, ManageBac or letter
5	Homework is not handed in at all or incomplete for all submissions for a semester.	Grade Level Leader, Executive Head of School and parents meet.	E-mail, ManageBac

VIII. HOLIDAYS and EXTENDED LEAVE

Keystone Academy believes that our students need to live balanced lives which includes sufficient time for rest, reflection, and family time. It is the school's policy that teachers do not give homework assignments over major school holidays (National Day holiday, Winter break, Chinese New Year holidays, Spring break and summer holidays). Additionally, no substantial assignments may be due for two days after students return from such holidays.

Reading should be a regular habit among our students and this should continue at all times. Teachers may recommend reading over these holiday periods but should not be assessing it in any way or link it to homework.

As students get older, however, there are some exceptions. For IB Diploma students, holiday periods are an effective time to consolidate, reflect, revise and complete internal or external assessments. As DP students are aware of significant due dates in advance, they may choose to complete assessments during holiday time and teachers may set some formative tasks to help prepare them for major assessments. They will also have to revise and study for mock and official examinations which fall after holiday periods.

Keystone Academy, Beijing

Keystone Academy, Beijing

鼎石中学社区指导手册

2023-2024

中文版

学校使命

北京市鼎石学校为中国带来一种全新的教育模式。它致力于融合东方、西方及国际教育的精粹，所拥有的通识教育项目追求卓越的学术精神，是一所真正的世界学校。我们日常行为的准则秉承中国儒家的“五常”：“仁”、“义”、“礼”、“智”和“信”。

在鼎石，我们热情地拥抱这个充满活力、瞬息万变的世界，从奋发进取而又丰富多彩的人类社会中汲取营养，并为未来的世界做出贡献。

我们的三座基石为：

- 沉浸式的中英双语课程
- 塑造学生品德和社区归属感于寄宿生活之内
- 在世界背景下培养学生对中国文化的热爱和对中国身份的认同

我们的理想是慷慨地与他人分享成功，勇敢地从失败中学习，向所有孩子敞开大门，参与与教育有关的一切，并投身于校园之外更广阔的世界。

我们的学生渴求机遇、大胆思考、充满创意。在我们所创造的学习和生活环境中，他们将勇敢地追寻梦想，谦逊地面对成功，擅于在团队合作中，锤炼出坚毅的品格。他们懂得守护生态环境，更懂得包容差异、与他人和谐相处。

我们的教师对学习抱有无比的热诚，既按严格的教学标准授课，又采用生动而富有启发的教学方法。他们既是尊重学生的倾听者，又是给予关爱的看护人；既是充满质疑精神的思考者，又是富有同情心的精神导师；既是本国语言与文化的传承者，又是具有国际视野的世界公民。

我们的毕业生将因自己出众的才学、坚实的文化、敏锐的环保意识，在自己所选择的大学、行业以及社区中游刃有余。他们将运用自己的情商、品德、以及对学习矢志不渝的热情，为所处的社区带来积极的影响。

共同价值

鼎石的每位成员——家长、学生、教职员工——互相尊重、关爱，处处为他人着想，共同营造一个安全而健康的学习环境。每位成员既享有学校大家庭中的种种便利，同时也承担相应的责任。我们希望在安全而彼此信任的氛围之中，通过相同的价值观和传统加强大家的社区归属感。鼎石确立以儒家“五常”为核心价值，为我们的行为和互动提供了坚实的德行基础。

仁 Ren

每个人不是完全独立于他人而存在的。我们身处社会之中，身份认知来源于与他人的交流与互动。我们相信不同社区、不同文化之间相互依存。我们以善意相待彼此，尽量理解彼此的感受，以期产生共鸣。我们看重人与人之间的相处之道，既关心自己的、也关心周遭之人身体、情感和精神上的健康。怀着宽厚之心，我们努力为学习和生活所在的社区做出积极的贡献。

义 Yi

我们讲求理性，勇敢、坚决地承担应尽的责任，秉持正直，崇尚公正。我们坚决拥护社会公义，并以实际行动关爱我们的社区、全体人类和世界生态环境。

礼 Li

我们注重社区内外的礼节与行为规范。我们日常的相处之道基于相互尊重、敬意、平等。我们愿意为彼此服务，更好地理解彼此。我们对家庭、社区，以及这个日新月异的世界始终心存责任与关怀。

智 Zhi

我们从他人的智慧中获益，孜孜不倦地追求知识，丰富自己。拥有智慧，我们才能在生命历程中做出正确的选择。直觉、才智，以及不断地回顾与自省，引领我们追寻生命更高的意义与价值，深入理解人类的心灵和处境。我们的所学所得，服务于人类共善。

信 Xin

诚实与信任是社区的基石。我们依赖于日常交往中的善意、真诚与信守承诺。我们的社区成员坦诚而正直，践行追求卓越的精神。我们严于律己，以身作则，为自己的行为负责。

共同价值誓约

鼎石的《共同价值誓约》是我们彼此之间以及我们对社区的承诺。誓约如下：

作为鼎石社区的成员，我承诺坚守儒家“五常”。我以这五种美德作为我行为的指引、行动的指南、情感的引导。我签署本誓约，并承诺：

仁 相互尊重、推己及人和维护他人尊严，崇尚多元价值，尊重文化差异。

义 拥护正义和公平，积极维护他人权益。

礼 维护自我、家庭和学校的良好声誉。

智 勤学好问。

信 真诚守信，也鼓励他人以诚相待。

在每学年注册入学前，社区新成员将在特别举行的开学典礼上签署本誓约。倡导和阐释儒家“五常”（即仁、义、礼、智、信）的具体行为准则如下：

- 鼎石社区成员应当在所有沟通交流中开诚布公。对别人提出的问题和疑虑做出及时的回应。
- 鼎石反对且绝不容忍任何骚扰或恃强凌弱行为。任何基于种族、性别、年龄、年级、残疾、宗教信仰或性取向的骚扰行为均属于违规行为。
- 鼎石是禁毒和禁烟社区。校园内禁止持有违禁药品和吸烟行为。全体社区成员应当共同抵制上述行为。
- 社区成员是一种资格，而非权利。任何不愿或不能遵守儒家“五常”者不适合成为我们社区的一员。

无论正在阅读本手册的你是一名学生、家长还是教职员工——鼎石社区的每位成员，都有责任熟知本手册内容。尽管本手册已经尽力涵盖在学校可能发生的各种情况。但不可避免，手册无法覆盖学校生活中涉及的规章制度、校园政策、手续流程等所有可能发生的情况。如有需要，学校对于本手册中的规章制度、校园政策以及手续流程的订正、修改，保留最终解释权。

学校社区的健康发展和良好秩序需要我们共同展现良好意愿，运用合理判断，贯彻落实学校各项政策、规程和规章制度的精神。

我们对学生的期望

- 严肃治学：完成功课、热情参与、积极上进、挖掘自身最大潜能；
- 良好的公民意识和道德素养：善待、尊重和关心他人，为营造安全和积极向上的校园文化做出贡献；
- 个人责任：具有自理能力，养成良好的卫生习惯，做出明智的决定；
- 应对风险和抓住机遇的能力：每天寻求挑战。

我们对家长的期望

- 精神支持：支持学校对学生的各项期望；
- 配合鼎石开展教育：配合鼎石的工作人员，提升学生在鼎石的学习生活体验；
- 沟通：信任教师和管理人员将以孩子的最佳利益为中心，将您的问题和顾虑转达给学校相关工作人员；
- 经济支持：及时支付所有费用。

我们对鼎石教师和管理人员的期望

- 关爱学生：我们尊重每位学生，关注学生的需求；
- 配合家长：我们相信家长将高度重视鼎石的教育活动，承诺与家长全面配合和充分交流，努力使每个孩子都取得成功；
- 专业精神：我们精心计划每一节课与每一次作业，追求专业上的成长和发展；
- 沟通交流：我们及时答复家长的问题，努力让家长参与鼎石的教学过程。

鼎石学习的定义

在鼎石，学习是一次终生的历程，它扎根于传承、放眼于未来、塑造于我校的五项共同价值观。

学习涵盖对新的知识、技能和理解的发现与探索，为当地和全球背景下的探究、创造及各种联系提供机遇。

这一历程授予我校学习者塑造品格的机会，促进他们在课堂内外的体验中激发学习的乐趣。

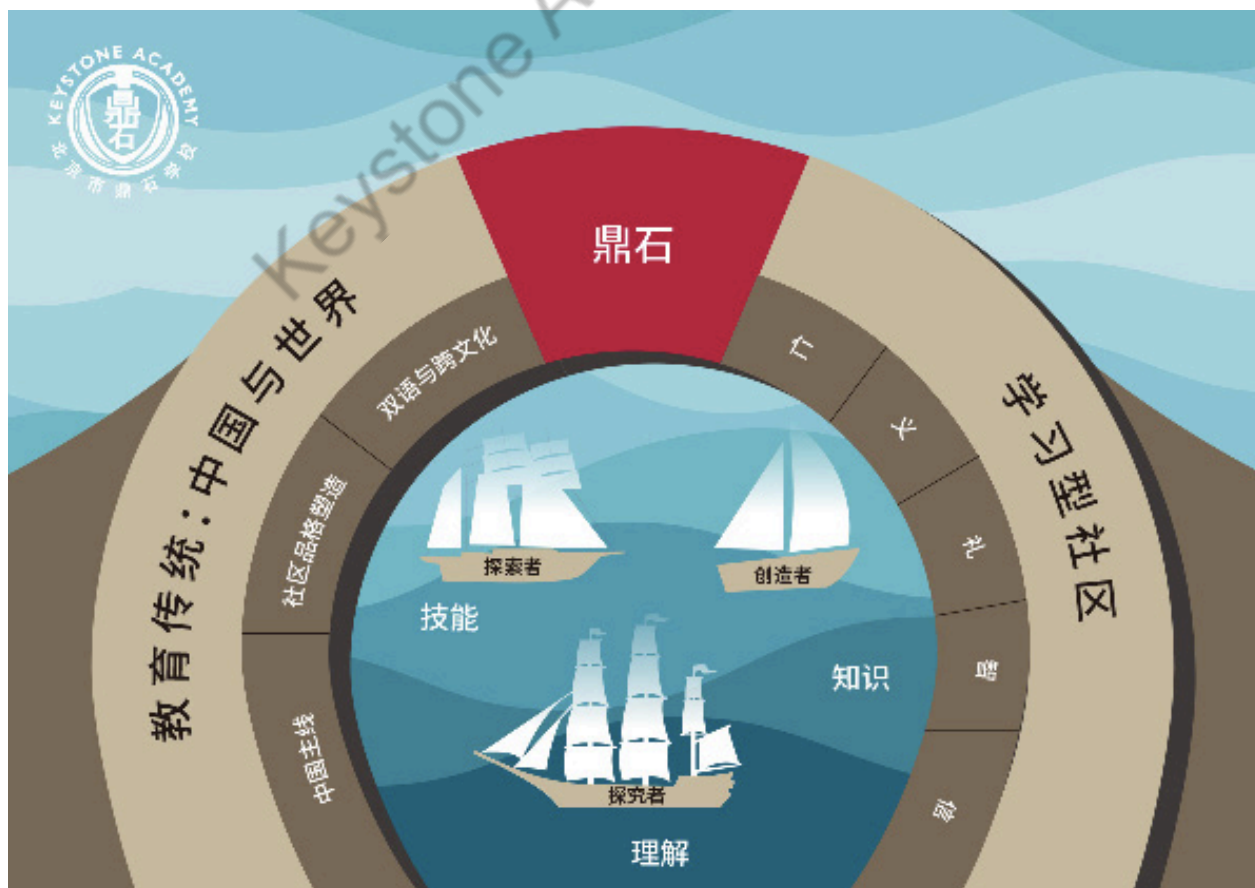
小学阶段的有效学习发生于如下时刻：

- 我的学习体验让我感到很兴奋；
- 在我的学习过程中，我感到安心，并得到帮助；
- 我有学习目标，也应对挑战；
- 我从错误中汲取学习经验，并能够勇于冒险；

- 我了解自己如何进行学习；
- 我和他人通力合作以实现我的学习目标；
- 我的学习我做主；
- 我在学习、我自己和世界之间建立联系。

中学阶段的有效学习：

- 充满活力且具有挑战；
- 整体全面且平衡发展；
- 兼具包容性和个性化；
- 既是对个人追求的努力，也是相互协作的过程；
- 丰富多样，可采取不同方式；
- 学习成果与学习过程等量齐观；
- 是体验式的，与现实生活息息相关；
- 致力于品格塑造和社区发展。



北京市鼎石学校 | 2023-2024 校历

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学生生活：供走读生与寄宿生参考

指导制度与成年人支持

学校提供多种正式和非正式的教职员工沟通渠道。我们鼓励学生和家长与鼎石社区内的诸多教职员工建立联系。学校的多级支持体系可帮助学生管理每天面临的各种决定和任务。学生可以与任课教师、教练、宿舍家长、寄宿生活主任、学部校长和学生主任等教职员工频繁交流。虽然学生会认识校园内许多教职员工，但是他们与指导教师之间的关系更为正式。

指导教师制度使学生能够与指导教师培养建立良好关系。指导教师负责为学生制定教育计划，并确保学生在鼎石的学习和生活富有成效。每周学生都与指导教师有正式的会谈时间。也可以根据学生需要，安排非正式的会谈。

学校会为所有中学部的学生（包括走读生和寄宿生）安排一名指导教师。根据学生的学习日程，指导教师可能通常是他们的任课教师，或者是与学生共住一栋宿舍的成年人。白天，指导教师会经常见到其所指导的学生（每位学生都会被指定一名指导教师），对于寄宿学生来说，指导教师晚上也可能见到指导学生。学生可与指导教师讨论学业或其他方面的事宜。我们期望学生与指导教师建立相互信任的关系，经常与指导教师交流，讨论学习和个人问题。指导教师将根据每位学生的兴趣爱好、能力和以往的表现，为学生设定个人目标并定期审视。指导教师还将为学生选课提供帮助，并跟进毕业要求的完成情况。

每位指导教师大约指导七至九名学生，各年级各有不同。指导教师需确保其指导的所有学生和家长体验以下鼎石社区生活的精髓要素：

- 让学生感受到重视，并产生归属感
- 学生在学习、社交和道德情操方面获得全方位发展
- 学生与成年人和同龄人建立有意义的、经常性的联系
- 家长有多种途径可以与鼎石的教职员工直接沟通与交流

所有学生都应该知悉：任何与指导教师或其他成年教职员工的谈话，如果内容涉及威胁生命或危及本人和其他学生健康，将不被保密。

学生白天在校或者晚间寄宿于学校期间，指导教师替代家长履行监护职责，并且在必要时直接与家长联络。指导教师是第一联络人，家长和监护人有问题或疑虑时，可以随时联系指导教师。我们力求在学生、家长和指导教师之间建立卓有成效的三方合作关系。开放和直接的沟通交流，是这一合作关系的基本要素。

如果无法通过与指导教师谈话解决问题，我们建议家长向校园内的其他教职员工寻求帮助，包括任课教师、寄宿生活主任、学生主任和学部校长。

指导教师会经常与家长保持沟通，并记录报告学生参加社区服务性学习、在认知和情感性学习技巧方面的进展，以及其他对学生有帮助或有价值的信息。

任课教师负责监督和指导学生的学习，通过课堂了解学生的长处和短处，并与指导教师、学生主任和学生发展中心讨论学生的学习、社交和情感方面的发展。老师有时可能需要与学生单独会面，讨论学生的功课和其他方面的进展；学生或家长如有需要，也可以在学校安排的老师和家长会面时间以外，请求与老师会面。

寄宿学校生活是一个需要逐步过渡的过程。这个过程可能包括首次离开家门，或者由于学业标准变化，学生需要学习如何应对更为严峻的挑战。对于我们所有人而言，在一个公共社区环境中生活，要求我们保持忍耐、真诚，并在需要时寻求帮助和帮助他人。

鼎石宿舍楼的每一层都设有教工宿舍，供舍监、宿舍家长及其家人居住。在校园内/外居住的附属宿舍家长，将与舍监、宿舍家长共同组成宿舍监护团队，共同管理学生在宿舍内的生活，包括平时、周末、学习和宿舍会议，并负责检查宿舍内务、熄灯和熄灯后的活动。

宿舍家长确保本楼层宿舍生活的正常进行。学校的社区生活中，学生会遇到各种问题，需要快速和果断地处理。宿舍家长还要确保学生在宿舍内和睦相处、相互尊重。发生纪律问题时，宿舍家长将向指导教师与寄宿生活主任汇报，共同处理。

舍监将在每楼层宿舍会上向学生展现学校寄宿项目课程中的方方面面。寄宿项目重点解答一个简单的问题：“我们希望学生在鼎石寄宿期间学会什么？”该课程的目的是培养学生的独立性、健康交流、善解人意、交往能力和自我意识。每学期每位寄宿生会有一份寄宿进度报告。

寄宿生活主任和学生主任是学生生活办公室的成员，直接与指导教师和宿舍家长合作，共同监督学生的学业、社交和情感发展。他们与指导教师、宿舍家长及任课教师紧密合作，确保每位学生都拥有个人成长和发展计划。

学生发展中心

除指导教师和其他任课教师外，鼎石还聘请一支由多学科专业人士组成的团队，为全校学生提供学习、英语语言，以及心理辅导服务。学生、教师或家长皆可在认为某一学生有额外需要时寻求支持。这些服务均由学生发展中心（CSD）提供。

学生发展中心由学习支持教师、英语语言支持教师和心理辅导教师组成。该团队教师在儿童发展、差异化教学以及教学策略等特定领域，均接受过专业培训与训练。无论是在课堂中还是一对一的支持中，他们都能为学生提供专业的学业辅导和基于研究的实践性支持策略。学生发展中心与学生主任、指导教师、年级组长及宿舍家长共同合作，为学生各方面的成功提供最佳支持。

学生发展中心与鼎石社区成员（教师、家长、学生和管理团队）紧密合作，致力于促进和支持所有学生在不断变化的世界中发挥他们的潜能，倡导多样、包容和接纳的价值。学生发展中心的主要目标是帮助学生充分发挥潜力并实现最大成功。在需要的时候，学生会被转介至学生发展中心并接受观察、评估、支持和指导。必要时，可以与家长合作将学生转介至校外专业机构。

课间休息

游戏是最高形式的探索。

爱因斯坦

在鼎石学校，课间休息被视为学生的学术支持计划的一部分。《联合国儿童权利公约》第三十一条规定儿童有玩耍的权利。我们重视孩子的社交能力和情绪健康。这意味着，课间休息是一天中优化孩子社交、情感、身体和认知发展的必要休息时间。从本质上讲，课间休息应被视为孩子的私人时间，不应因学业或纪律原因而取消。

有时间进行室外活动或者拥有非固定的玩耍时间的学生通常更加专心，并且在校期间认知方面的学习更加成功。课间休息与提高的专注力和学习动机之间具有直接的关联性。因此，我们不会出于惩罚的原因或者课堂学业表现不让有些学生参与课间休息活动。教室纪律政策是基于共同尊重，信任，五项共同的原则，IB学者档案，教室规定，必要协议，等等来制定的。课间休息不被用作要求学生听从老师安排的一种讨价还价的工具。

如果某位学生在课间休息的时候遇到挑战或者表现不佳，初中部的学生主任和初中办公室将针对具体情况来对这些学生进行帮助。课间休息的目的是支持孩子们的课堂表现。

课间休息是：

- 户外活动的時間
- 专门的娱乐時間
- 合作時間
- 体育活动
- 社交活动

课间休息不是：

- 用来赶作业的时间
- 用来完成答卷或者考试的时间

玩耍对鼎石初中生收获成功与快乐至关重要。

服务性学习

我们期望所有学生在鼎石学习期间，都要参加“服务性学习”项目。鼎石高度重视为他人服务这一学习过程及其结果，并相信德育发展与智力发展一样重要。出于这一目标，学校努力为学生提供大量机会，激励学生在本地、国内和国外帮助他人。我们的各个年级组与周末项目有很多机会可供学生开展服务活动，探索其中益处。我们鼓励学生通过学生生活办公室参与服务活动，也鼓励学生自发组织服务项目。

我们要求每个学生都积极参与鼎石校内外的服务项目。学生必须记录每一则服务经历，并附以反思，充分利用这样的学习体验。

通过为他人服务，我们希望学生：

- 强化他人意识，培养仁爱之心和生命尊严感；
- 接受全新的挑战，学习处理混乱的状况，发展新技能；
- 了解提高规划、组织和协作能力的价值；
- 深刻了解全球和本地问题，洞察他人的需求。

特别仪式与传统

鼎石致力于创造并保持一些特别活动的传统。鼎石社区的所有成员经常相聚在一起，开展重要的仪式。每学年以新生签字仪式为始——新生及其家长共同参加此仪式。新生共同宣读《共同价值誓约》，标志其正式入校。同时，学校对所有新生家庭作出承诺，并正式欢迎其加入鼎石大家庭。

整个学年中，晨会与每周例会以指导教师小组、年级组及学部为单位召开，使每一名社区成员都有机会与大家分享鼎石社区中以及世界背景下的重要信息。

其他特别仪式与传统包括但不限于充满乐趣的社区庆祝活动，如五月的社区嘉年华、院舍体育竞赛等等。

院舍制度

进入鼎石时，每名社区成员都将被分配到金、木、水、火、土五个“院舍”之一（“院舍”是指由多人组成的团体，并非实体的住房或宿舍）。学生在鼎石就读期间将始终留在其院舍之内。每个院舍将以“五行”（金、木、水、火、土）之一命名，以营造社区成员对所属院舍集体身份的认同与自豪。

每个院舍都由走读生、寄宿生和教职员工组成。院舍之间进行友好竞争，同时也让各个年级和各个学部（小学、初中和高中）的师生相互熟悉。院舍制度可以促进归属感，鼓励和促进团队合作、友谊、指导、互助和良性竞争。

所有院舍成员都将在整个学年内参加各种各样的友好竞赛。我们根据学生年龄谨慎选择合适的活动，凸显学生所长。在注重导师指导的社区，院舍制度能够有效地让高年级学生与低年级学生交朋友。与学生一样，教职员工也将与自己的院舍伙伴一起，面对具有竞争性的挑战，并参与、监督、支持和引导各项活动。

鼎石的学生毕业之后，其子女如果再进入鼎石就读，将被分配到你父母原来所处的院舍之内，成为该院舍的成员。进入父母曾经所属的院舍，将增强学生的归属感与荣誉感。

体验式学习项目

我们相信，一个充满活力的体验式学习项目（ELP）对全体学生的学习至关重要。ELP是鼎石课程必不可少的一部分，将课堂内外的体验融会贯通。这样的机会注重学生领导力发展、服务意识、团队合作、沟通联系能力及品德培养，并会定期组织开展。

ELP的两大组成部分为秋季户外教育项目和与本年度课程相关的春季国内旅行。我们要求相关年级的全体学生必须参加这些活动。学校将支付秋季户外教育项目的费用，而春季短途旅行的费用则由家长自理。

除特殊情况之外，学生不可缺席这些活动。若家长对学生的参加有所顾虑，则需要与审核委员会面谈讨论。受鼎石学校执行校长监督的审核委员会将以全体学生充分参与为目标，决定一些可调整的方式。

我们将项目的安全永远摆在首位。当学生对自身或他人构成危险时，他/她可能会被禁止参加该活动。最终决定由鼎石学校执行校长、学部校长和学生主任讨论后做出。在这一情况下，相关家庭无须缴纳费用。

全球行动及服务项目与圆方组织

除上述必须参加的活动外，鼎石还在各假期期间开展一系列全球行动及服务项目。这些项目旨在提升学生的全球意识、文化沉浸式体验、服务意识，或其他与某些课程相关的内容。通过囊括了全球200所成员学校的圆方组织，学生还可有机会赴其他成员学校进行短期交换或参会。这些活动的费用由家长自理。

实地考察行程

为更好地利用北京本地及周边的丰富学习资源，学生可以参加与其课程或活动相关的校外短途旅行。绝大多数情况下，此类活动的交通费和其他费用由学校承担。

在校外活动期间，我们也期望鼎石学生能像在校园内一样要求自己，认真负责，礼貌恭敬。所有相关校规依然生效。家长和学生须在行前明确出行许可、医疗信息表及行为准则的相关要求。

安全声明

鼎石将每位参与者的安全作为第一要务。所有旅行都遵循风险评估和管理体系（RAMS）。RAMS是一个将全体成员考虑在内的动态程序，目的是将全体参与者的风险降到适当水平。提供旅行和带队的教师和学生都接受了RAMS的培训并训练了如何安全有效应对风险。

参与声明

体验式学习项目、户外教育项目、服务性学习及实地考察行程都是鼎石课程体系的重要组成部分，因此全体学生都应该参加。

鼎石活动项目（KAP）

鼎石活动项目（KAP）是鼎石学校教育理念和体验式学习的重要组成部分。在我们向学生提供的丰富机会之中，鼎石活动项目是不可或缺的组成部分，且与我们在鼎石生活和学习其他方面的努力是彼此协调而相互一致的。学生在鼎石活动项目中学到的技能、价值观和态度，将指导他们的品格培养 and 我们的社区建设，这对于学生具有重要意义。

通过异彩纷呈的形式以行促学，可以增强学生的信心，鼓励冒险精神，减少对失败的恐惧，促进彼此互助合作，并激发想象力，培养慈悲心，提高解决问题的能力。

- 在鼎石活动项目的体育运动中，学生将了解团队协作的乐趣，认识到团队对个人表现的要求，并体验团队中服务者的角色。同时，学生还可以培养重要的技能，认识到不断付出和坚持不懈的重要意义。
- 在业余和社团活动中，学生将培育自己的兴趣爱好，甚至将其发展成毕生的追求。
- 在艺术活动中，学生将成为美的创造者、实践者以及作品的手工制作者。
- 在服务性学习中，学生将逐步认识到对于个人完善而言，慈悲心与聪明才智是同等重要的品质，并且无论社区规模或大或小，慈悲心对于社区的繁荣发展均不可或缺。
- 在学生领导的鼎石活动项目中，学生们有机会与学校社区分享自己的兴趣爱好，并锻炼自己的领导力。

鼎石活动项目的要求

每一学期，活动项目的兴趣点和内容可能不尽相同，但我们认为每个学生都能找到参与其中或者尝试新事物的方式。我们要求所有走读生每学期至少参与2项KAP活动，所有7-10年级的寄宿生每学期至少参与3项KAP活动，其中需包括一项体育活动。11年级学生每学期需参加两项KAP活动，12年级需在第一学期参加一项KAP活动，第二学期则无硬性要求。所有KAP活动都会记录学生出勤情况。

鼎石活动项目的免修

如果学生能证明自己某项运动或表演类活动具有浓厚的兴趣和坚定的决心，而学校并未提供相关课程，则学生便可以在每学期开始前申请免修鼎石活动项目。学生需前往鼎石活动项目办公室提出申请。学校将限制此类免修资格的授予。学生家长负责学生免修鼎石活动项目时的接送事宜。

体育设施

北京市鼎石学校拥有先进的体育设施，可供学生每天使用（包括周末）。学生使用校内体育设施时，需受教师监督。我校的体育设施包括：

一个多功能体育馆（38米*36米），可作为：

- 2个标准篮球场
- 或8个羽毛球场地
- 或2个排球场
- 或2个网球场
- 或2个手球场

另一个较小的体育馆（35米*20米）的用途与大体育馆同样丰富，可以作为：

- 1个标准篮球场。
- 或2个练习篮球场
- 或4个羽毛球场
- 或1个排球场
- 或1个网球场
- 或1个手球场

其他设施

- 1个八泳道的游泳池
- 1个室内跑道（150米）和室外跑道（400米）
- 2个11人制足球场
- 5个7人制足球场
- 7个壁球馆
- 3个网球场

在校着装

我们之所以对在校着装要求做出规定，是希望学生为自己感到自豪，并且尊重鼎石社区的学术性。鼎石的学生无论参加任何校园活动，都应该穿着相应的校服，且遵守校服的精神。有鉴于此，我们要求学生，不得对校服进行任何修改或装饰。学生可以在学年中的任何时间，根据需要购买额外的校服。

学生有责任每天按照在校着装标准穿着，老师则有责任对学生的着装和对校服精神的遵守进行监督与纠正。每天第一节课的任课老师负责检查学生着装。

全部校服（如下所示）均可在校内购买。只要有助于给别人留下积极向上的印象，我们允许学生对校服单品进行混搭。请严格遵守以下混搭规则：

校服系在校穿着的各类服装的统称。

- 课堂服装：上课日7:45am至最后一节课下课之间，在课堂穿着的校服。
- 正式服装：学生在校内外举办的正式活动上，以及作报告时穿着的套装。
- 春秋季服装：建议在8月-10月31日、4月1日-6月穿着。
- 体育和健康教育服装：学生上体育、武术及舞蹈课时穿着的套装。
- 院舍T恤：院舍专属T恤衫，学生参加院舍活动时穿着。
- 日常便装：学生在课外以及周末所穿着的服装。
- 学生如需穿着特殊服装，如体育、戏剧、领导力等方面，应得到学生生活办公室的批准。

课堂服装：女生与男生

课堂服装、正式服装及体育和健康教育服装，必须按照以下清单所列数量购买。新生必须按校服清单购买整套校服。如果需要，也可购买额外的校服单品备用。

针对所有学生的着装要求

- 校服长裤
- 校服短裤（建议在8月-10月1日、4月1日-6月穿着）
- 长袖或短袖polo衫
- 黑色或白色鞋子

学生可在正式服装及课堂服装外面搭配穿着以下服装：

- 毛绒夹克
- V领针织毛衣
- 半高领拉链毛衣（灰色、红色、蓝色）
- 中式夹克

正式服装

- 白色或条纹校服衬衫
- 正装校服裤子或正装校服裙
- 正装校服外套
- 黑色或白色皮鞋

体育和健康教育服装

- 体育T恤衫
- 体育短裤
- 体育上衣
- 体育长裤

- 注意：所有体育服装，包括运动套头衫都不可作为课堂服装。

春秋季与冬季课堂服装

- 校服短裤可在8-10月、4-6月穿着。
- 在教学楼内，穿着校服POLO衫时，外面只允许搭配穿着校服中的半高领拉链毛衣、毛绒夹克、V领针织毛衣及中式夹克。
- 体育连帽衫与非鼎石的毛衣与外套不允许作为课堂服装穿着。
- 短裤不得与过膝长袜搭配穿着。短裤或短裙可与黑色、深蓝色或白色紧身裤袜搭配穿着。
- 学生不得将短裤或短裙下沿卷起。

鼎石对男女生的其他着装要求

在“简洁优雅”这个常规着装标准之上，我们还要求学生的服装得体、大方。学生不得穿着破损的校服、便装或正装（破损服装包括但不限于有破洞、撕裂或污损的服装）。

便装

1. 上衣必须遮住后背和双肩；假如上衣未塞进裤子、短裤或裙子里，则必须覆盖长裤、短裤或裙子的腰线。上衣领口的高度应当足以遮盖胸部。无袖上衣的背带宽度不得窄于5厘米。
2. 短裤、短裙与连衣裙的长度必须合理，例如，裙子的长度必须超过双手自然下垂时的手指尖。
3. 内衣在任何时候都不暴露在外。
4. 不得在宿舍楼走廊之外（包括餐厅）将睡衣或内衣外穿。
5. 不得穿着所印文字或图案可能会被认为不恰当，或具有冒犯性的服装。

鞋子

1. 与课堂服装搭配的鞋子必须为黑色或白色。鞋子必须非露趾、非露跟。可穿低帮短靴。不得穿鞋跟高于5厘米的高跟鞋。
2. 学校不允许学生赤脚。仅在脚趾部位相连的拖鞋或凉鞋可以与便装搭配，但不得与课堂服装搭配。
3. 学生上体育和健康教育课时应按要求穿着适合的鞋（运动鞋）。不允许穿拖鞋上课。
4. 穿着正装时，学生必须配以黑色皮鞋。

发型和外貌

1. 发型应始终保持整洁、干净。
2. 学生不得在室内戴帽子。

体育和健康教育（PHE）运动校服着装规定

学生需到鼎石校服店购买全套体育和健康教育校服并在体育和健康教育课时穿着，包括一条短裤、一件运动T恤衫，一件长袖运动服。在体育和健康教育课开始之前，走读生和寄宿生应到体育馆更衣室换上体育和健康教育校服。体育和健康教育课后，学生需先换回常规校服再上其他课或吃午饭。

我们要求学生身穿正确的体育和健康教育校服上体育和健康教育课，脚穿轻质耐磨运动鞋充分保护脚踝。全套或单件体育队队服并非体育和健康教育校服，因此不能在体育和健康教育课穿着。此外，牛仔服装、凉鞋或首饰（戒指、链子、项链、小巧耳钉以外的耳饰）均不宜在体育和健康教育课上穿着/佩戴。未按规定穿着体育和健康教育校服将按违反校服着装规定处理。

游泳单元是体育和健康教育课程的必修部分。上游泳课时，学生需携带合适的护目镜、泳帽、服装和毛巾。学校要求学生在游泳课上穿着合适的游泳衣。

为避免校服丢失，请确保学生在所有校服上清晰标注自己的姓名。

学业生活

鼎石希望每位学生能深入思考，仔细倾听老师和同学的观点，在困难面前坚韧不拔，从学习中获得快乐。鼎石的教师会给予必要的指导；同时，也希望学生能学会应用自己的感悟和道德标准，进行独立思考。正如鼎石的学术诚信声明所述，学业不仅关乎知识的获取，也关乎对学生品行和智慧的培养。

鼎石学校的办学宗旨是为学生打好进入大学和步入人生的基础。该基础可以通过课堂传授，也可以通过课外和校外活动获得。学生的成长、成熟度、理解力的发展，以及其步入大学生活的预备程度都建立在全面教育的基础上。鼎石致力于通过一套完整的流程和机制，帮助每名学生取得更加辉煌的学业和个人成就。以下章节将具体说明这些流程和机制。

学术诚信

鼎石全体成员——所有的学生、家长、和教职员工——都秉承共同的价值观。这些价值观提醒我们把“推己及人”、“以礼相待”、“仁爱之心”奉为日常行为的准则。这些源于儒家传统的核心价值勉励我们不断地完善自我。学习不仅可以增长我们的学识，锤炼我们的品性，还可以通过切实可行的方式将我们信奉的“礼”、“信”等价值观付诸实践。学术诚信在国际文凭大学预科项目与中学项目中同样至关重要。我们教授并希望学生能够成为坚持原则的学习者，善用各种学习机会。只有在学生作业确实由其本人完成的情况下，他们才能够充分利用好这些机会。

鼎石的学术诚信原则不仅能帮助学生取得个人成长和学业进步，还能在鼎石的全体师生员工中形成强大的凝聚力。我们深信，坚守最高的学术诚信标准离不开鼎石所有教师、图书馆馆员、家长、学生和 学校管理人员的共同努力。此文件明确了鼎石各方的互补作用和各自职责，目的是保证：

- 学生透彻领会学术诚信的重要意义，掌握撰写高质量学术作业所需的必要技能。
- 鼎石全体师生员工都秉承学术诚信，以促进品德的发展。

学术诚信的定义

秉持学术诚信，意味着创造真正源于自己的学术作品，并同时申明来自他人（包括人工智能）的贡献与观点。

师生们在创作时，不仅经常要与他人合作，还要不时与他人交流前人的创意、概念和作品形式。我们往往会先从吸收各种信息入手，并对获取的信息进行反复实践（“练习”），从而达到融会贯通的境界（“精”）。随着时间的推移，我们会把自己的创意和来自历代先哲、同窗和老师的素材糅合在一起，逐渐形成自己独到的学术见解。

鼎石属于一个更为广大的“学术共同体”，因此我们要求学生的所有作品都要如实呈现自己掌控素材的能力，并要求学生对作品中借鉴他人创意的部分和时间做出明确的说明。这种“信”正是学术诚信概念的核心所在——对外展现对他人和事物的理解，对内培养内心的品德与操守。同时，对创作过程中给予自己帮助或启发的人报以应有的荣誉和尊重，这便是“礼”。我们认为，学习并不意味着只是学习知识，还应包括学习如何成为一个正直而睿智的人。

学术诚信不仅适用于课堂内。学生必须恪守诚信，在所有作品中都精确地反映其参考资料的来源。这包括但不限于：大学申请文书、校会课上的展示，或是在传统意义上的学业范围之外的任何其他竞赛与活动。

岗位和责任：全体师生员工携手合作

鼎石任课教师的责任：

- 任课教师指导学生发展技能，帮助学生坚守学术诚信，避免学术不端行为的发生。

- 任课教师必须在课程概述和课堂讨论中明确表达对学术诚信的要求，并根据每个科目的具体情况对学术诚信进行明确界定。任课教师不仅要把学术诚信要求传达给每位同事，还必须明确告知学生、家长和管理人员。
- 任课教师必须以身作则，明确标明课堂资料的归属和出处，并教授学生引用资料的规范。
- 任课教师适时帮助学生逐渐搭建技能，遵循相关程序，在学生应对有挑战的作业时，提供一致的沟通机会。
- 任课教师对于所有作业的学术诚信要求都保持一致，包括家庭作业、考试、论文及课堂展示。
- 任课教师必须对学术不端行为进行直接和及时处理。
- 任课教师要与学生保持畅通的沟通交流，明确课程要求和提交作业的时间，既要营造合作互助的课堂氛围，又要坚持严格的要求。

鼎石图书馆馆员的责任：

- 图书馆馆员要与任课教师通力合作，培养学生各领域的研究方法和引用技巧。
- 图书馆馆员要培养学生查询资料的习惯及研究能力，为学术诚信提供支持。
- 图书馆馆员要与学校管理人员、项目协调员、任课教师及家校委员会形成伙伴关系，明确传达学术诚信要求，为学术诚信的实现提供必要支持。
- 图书馆馆员随时了解研究与引用方面的新发展与新标准，并将此类新信息传达给鼎石师生。

鼎石学生家长的责任：

- 学生家长要熟悉鼎石学校的学术诚信政策，以帮助孩子达到我校期望。
- 学生家长要和孩子讨论学术诚信的重要意义。
- 学生家长要肯定孩子原创性的想法与尝试，培养孩子的好奇心与学习热情。
- 学生家长要鼓励孩子按社区手册中的规定，提交自己独立完成的作业。
- 学生家长要允许孩子犯错误，表达自己的意见，直面学习过程中的挑战——这个过程会让学生养成深入而持久的学习习惯。

鼎石学生的责任：

- 学生提交的作业应代表自己的真实想法和技能，并引用适当的引文和参考资料。
- 作为鼎石学术共同体的成员，学生如果不清楚学术责任和引用规范，应向任课教师、图书馆馆员和家长询问。
- 遵循学术课程中的各项程序与架构，在遇到困难时可有会寻求教师的支持。
- 直面学习过程中的困难，知识的获得和品格的培养须历经艰难和挫折，即使没有取得理想的成绩也不气馁。
- 发挥自我管理能力和在规定时间内有效地完成作业。
- 即使在承受压力的情况下，也坚决抵制任何形式的学术不端行为。
- 不要让同学忽视或产生学术不端行为，陷同学于尴尬境地。
- 如果准备不充分，要开诚布公地把这一情况告诉家长和任课教师。

鼎石小学部及中学部学术领导团队成员的责任：

- 确保全体教师知晓并持续践行学术诚信的要求。
- 确保所有教师均在职业发展培训中接收到足够的培训，以促进学术诚信。
- 确保将各门课程的学术诚信要求和引用规范明确告知学生和家長。
- 发生学术不端事件时，应与家长、学生和任课教师及时沟通，告知以学校的正式处理程序。
- 负责确保教与学的全部流程都符合学术诚信政策。
- 确保所有相关教师都已阅读并了解课程领导分享的所有引用和参考准则，各部门提供的资源及支持都以这些准则为准。
- 确保所有必需资源，如规章、政策及科目指南等，均有纸质版与电子版，且容易获得。
- 如有学术不端行为发生，应及时了解，并与学生生活主任共同处理。
- 负责将学术不端行为转化为教与学的范例，以弘扬正确的做法。

如果怀疑学生存在如下所述学术不端行为，任课教师应展开初步调查，并向学校领导团队汇报具体情况，由后者开展深入调查。对于确实存在剽窃、个人作弊、集体作弊、作业一稿两投或其他学术不端行为的学生，学校将根据《鼎石社区指导手册》中的规定，对违规学生采取纪律和学术不端处理措施。

学术不端行为示例

学校是一个对各方面工作都要求很高的环境，大家都忙忙碌碌，力求把工作做到尽善尽美。互联网让各种资源唾手可得，学生们为了在校园生活的方方面面都取得成就，经常会感受到很大的压力。这些林林总总的现实交织在一起，会让学生们面临很多诱惑，比如说，他们有可能会把一个网站上的资料不加任何索引就直接剪切粘贴到自己的论文中去，或是在考试时偷看同学的试卷——这些所谓的捷径都是学术不端的表现。

学术不端包括但不限于：

1. 个人作弊和集体作弊

- a. 考前传递或收受关于评估内容或形式的信息；考试过程中传递或收受试题答案。
- b. 评估过程中，在教师未经明确许可的情况下，试图采用携带/参考笔记、提纲、计算器、翻译器等不正当方式取得优势。
- c. 作业任由他人抄袭，或者以他人名义提交。
- d. 请他人代做作业。
- e. 在未与任课教师明确沟通的前提下，允许校外辅导老师或他人原创或修改作业内容，以提高作业的质量。
- f. 在未获任课教师批准的情况下，在鼎石社区以外寻求资源协助。
- g. 为另一学生提供未经批准的帮助。
- h. 在未获任课教师批准的情形下，擅自使用计算器、翻译器或其他电子设备。

2. 剽窃

- a. 公然抄袭他人（包括人工智能）的创意和文章，并在没有标明出处的情况下，当成自己的作业上交。
- b. 改写他人文章段落，但未标明段落的归属和出处。
- c. 在没有标明出处的情况下，使用图片、数据、艺术作品、地图、视频或其他视听资源。

3. 作业一稿两投

- a. 用内容相同或内容大致相同的文章交作业以取得不同课上的成绩，或者在不同课上作为不计分作业提交。

鼎石努力在课堂上营造互帮互助的学习氛围，若学生觉得考试准备不充分，或者不能按时交作业时，任课教师会鼓励他们实话实说，把真实想法告诉老师。通过这种方式，我们不仅希望能提高学生们的知识水平和能力素养，还能培养他们良好的品德。对学生而言，承认自己暂时的不足，欣然接受不理想的考试结果，在下次考试中力争上游，远胜于采用上述学术不端行为投机取巧，因为那样做是对学习过程、同学和老师的不尊重。

鼎石学校学术不端行为的后果

鼎石学校要求学生在完成所有学术作业的过程中都恪守学术诚信。这包括形成性与总结性评估作业，包括初稿与终稿。鉴于学术不端行为违反了重大校规二——正直、诚信，学生将会接受违规的相应纪律处理措施。在严重情况和/或屡次重复的案例中，学校将组织一个纪律委员会来裁决该案例。学术不端行为的后果可能包括以下一项或多项：

- i. 取消获得作业成绩、课程学分或文凭的资格；
- ii. 留校察看；
- iii. 停学；
- iv. 离校。

以下流程适用于任一学术不端行为的案例：

对于首次发生学术不端行为的处理方式

1. 当教师怀疑一名学生可能违反了鼎石的学术诚信标准时，他/她与学生进行谈话。
2. 教师将此情况汇报给年级组长与学生主任。年级组长/学生主任告知以下人员：指导教师、学科组长、学部副校长及校长。
3. 学生将与上述教师中的两名教师谈话，更好地理解学术不端行为的具体情况。学术不端行为一经确认，将启动以下步骤：
 - a. 学生必须按照教师制定的标准重新完成作业，在作业完成后，教师可能会适当调整评估标准与成绩。如学生并未利用此机会充分展示其理解，或依赖其他学生获取了不正当的优势，他/她的成绩可能会受到负面影响。
 - b. 学校通知家长，或与家长面谈。
 - c. 此情况将记录于鼎石学生信息系统中。
 - d. 学生撰写反思，与指导教师谈话。

对于再次发生学术不端行为的处理方式

对于再次发生学术不端行为的处理方式将依照首次的流程开展。此外：

1. 家长将与学生主任、学部校长进行面谈。
2. 纪律委员会将可能和学生面谈，决定进一步的处理措施。

对于第三及更多次发生学术不端行为的处理方式

对于第三次发生学术不端行为的处理方式将依照上述首次与再次的流程开展。尽管我们理解学生难免犯错，我们也要求学生能够恪守诚信，懂得从这些错误中吸取教训，进行反思。因此，重复发生学术不端行为将影响到学生在我校社区中的身份状况。如学生第三次违反学术诚信标准，学校将启动以下程序：

1. 学校将告知家长此情况及可能发生的后果。
2. 纪律委员会将与学生面谈。委员会将向鼎石执行校长建议处理方案。
3. 鼎石执行校长将最终决定处理措施，并告知该学生及其家长。

结语

在鼎石，一切工作的核心是学习。

学生是鼎石学术共同体的成员，我们编制本政策声明的目的是为学生提供支持，帮助他们在课堂上不断取得进步。本政策声明的主旨不是不信任学生或者惩罚学生，而是要向学生说明什么是信任、学术上的高标准和组成要素，以此指导学生迈向成功。恪守学术诚信对在鼎石大家庭中学习和生活的年轻学生而言至关重要，也需要全体教职员工的通力合作。我们相信个人的成功即是所有人的成功。

相关信息

- 学术不端调查处理流程（社区手册）
- 鼎石学校辅导政策（社区手册）
- 鼎石有义务向高等院校报告学生违反重大校规的行为（社区手册）
- 《有效引用与参考》
- 《学术诚信》政策（国际文凭组织，2019年）

除教师另有说明外，我们10、11及12年级引用参考资料时采用现代语言协会与美国心理学会制定的规则，以及《文后参考文献著录规则》。

学业支持系统

即使是学习能力最强的学生有时也需要别人的辅导、帮其温故知新或理清作业思路。在鼎石，学业辅导将主要由任课教师负责。如果学生遇到难以攻克的学业问题，指导教师也会提供相应协助，学生应当主动向指导教师寻求帮助。

教师提供的课外辅导与机会

对于课堂学习遇到困难的学生，教师应当要求其接受课外辅导。我们希望鼎石的学生发现自己在某个主题、概念或作业上需要帮助时，可以主动寻求外界支持。教师和学生可以共同约定辅导时间，例如定在放学后或每天的课间休息时间，对于寄宿生而言，也可以定在晚自习或晚饭后。课业辅导与拓展时段也安排在每一轮的课表之中，为学生与教师提供额外的时段进行辅导。

学校期望所有学生都能全身心地投入学习，因此请求额外帮助不会被视为是件不光彩的事情。课外辅导最好事先进行规划和设定方向。因此，在课外辅导之前，学生应该准备好具体问题，并设定辅导补习目标。课外辅导与拓展时段并不意味着教师将利用此时间重复授课。课外辅导的目的是增强学生独立学习、解决问题的能力，让学生对自己的学习方法和结果产生信心。科技手段（例如电子邮件）能为补习提供便利，但不应取代面对面的师生互动，而且在质量和结果上也不能比拟师生之间的直接交流。

每周两次的学业复习与拓展时段以及KAP活动，是具有较高能力水平的鼎石学生拓展其敏捷思维的机会。在一年中的不同时期，鼎石教师提供不同类型的拓展活动，如学习新的计算机辅助设计程序、听取校外访客的发言、参加与课堂学习无直接联系的阅读讨论小组，或者在科学课中对最初的实验有了深刻理解之后开始尝试新的变化。KAP项目中包含与机器人、数学、辩论等竞赛相关的活动。鼎石希望每个学生都能开发自己最大的潜能。

走读生在家学习时，学校鼓励学生通过电子邮件与老师联系，寻求帮助。由于教师可能无法立即回复学生晚间发送的电子邮件，所以学生应提前计划，确保在离校之前问题能得到解答。七年级至八年级的走读生如果在学年开始之后有加入寄宿生活的意向，学校将欢迎学生和其家长与寄宿生活主任取得联系，共同讨论寄宿方案。

英语语言习得（ELA）或汉语语言习得（CLA）

双语学习模式是鼎石学校教育的根基。在双语学习模式下，母语并非英语或汉语的学生可能会在初期感到力不从心。语言的习得过程非常复杂，学生有时需要接受辅导，以提高他们口语和书面语言的流利程度。中英文两种语言是我们日常生活不可或缺的一部分，老师将向学生传授提高词汇量和语言能力的方法，使他们能够成功、自信地参与课堂活动、完成每日作业、与他人沟通，并在双语环境中茁壮成长。对一些语言技能发展有具体困难的学生，学生发展中心也可成为求助的资源。

自习时间与由教师监管的晚自习

所有寄宿学生须每天参加2小时的晚自习，以完成作业或复习功课。表现良好的学生可以在取得任课教师和 / 或宿舍家长的允许后，选择晚自习的地点（宿舍房间、宿舍楼层的休息室或是图书馆）。相对更需要教师直接、持续监管的学生可能会被分配到主教学楼或自己的宿舍楼层进行有组织的晚自习。一般来说，晚自习期间，宿舍家长和附属宿舍家长可以帮助寄宿生解答作业里的疑问。

我们希望走读生的家里能营造安静、不被打扰的学习环境（不用手机、不看电视和不上网），从而让他们完成家庭作业。

鼎石学校辅导政策

鼎石学校重视教员投入的专业知识与精力。鼎石学校同等重视家长给予学校的信任与支持，以确保孩子接受高质量的教育。我们了解，家长有时会觉得孩子在学业上需要更多的帮助，便去寻求校外辅导的支持。尽管学校不鼓励学生接受校外辅导，鼎石学校依然列出了一些准则，希望家长、教师与校外辅导老师严格遵循。

鼎石学校的责任：

- 学校不鼓励学生接受校外老师或机构的辅导。
- 学校不推荐任何校外辅导老师或机构。
- 学校不持有校外辅导老师及机构的名单。

- 学校不允许任何校外辅导机构或老师在校的每周通讯、公告牌、校园开放区域，或任何其他地方（学校网站、与学校相关的微信群、社交媒体等）进行宣传。

有关辅导需求的决定与家长的责任：

- 学校不鼓励家长为孩子请校外辅导老师，家长应与学校合作，寻找支持孩子学习的其他方式。
- 学校鼓励家长经常与孩子及教师进行平等公开的交流，讨论孩子需要进步及成长的方面。
- 学校鼓励家长秉持着开诚布公的态度向学生发展中心（CSD）寻求帮助，探讨孩子学业上有问题的方面。

学生的责任：

- 学校鼓励学生在学业上有困难时，与任课教师、指导教师尽早交流。
- 学校鼓励学生在学业上有困难时，与家长及时交流。
- 学生在需要帮助时，应主动向老师寻求帮助；在需要课外辅导或在老师要求学生参加课外辅导的情况下，应积极参加辅导课、在课后辅导时间向老师寻求帮助等。

教师的责任：

- 教师应全方位支持学生学习，为学生提供及时、有意义的反馈；在学生学业上有困难时，与其家长进行沟通。
- 教师应在必要时与学习支持教师及心理辅导教师会谈，寻找专业的介入教学策略。
- 教师应按需与学科组长、年级指导教师/年级组长与/或宿舍家长/舍监讨论课业上需要特别关注的学生。
- 教师应在课后辅导时间、自习课等时段为学生提供课业帮助。
- 鼎石教师不得私下提供收费家教服务。

学习支持教师与心理辅导教师的责任：

- 学习支持教师与/或心理辅导教师不负责为家长与学生安排或推荐校外辅导老师。
- 学习支持教师与/或心理辅导教师应与家长、教师保持沟通，为支持学业上有困难的学生设计行动计划。
- 学习支持教师与/或心理辅导教师如得知某一家庭的孩子正在接受校外辅导，应及时与相关教师沟通。

校外辅导守则

- 家长应安排与孩子任课教师沟通的机会，讨论孩子的课外辅导安排。
- 家长与辅导老师应及时告知任课教师课外辅导的内容及学生的学业进度。
- 辅导老师不得替孩子完成家庭作业，而应关注于家庭作业的具体学习目标。
- 辅导老师不得使用鼎石设施。
- 辅导老师不得协助学生完成任何评估作业（形成性评估或总结性评估）。
- 除非经鼎石教师批准，否则辅导老师不得获取鼎石学校的任何教学资源或材料。

鼎石学校在此感谢Colegio Menor学校将其政策与我们分享。

升级与留级

鼎石承诺

鼎石学校致力于帮助学生取得成功。我们坚信，任何关于学生升级、留级或跳级的事宜都应尽可能与学生及其家庭共同做出决定。我们也坚信，做出这些决定时，考虑学生的学业发展至关重要，但也需要照顾到学生的身心与社交能力发展。

我们力求学生的年级分配符合其身心发展、学业水平，以及年龄。学生在学习上表现进步，同时满足本

年级的要求，便可升入下一年级。

鼎石学校同时期望：为有需要的学生提供学业支持的同时，也要满足不同学生的个体性、多样化发展，顺应学生的身心发展规律。执行校长与学部校长负责做出学生升级、留级或跳级的最终建议，而家长、老师与学生，如果皆愿意，则是根据该学生学习差异记录共同为其作出决定的人。

1. 升级

在新学年升入下一年级对所有学生来说都是正常的学业轨道。然而，学生也需要满足由学校国际文凭项目所设定的必要的学业、社交与身心发展要求。请见本手册附录《升级、证书及毕业》。我们的升级政策中也包括对品德和社区评估的要求。品德和社区评估是贯穿10、11和12年级的反思性项目，学生要通过这些项目展现他们对鼎石社区共同价值观的理解和承诺。

2. 留级

留级/重读该年级是一个慎重的决定，对个别学生来说也确实是正确的抉择。如果学校相关人员一致认同并决定，某学生重读该年级对其学业、社交及身心发展是最有利的，学校将会提出留级的建议。

鼎石学校更愿意寻找、采取介入教学策略或修正措施来帮助个别学生。有时，校方也会认为留级可能并不是最好的处理方法，从而会建议该学生退学，推荐其进入更适合他/她的学校。

当某学生可能被指定为需要留级时，校方将尽早确认此情况，并在此考虑过程中参考部分或全部以下方面的信息：

- 该学生的年龄与身心发展水平
- 学业成就
- 出勤率
- 成绩报告与学业记录
- 该学生的个人/社交需求
- 特殊教育或与医疗/健康相关的需求

特殊照顾

学习差异

鼎石学校承诺为有学习差异的学生提供必要的特殊安排，以便其可以全身心参与学校学习生活。在做出住宿安排前，学校通过学生发展中心需要收到由专业人士提供的完整的近期评估检查结果。该文件必须包含完整的教育经历和医疗记录，以及与该生要求提供的与特殊安排相关的信息。

学生发展中心在收到所需文件后将进行评估，并向学生家庭提供合理的照顾建议。如果需要提供更多文件，校方会与家长取得联系。如果特殊请求未被批准，学校也会告知未批准的理由。

短期行动不便

学校为存在暂时行动不便（例如骨折）的学生提供短期特殊安排。家长应把医生诊断报告交给校方健康中心审核，学生主任负责与学生、家庭和教师进行后续沟通，为其提供必要的住宿。

存在学习或者短期行动不便的学生应在力所能及的范围内参与学校活动。学校的学业标准、校园规定、课业负担和成绩要求对全体在校学生一视同仁。学生主任以及学生发展中心负责解答有关本校有障碍学生特殊照顾政策的问题。

学习困难应对措施

获得鼎石学校的毕业证书意味着学生学业达到了鼎石标准。因此，我们希望每位学生都能发挥自己的最

大潜能。小班教学、任课教师与指导教师对学生保持关注、提供课外辅导、同学辅导以及晚间实验室，构成了鼎石学业支持的框架。

应对学习困难的措施

同年级教师定期举行会议，讨论全体学生的学业情况，并着重关注学业上有困难的学生。

评估会议将制定学习计划，并向指导教师和学生家长传达、共同实施，以帮助鼎石学生实现个人和学习上的进步和发展。学生主任与学生发展中心协同合作，负责协调上述会议。他们与年级组长及指导老师共同制定并执行每位学生的行动计划。未能达到鼎石的最低学术标准，或无法为自己的学业付出适当的努力和精力，或被授课老师认定存在学习困难的学生将会获得以下支持：

老师辅导：如果学生在某个科目遇到困难，该学科的任课教师将为学生提供辅导。

自习室：学校将学生每天安排到自习室学习；对于寄宿生而言，还将在晚自习期间安排更多的学业任务。

学业审查：老师认定某名学生存在严重学习困难的，该学生将接受学业审查。学业审查意味着学生的学习成绩不令人满意，学校需要为其制定专门的学习计划。学生存在以下情况时，通常会被推荐接受学业审查：

- 学习成绩大幅下滑；
- 不参与学习或不热爱学习。

学业审查的时长至少为一个学期。在下次学业审查会议上，学校将讨论学生的进展情况。如果有迹象表明学生的学业有明显改善，或出现了长足进步，可以取消对学生的学业审查。经老师评估认定状况未有改善的学生将被处以学业警告。

学业警告：学生被处以学业警告的，表明学生的学习成绩已影响到其在鼎石学校继续学习的可能性。学业警告时长为一个学期，或持续至下次学业审查会议召开时为止。（如果学生主任或学部校长认为有必要，学校也可以召开特别会议，来解决学生的学业问题。）接受学业警告的学生可能会受到各种限制，例如，在自习时间内受到监督、每天均须到自习室学习、取消所享特权等。

如果学生能够证明自己正在努力改善导致学业警告的因素，并且学校预计其会继续进步，学校可以取消该学生的学业审查。接受学业警告的学生的状况有明显改善的，可以改为接受学术审查，审查期限为一个学期。如果一个学期之后，老师反应学生在坚持不懈地改进自己、持续取得进步，学校可以取消对该学生的学业审查。

连续数个学期接受学业审查、被处以学业警告的学生，或者被取消学业警告后又一次获得学业警告的学生将可能留级。为了支持学生的学业，鼎石学校将制定和实施一个提高学生学习成绩的学习计划；但是学习计划的遵守和学习成绩的改善情况最终还是取决于学生本人。

攻读IBDP项目的学生如有学习困难，无法取得3分或以上的成绩，学校可能会建议其转而攻读DP课程结业证书。该学生依旧可获得鼎石毕业证书。更多详细说明请见附录中的《升级、证书及毕业》全文。

行踪报告、出勤与缺勤

校园活动范围与行踪报告

时刻确保学生安全是鼎石最重要的职责之一，而学生最重要的责任之一是时刻让学校知悉他们的行踪，并遵守学校关于活动区域和行踪报告的要求。

校园活动范围：鼎石学校的校园包括学校围墙所划定范围内的学校建筑物、学校场地和运动场。

教学日活动范围：教学日期间，学生应当在教学区、图书馆，或餐厅内活动。在没有成年人监护或批准的情况下，学生不得滞留在体育馆、运动场、游泳池、宿舍或空房间之内。

寄宿生可以在下课后回到宿舍，但是应当遵守规则，不得在安静时间段内大声喧哗。走读生可以前往图书馆或学生中心。

除非是教学日的上学、放学时间，否则学生不得在校区建筑前以及表演艺术中心旁边的接送点逗留。

学生的行踪报告义务

我们的学生行踪报告制度要求学生在早晚不同时间，针对不同情况和时长，离开教室、校园或宿舍，都应办理一系列的报到登记、离开登记和通行证。这一制度既能让学生享有适当的机动性和独立性，也能让校园内的成年人对学生进行看护，并掌握其行踪。学生及学生家长应当遵守校园活动范围方面的规定，以及关于行踪报告的学校规章制度。

走读生必须由鼎石员工或学生的监护人进行看护。放学后，走读生必须参加KAP活动，或可以在初中图书馆或学生中心签入，自习至4:30。参加4:30开始的KAP的走读生需要在KAP之前的空闲时间在初中图书馆或学生中心自习。走读生放学后不允许进入其他学校区域，参与KAP组织的特定项目的学生除外。

入校与离校程序：入校登记、外出登记与通行证

掌握学生每时每刻的行踪是学生、老师和学校支持人员的共同责任。如果发生紧急情况，学校必须知道学生所处的具体位置。因此，全体走读生和寄宿生都必须遵守入校登记和外出登记的政策与程序。

寄宿生的早餐用餐登记

平日每天7:00am至7:45am，寄宿生需前往餐厅使用学生卡刷卡登记并享用早餐，用完早餐之后再参加学校会议或上课。

在校登记/进入校园

周一至周五8:00am之前，全体寄宿生均须进行在校登记。寄宿生必须于周日8:00pm之前至学校报到。周一至周五每天早上7点40至8点20之间，走读生应抵达学校报到。早上8点时，如果学生处于校园内，则必须进教室。需要在早晨上课前去健康中心的学生必须在7:50以前到达健康中心，以便能准时去上课。

外出登记/离开校园

离校时，学生必须在适当的地点办理外出登记，并遵守家长与学校之间约定的所有交通许可。

寄宿生在离开学校之前，必须在签出系统或周末/周三晚餐通行证上注明其目的地、离开与返回的时间、乘坐的交通工具、陪护的成年人及其手机号码。学生在出入校园时必须刷卡登记。

需要看病的寄宿生或走读生必须遵守本手册健康中心章节中所记载的健康中心规章制度。

学生在鼎石监护人的陪同下离校参加体育比赛或学习活动时，不必办理外出登记。这名监护人将负责向学校安保人员提供随其离校的学生的完整名单。

课堂出勤要求

北京市鼎石学校认为，学校的日常考勤是学生学习过程中不可或缺的一部分。我校实施双语教学项目，注重塑造学生品格、营造社区氛围，因此，要达到学校使命所规定的目标，参与平日学校课堂生活也至关重要。

有鉴于此，我们非常重视每一名学生的课堂出勤。一个体系完善的学术项目是基于课堂活动而建立起来的，它鼓励学生以个体与合作的方式发展批判性思考能力、创造力以及语言能力。在课堂中，学生学习人与观点之间复杂的相互依存性，逐渐对这样的关系形成概念。因此，在认识到课堂出勤重要性的基础上，鼎石学生应出席所有课程，保持全勤。

为满足课程评分的基本要求，初中部学生应保持至少80%的课堂出勤率，高中部学生应保持至少90%的出勤率。过多次数的缺勤可导致重读该课程或留级。学校领导团队将酌情决定一些极端特殊情况。

学校将跟踪并记录所有缺勤，并反映在季度报告之中。由于有些学科并非每天都安排在课程表之中，缺勤总数将按照学科为单位进行记录。如果学校发现某一名学生开始产生过多次数的缺勤，学校将可能要求该学生、其家长/监护人、其班主任或指导教师，以及学生主任或学部校长进行谈话。

由于参与学校活动、重大疾病的长期住院、家庭成员过世，以及宗教活动导致的课堂缺勤将不计入缺勤总数之中。尽管如此，如学生已有过多次数的缺勤，学校将可能不给予其外出参加学校主办活动的机会。若学生无法上体育和健康教育课，必须出具医生证明。缺课不仅影响学生的学业，还可能影响他们的总结性评估。

所有6-9年级学生均须在学年内参加一个游泳单元的学习。游泳单元是体育课程的必修内容。学生需携带合适的泳镜、泳帽、泳衣和毛巾上游泳课。如学生在整个单元内缺席三节及以上课程，即有可能因缺失太多课程内容，而影响其总结性评估的成绩。学生将有机会在课业辅导和拓展时段补齐缺席的课程。根据体育课规定，若学生无法参加游泳课，必须出具医生证明。

对于突发原因导致的缺勤（如疾病或受伤），家长必须在缺勤的当日上午致电学部办公室。寄宿生如生病，应前往健康中心联系学校护士，由护士通知学部办公室。如学生因生病在白天上课时离开学校，必须与初中部或高中部办公室进行确认，征得家长或寄宿生活主任的允许方可离校。由于医疗或签证预约导致的缺勤亦应遵守上述通知程序。

如学生病假连续缺勤三天以上，学生应提交医生开具的证明。在某一天病假的学生不得参加当天举办的任何学校课程或活动，这类病假包括因为在医务室治疗而造成的缺勤。

缺勤的中学生应补齐所有欠交的作业，并应与其任课教师协商补齐作业的时间节点。补齐作业是学生与家长的职责，意味着学生需在与教师达成共识的时间节点上获取、完成并上交作业。

正当缺勤

- 咨询学科教师，有需要亦可咨询初中部或高中部校长，商讨在长期正当缺勤或特殊理由缺勤期间的作业要求。

早退（CAS相关的活动）

- 十一或十二年级的学生如没有课程安排，可提早离校参加社区中的CAS活动，但必须提供家长许可信、来自该活动成年辅导员的证明，以及CAS协调员的书面许可。在作出此安排之前，必须对该活动的所有细节进行妥善考虑，包括地点、联系信息与紧急联系方式。

延期完成的评估

评估旨在提供及时且详细具体的反馈，以帮助促进学生学习。重大评估项目（作业、课题项目、考试、单元测试等）是教师用来评测学生学业进度的方式。为了完成这个及时且有重要意义的反馈循环，所有学生必须在教师或Managebac日历指定的日期之前完成评估任务。为帮助学生完成未能按时上交的作业，学生可能会面临额外的要求。例如，学生在完成并提交作业之前，他/她将不会被允许休假。在某些情况下，学生会被要求到指定自习室学习，直到完成作业为止。

对补交作业的期望

- 尽快完成评估，并在当日或下一节课时（经任课教师同意后）上交。
- 如评估为测试，则在下一节课或在任课教师认为需要完成的时间完成该测试。与其他学生集体作弊将违反鼎石学术诚信政策，并将接受政策中制定的处理。
- 提供医疗证明，以解释缺勤重大评估项目（单元测试、考试、口头评估、口头展示等）的理由。
- 在返校的当日提交评估作业（未能做到此点的学生将会被要求参加课后学业辅导与晚间教学楼自习，以完成其所有欠交作业）。
- 如果一名学生未能参加一项测试/模拟考试（非期末公开考试），他/她需在返校当日完成此项测试/模拟考试。如学生无正当理由缺勤，此次测试/模拟考试成绩将作零分处理。如学校发现其有与其他学生集体作弊的行为，参见鼎石学术诚信政策。

如一名学生的缺勤持续影响到一门或多门学科的评估，学校将采取下列步骤：

- 任课教师与该学生及其家长、以及年级组长与/或DP课程协调员进行谈话。如果这一情况已在多门学科课程中发生，DP课程协调员、年级组长与学生主任/高中部校长将与该学生及其家长谈话。
- 学校将制定一份行动计划，以支持并监督该学生的行为与课堂参与度。此计划将包括达成学业目标的各项指标，以及多次延期完成评估将导致的后果。
- 学生将与指导教师、年级组长及学生主任共同制定时间管理计划。
- 如果学生一再严重违反相关规定，高中部校长与DP课程协调员将与家长谈话，评估该学生是否能继续在鼎石成功完成学业。

备注：由于某些重大评估项目只能在一个指定的时间或地点开展，例如第4学科组课题项目——如学生未有补做或其他代替的作业，学校可能将为该学生提交零分的成绩。这可能会严重影响到学生最终获得IBDP文凭的情况。

事假申请

当初中部学生提前知道自己将缺勤两天或更多的课程，他/她必须至少在缺勤离校三个上课日之前填写一张事假申请表（可在学部办公室领取）。高中部学生无论事假缺勤多长时间，都必须填写此申请表。学生将可能无法补齐所有作业，亦可能因为无法补做缺勤时课堂中开展的评估或布置的作业，而取得零分的成绩。学生必须按照缺勤前与老师商议好的截止日期完成欠交的作业。出勤情况与作业和评估的成绩关系到学生是否能升入下一年级。学生家庭应考虑到申请长期事假与欠交作业可能对此产生的影响。

长期医疗病假

因医疗原因需长期离校的学生，需通过学生生活办公室申请长期医疗病假。当学生家庭申请长期医疗病假，学校将执行以下步骤：

1. 学生家庭与学校领导会面讨论情况。
2. 学生家庭与学校共享医生开具的证明。必要时，家庭签署信息共享同意书，允许学校与医生讨论具体情况。
3. 学校将审核具体情况和病假申请，并确定休假条件。
4. 在学生返校前，学生将与相关办公室讨论返校计划，以确保返校后得到足够的支持。

休长期医疗病假的学生在休假期间可能无法补齐欠交的作业。在某些情况下，学生可能需要留级，或按照学部办公室的指示完成需补上的作业。

迟到

8:00am之后到校的学生必须首先到对应的学部办公室（初中或高中）报到，并从办公室工作人员处领取一张迟到通知，进入教室后将之提交给当堂教师。如果迟到的理由正当，学生必须出具家长的解释信。

非正当理由迟到

学生需要做出正确选择，合理利用时间，按时出席所有课程、会议以及学校安排的其他活动。在所有课程、会议和学校安排的活动中，每学期累计迟到次数达三次及以上且没有正当理由的学生，学校将以邮件形式向其家长发送通知，并可能请家长至学校面谈。习惯性迟到将影响学生学习活动，并可能导致纪律处分。学生所有的迟到和缺勤情况都会被记录在案，并直接影响学生将来的住宿申请和学生特权。

恶劣天气

有时候，由于天气原因，鼎石必须调整学校的时间安排，甚至停课。在上学的路况极为糟糕之时，学生家长最好根据自己的最佳判断，决定是否送孩子上学。在正常情况下，我们会在上午尽早做出决定，通过短信发送通知，并在学校网站上发布公告。出现特殊情况之时，是否需要变更接送学生上下学的校车安排，由校车公司和鼎石共同做出决定。不管天气如何和是否停课，我们都有寄宿工作人员，对学生进行24小时管理和照顾。

报告与沟通的类型

形成性评估

学生每学期会收到两次形成性书面反馈，其中包含代表着学生学术表现和个人参与度的一般指标，可以让家长了解需要解决的具体问题。通过这两次书面反馈，学生可以在期末报告之前有针对性地提高自己在某一科目上的成绩。

期末报告

每年两个学期的期末，学生都会收到学校下发的期末报告。各科报告显示学生在该学科领域每一项评估标准下取得的成绩水平（以及各评估标准下的最高成绩水平），并用1-7分表示该科的最终成绩水平。期末报告还包含课程内容的概要：探究说明、重大概念与相关概念。第一学期期末报告中还包括一份详细的指导教师报告，描述学生对服务性行动的贡献，以及其个人与学业方面的成长。第二学期的年末报告与第一学期相同，但会给出全年的最终成绩（总分为7分）。

指导教师报告

每个学年，指导教师定期与家长沟通，并负责撰写两份报告，内容包括学生参与社区活动的程度、为他人服务的实践情况、各个方面的进步——特别是认知和情感处理能力方面的进步，以及指导教师认为对学生有帮助、有价值的任何其他评语。

寄宿生活报告

学校对寄宿生每年进行两次评估。评估内容为学生在我校第二座基石“塑造学生品德和社区归属感于寄宿生活之内外”的参与度。第一季度学生在宿舍家长的指导下创作一个自我反思视频，展示自己在寄宿生活中的成长。第三季度由宿舍家长为学生撰写进度报告。两份文件都将上传至学生的ManageBac档案中。有关设立目标的谈话围绕这些报告展开，内容包括积极参与寄宿生活以及良好品德与行为的表现。

家长教师见面会与学生主导的家长会

家长与学生可在第一学期与教师见面，讨论学生的学习进展。学生主导的家长会在第二学期举行，以便学生有机会与家长探讨在各个学科的学习经验。

家长也可以安排与教师在其他时段会面讨论紧急事项，具体时间由教师和家长共同商定。在学生处于易出问题的青春期时，家长的介入非常重要，这能够孩子保持学习的兴趣，维持良好的精神面貌，因此我们强烈建议，家长存在任何顾虑和疑问，都应任与任课教师或指导教师沟通。

选课流程/退课或加课

鼎石学校的课程大纲非常缜密，能够为学生提供多种选择，满足其不同的学习需求。6至10年级的学生需要完成八门MYP课程，11、12年级的学生需完成六门IBDP课程。6至10年级的学生需要从如下八个

MYP学科领域中各选一门课程：语言与文学、语言习得、个体与社会、科学、数学、艺术（视觉与表演艺术）、体育和健康教育（PHE）、设计。MYP学生同时修读中国艺术与中国文明史课程。指导教师与年级组长可担当学生学术顾问的角色，并可在学生选课时提供重要的顾问资源。任课教师要依据学生当前课堂表现和能力推荐课程进阶路径。

初中部学生在六、七年级探索所有艺术类课程。在八、九年级，他们有机会表达其希望修读的中国艺术课程（武术、视觉艺术、音乐及舞蹈）与MYP艺术课程（视觉艺术、戏剧及音乐）的意愿。学校尽量满足每位学生的第一或第二选择。

11年级学生的课程更换流程：

11年级第一季度第二轮课表循环结束前，学生可申请更换课程（在合理的程度下，以及现存限制条件之内）。只有按以下步骤执行，学校方可考虑学生的申请要求：

- 学生与当前任课教师谈话，解释其希望更换课程的原因；
- 学生家长向DP课程协调员致一封签名信，支持学生的申请；
- 学生与DP课程协调员谈话，并能够提供充足合理的需要换课的理由，解释此变化将如何影响其学习；
- 课程表允许此变化的发生；
- 学生的课程表没有受到任何程度的影响。

在以上所有条件满足之后，只有DP课程协调员能够做出给予学生课程调换的决定。学校将随后向学生及其家长发送正式通知，并调整课程表。

寄宿生活

我校的三大基石之一便是“塑造学生品德和社区归属感于寄宿生活之内”。因此，寄宿体验是在鼎石学习生活中至关重要的一方面。寄宿制是我校培养学生独立能力、主动性、领导力、诚信、社交能力、同理心以及全球公民意识的方式之一。学生必须从9年级开始寄宿于学校。

学校宿舍是学生的第二个家。虽然家庭本身是任何东西都无法替代的，但是当学生在校园内生活期间，寄宿项目将在许多方面为学生提供支持、引导和挑战。共同居住可以使学生在大学生活做好充分准备；但更重要的是，它可以使学生产生归属感、主人翁意识和融入感，这些都是我们社区的基石。寄宿生活的规章制度提供了和睦共处的架构，但是学生铭记于心的将是那些纯粹的欢乐——在一个人际关系紧密、由年轻同龄人组成的小型社区中，与好朋友们共同度过人生的黄金时代，以及彼此建立的长达一生的友谊。

宿舍家长均在宿舍楼中的教师公寓内居住。这些成年人将迅速熟悉每位学生，并履行指导、监督、课外辅导和支持等职责。宿舍家长将了解学生的学习习惯、日常生活以及学生是否熬夜。他们将帮助学生适应校园生活，支持学生开展社交活动，并处理各种紧急情况。

他们将为每个宿舍和每个楼层营造充满关爱的温馨氛围。经验丰富的宿舍家长将尽力确保宿舍适宜生活和学习，是一个励志而健康向上的场所，让学生觉得安心，受到重视，并且是学校这个大集体中的一员。

我们深信人生中许多最重要的课程都在课堂之外完成。学生们的自我探索与发现，将源自他们在宿舍生活中形成的理念与想法。我们期望学生为自己和他人承担更多责任，与室友和谐共处，安排好日常生活。个人卫生、房间清洁、晨起、完成功课和遵守宿舍规章制度都是学生的成长和发展的一部分。有些学生能够很好地自我管理，而有些学生需要更多的监督和帮助。成年人的指导和学生中的领导者（宿舍舍长和同年级领导）将帮助所有学生体验到独立而精彩的寄宿生活。

对寄宿生活的承诺

我们承诺，通过我校寄宿项目提供一个充满活力和支持性的环境。为了为寄宿社区充分做出贡献，并从中受益，学生也必须作出相应承诺。寄宿生最迟应在周日晚8:00到达校园，以便为当周的学习生活做好准备。除了周三的晚餐通行许可外，他们一周都应该呆在校园里。学生将不会获准在周中定期离开校园。并且，学生每学期必须在校园中度过四个“半周末”（周五至周六或周六至周日），并参加周末活动。

寄宿学习课程

鼎石学校的寄宿生需要参加每周一次的宿舍会议，与舍友和宿舍家长讨论各项议题，主要包括集体生活、尊重和欣赏他人、多样性、品格道德发展、领导力、主动性、诚信，以及学习和玩乐之间的平衡问题。学校的共同价值以正式或非正式的方式，打造和渗透进寄宿生活学习课程。寄宿生活学习课程采取会议、嘉宾演讲、学生宿舍委员会报告等方式进行，同时也包含反思和游戏的时间。宿舍会议按年级分开进行。

当面归宿登记

当面归宿登记是体现“尊重”的宿舍晚间例行程序。寄宿生要直接与宿舍家长交谈，确认自己安全并保证在宿舍过夜。我们非常重视这一环节，因为它体现着信任、尊重和责任。

如果学生想在熄灯前入睡，不愿等到正常的当面归宿登记时间，可以告知值班的宿舍家长，让他们知道自己已经办理登记，准备入睡。在这种情况下，归宿登记可以早于规定的时间进行。如学生中途改变主意，决定离开宿舍，必须通知值班的宿舍家长。如学生当面归宿登记结束之后又离开宿舍，属于严重违反校规的行为，会受到相应的处理。

男女生活动范围

男生一律不准进入女生宿舍区，女生同样不能进入男生宿舍区。这项规定适用于学校所有的学生，包括走读生在内。违反这项规定的行为属于严重违纪，学校会进行严肃处理。

学生可以在学生中心区域、自习区域或餐厅进行社交活动。学生不得在任何时间结伴逗留于楼梯间或地下室。

学校保安、宿舍家长和寄宿生可以在以下时间段内，在宿舍休息室接待访客：

- 迎新日，寄宿生入住当天
- 全校活动期间，具体由寄宿生活主任安排

如果家长希望在宿舍休息室探望孩子，需要提前规划，并通知寄宿生活主任。家长应该尽量避免此类要求，因为访客到来会侵犯其他学生（尤其是孩子室友）的隐私。

家长需要先向学校保安报备，出示身份证件并签名，在学生宿舍逗留期间，应全程佩戴家长ID卡。

宿舍安全

禁止携带以下物品进入学生宿舍：

- 蜡烛、火柴、打火机、熏香炉或其他任何明火设施。严禁携带这些物品进入宿舍。如有违反，将会受到严厉的纪律处分。
- DVD播放器、电视、大投影仪和电热毯。
- 学生宿舍可以保留Wii游戏机，但只能在宿舍的休息室使用，且不能给宿舍其他成员带来不便。
- 电器，包括但不限于以下产品：电冰箱、电饭煲、任何用来做饭、加热或烧水的器具、火锅、微波炉、日光灯、卤素灯、取暖器、蒸汽熨斗、电熨斗和延长线。
- 各种宠物，包括鱼类。
- 有冒犯性含义的海报、标语或任何与种族歧视、酒精、香烟和/或毒品有关的物品。

- 包含淫秽或暴力内容或严重伤害他人情感的读物等材料。

电子产品

周日到周四学生必须将手机和笔记本电脑按时交到充电车中。在夜间断绝与电子产品的联系对学生养成健康的习惯和生活方式非常重要。学生寝室内不得有额外的电子产品（例如iPad或额外的手机和笔记本电脑）。如果学生对额外的电子产品有特殊的、学术上的需要，则必须获得寄宿生活办公室的许可。在寝室里藏匿额外的电子产品是不诚实的行为，将被作为纪律问题处理。

寄宿生活纪律处理措施

每个宿舍楼层可针对一些轻微的违纪行为（如早餐未签到、熄灯后未就寝等）设计自有的一套纪律处理措施，但在个别情况下，学生也将面临暂时或长期停宿的处理。能够成为鼎石寄宿项目的学生，被视为一种荣誉。因此，某些不当行为将导致学生与我们的社区隔离，以便有时间进行反思。

我们了解，青少年难免做出一些不明智的选择。我们将提供心理辅导及谈话的机会，帮助学生以积极的态度重新融入社区之中。然而，我们绝不容忍严重违纪并危害到社区安全的行为，此类行为可能导致学生被学校开除。

学生宿舍房间与家具

鼎石的宿舍分为双人间和三人间，并带有卫生间。房间里的家具包括床架、床垫、床头柜、衣柜、书架、书桌和椅子。

宿舍房间装有门锁，宿舍无人时，学生应锁好门窗。我们建议学生把贵重物品留在家里，因为学校对物品的丢失或失窃概不负责。如门禁卡丢失，学生应立即补办。

宿舍房间非常宽敞，足够两名或三名学生入住和存放私人物品。有些学生入校时携带大量物品，我们要求这些学生仔细挑选，只留下校园生活确实需要的物品。

以下基本用品请自带：两套床单、一个枕头、一张软垫、两条毛毯或一床暖和的被子。洗漱用品包括：毛巾和洗漱用具（牙膏、香皂、洗发水、乳液等）。做好“开学准备”：台灯（不能使用卤素灯）、闹钟、垃圾桶、接线板、扫帚与畚箕、睡袋和书包。其他可选物品：电风扇、收音机、立体音箱、带锁的自行车、电吹风（只允许低功率）和小地毯。每间房间都安装有窗帘。为了消防安全，请尽量不要在墙上悬挂针织物。墙上可以张贴画报，但贴时须非常小心，以免钉子或胶带损坏墙面。禁止在宿舍墙壁上乱涂乱画。

学生应对宿舍房间的状况和损毁情况负责。应将宿舍毁损状况立即上报舍监或宿舍家长。学生不得在宿舍房间内食用油腻食物，如肯德基或比萨饼。学校禁止携带或饮用碳酸饮料。作为一所具有环保意识的学校，校内禁止使用一次性塑料水瓶或其他类似的一次性产品。学校鼓励学生使用可重复利用的水瓶与餐具。

宿舍休息室

每层宿舍楼都设有一间公共活动室，闲暇之时，学生可在这里和同学聚会、观赏电影电视或分享零食。学生有责任维护这一公共活动空间的整洁干净，以尊重其他成员的方式使用休息室。

寄宿生的晚间安排

周日晚上：

5:30pm-7:00pm

晚餐

8:00pm-8:15pm

与宿舍家长办理当面登记、上交手机、内务检查

8:15pm-9:30pm

自习

9:30pm-10:00pm

休息并准备就寝——只准在走廊活动

10:00pm-11:00pm
(各年级时间不同)
10:00pm-8:00am (第二天) 上交电子设备、熄灯
静语时间

周一-周四晚上:

5:30pm-7:00pm 晚餐
7:00pm 宿舍楼层会议
7:00pm-7:30pm 与宿舍家长当面办理归宿登记、上交手机、内务检查
7:30pm-9:30pm 自习
9:30pm-10:00pm 休息并准备就寝——只准在走廊活动
10:00pm-11:00pm 上交电子设备、熄灯
(各年级时间不同)
10:00pm-8:00am (第二天) 静语时间

内务检查

学生宿舍属于学校财产。宿舍家长、教职工和寄宿生活主任有权进入宿舍房间。从进入鼎石学校起，学生和家就被默认为已同意这项规定，同时也同意在必要情况下，偶尔搜查宿舍的做法。

寄宿生要负责宿舍房间的清洁工作，禁止家长和家政人员来校帮助学生打扫房间。校方管理团队和寄宿部工作人员强烈认为，整理房间和维护房间卫生是学生职责的一部分，也是培养学生独立性和责任感的一种方式。希望家长能够予以配合。

每天7:00pm，值班的宿舍家长检查宿舍内务卫生。为保证内务检查合格，学生需做到：

- 整理床铺
- 保持桌面整洁，物品摆放整齐
- 脏衣服应放入洗衣袋
- 打扫清洁地面卫生
- 清空垃圾桶
- 保持书架和洗脸台整洁
- 随手切断不使用的电源（包括电灯）
- 保持阳台整洁
- 将鞋子收入柜子
- 清洁浴室
- 将行李箱放置在阳台上

内务检查不合格的学生除了要把房间打扫干净外，还需要在7:00pm之前，完成向其分配的宿舍公共区域的卫生打扫工作。完成所有工作后，他们仍然必须留在宿舍内，即使在随后的休息时间也不能离开。

学生退宿之时，应确保房间干净整洁。学生搬离宿舍时，房间的卫生状态会与他们未来的宿舍申请挂钩。如果房间有毁损，或是房间的卫生需要请专人打扫，经寄宿生活办公室裁定之后，学校会向该学生家长收取相应费用。

宿舍劳动

每周的宿舍公共区域卫生打扫，大概需要花费10分钟到15分钟。宿舍家长将每天向学生分配这些工作。学生除了管理好自己房间的卫生状况，还有责任维护公共活动空间的整洁、干净。

对自习的要求

周日、周一、周二、周三和周四晚上，学校都会安排全体寄宿生参加晚自习，自习时间从7:30pm开

始，9:30pm结束。学生在各自的房间、图书馆或有教师监督的自习室自习。有时候，学生可能在公共空间（如宿舍休息室或图书馆）合作研讨也会收获良多。借助一套基于年级划分的规章制度，并向值班宿舍家长登记后，合格的学生将有机会管理自己的自习时间，独立挑选自习地点。宿舍家长负责监督学生整个晚间的活动。

不能自主管理自习时间的学生，会被安排到较严格的学习环境中。

关于晚自习的要求：

- 7:00pm，所有寄宿生都必须待在自己房间里，并上交手机。宿舍家长会逐间对学生进行面对面的登记。所有学生登记确认之后，宿舍家长进行内务检查。
- 内务检查每天傍晚都要进行，从周日到周四。
- 内务检查通过之后，合格的学生可以申请去图书馆。在教师允许的情况下，9-12年级学生可以去图书馆做研究，或开展小组活动，一直到9:30pm。
- 自习期间，学生不得在任何无人监护的地点会面，如健身房、大草坪、学生中心、教室、小学教学楼、表演艺术中心、地下室或运动场。
- 学生需于7:00pm将手机上交，9:30pm自习结束后领回。自习期间禁止使用手机。学生需牢记，在宿舍中持有两部手机或两台电脑的行为严重违背了诚信的原则，如有违反需承担相应的后果。
- 音乐不能外放，必须使用耳机或耳塞。
- 无学校教师或家长陪同，学生不得离开校园。
- 7:00pm之前，领取周三晚餐通行证的学生必须返校签到，并在其宿舍楼层进行当面归宿登记。

学生在鼎石以外参与的活动

学生应充分参与鼎石的寄宿和课外活动项目，因为这对他们的学习和发展至关重要。这些课程包括但不限于：KAP、ELP、寄宿社区活动和与学术课程相关的特别活动，如“鼎石综合设计项目”或“个人设计展览”。

鼎石不鼓励学生在学校课程项目之外参与课外课程。寄宿生只允许在星期三和周末离开校园，且前提是他们已经履行了学校其他活动的参与要求。

宿舍自习室仅限学生完成鼎石学业或课外活动要求时使用。本规定亦适用于在线及学生需离校的活动安排。另请参阅本手册中的《鼎石学校辅导政策》了解相关信息。

活动时间

9:30pm自习时间结束，学生可以休息。他们可以利用这段时间进行社交、为就寝做准备、整理个人内务、继续学习或者打电话回家。休息时间，学生应在宿舍走廊内活动。考虑到社区生活的本质和一些学生继续学习的需要，学生必须时刻关注他人的需求，如需高声谈话或进行其他活动，可以选择在休息室进行。

静语时间

寄宿生有权享受良好的学习和睡眠环境。有些学生可以容忍噪声，其室友和邻屋同学却可能无法忍受。在静语时间内，应保持低声，不能做跑动、跳跃、拍球等体育活动。

静语时间从7:00pm开始（周五和周六除外），至次日8:00am结束。

任何可能破坏宿舍楼安静氛围的活动都不应进行。欣赏音乐时必须佩戴耳机或耳塞。晚间未遵守静语时间规定的学生可能面临纪律处分。

熄灯

许多研究显示，青少年每晚至少需要8小时睡眠，学习才会富有成效，生活才会健康。熄灯之后，学生必须上床入睡，关上电灯，结束交谈。夜间手机与电脑须上交。上课日的晚间要求如下：

7-11年级寄宿生的熄灯时间在10:00pm到11:00pm之间，不同年级略有不同。12年级不设熄灯时间。

延迟熄灯

只有已经有效并有意义地利用自习时间的学生，才能申请延迟熄灯。延迟熄灯意味着，学生可以在规定的熄灯时间之后，留在宿舍休息室学习。学生必须向值班的宿舍家长提出申请，证明其在晚上9点前确实需要额外时间来完成作业。值班宿舍家长有权最终决定是否批准延迟熄灯。十一、十二年级的学生如表现良好，可获得夜间自主保管电脑的特权。

在做出最终决定前，宿舍家长会对每位学生的时间管理情况进行评估。学生应对时间安排提前进行规划。申请延迟熄灯不得成为常态。对于学习和玩耍，学生必须分清轻重缓急。尽管我们倡导生活应充满欢乐，但是有时候，为了做出更为负责的抉择，学生必须推迟自己的玩乐时光。生活讲究平衡，我们尽力帮助学生做到这一点。

上网时间

可以在以下时段上网：每天 5:00am-12:00am

鼎石的周末

教学在周五结束，但鼎石学校的老师并不就此停止工作！我们的老师每周七天、每天24小时照看学生，组织校内外活动，为所有学生兴趣小组带去欢乐。周末活动包括学习、休闲、探索、服务类活动和旅行。学校鼓励学生（并要求学生）参加周末活动。周末活动的可能性无穷无尽，既有体育和服务类活动，也有由学校教师组织的拓展活动。我们也鼓励学生自己提议、组织各项活动。

传统寄宿生活活动

社区晚宴

社区晚宴的目的是让寄宿社区成员有机会共进晚餐，并在轻松的气氛中认识彼此。晚宴常有令人兴奋的谈话、精彩纷呈的主题、举止得当的礼仪，以及共同进餐时，自然而然培养起来的朋友与家人关系。

宿舍楼层会议

周一晚间，每个宿舍楼层都将召开会议，为本周做准备，讨论周末发生的事情，或是参与我们的寄宿生活活动。寄宿生必须参加宿舍楼层会议，并应当在晚上7点至7点40准时出席。舍监可以根据意愿，补充召开其他的会议。有时候也会举行整个寄宿社区的会议。

宿舍竞赛

有时，在晚间，全体师生均可参加特别安排的宿舍社交活动。这些活动在周中为大家提供了一些休闲时段，举办的活动包括音乐会、冷知识竞赛、卡拉OK比赛、户外草坪运动、宿舍楼层挑战赛、乐队表演、特色小吃品尝，或是充分激发大家好奇心的惊喜活动。学生不是每次都必须参加此类活动，但学校鼓励学生们积极参加，活动一定会充满乐趣。活动现场有成人监管和陪护。

寄宿生的责任

外出登记

学生每次离开校园，包括散步/远足、骑行、其他短途旅行、周末活动或是和指导教师一起出游等，都必须进行记录并获得批准。

寄宿生在教学日8:00am至3:20pm之间需要离开学校的，必须获得初中部/高中部办公室批准。他们必须在离校前得到许可，并完成通行证的所有内容填写。学生如有特殊情况需要离校的，必须请家长至少提前24小时向学生生活办公室发送邮件。

时间	批准
周一至周五上午8点至下午5点	学生生活办公室
周五晚上、周六和周日	学生中心值班桌/宿舍家长

返校登记

返回校园后，学生要做的第一件事就是办理返校登记。

违反返校或外出登记规定的学生将受到纪律处分。学生必须认识到此项规定的重要性，并配合我们的管理，这点至为关键。学生离开学校后，必须保持手机处于开机状态，并随时接听来电。

晚自习登记

周日、周一、周二、周三和周四晚上，获得宿舍家长批准的寄宿生可以在宿舍登记册登记后，前往图书馆学习。返回宿舍后，他们必须向值班宿舍家长报到，完成填写黄色的通行证，并在宿舍登记册上签到。

周三晚餐假

大多数情况下，在周三安排的所有学习或活动结束后（但不早于2:50pm），寄宿生可以办理外出登记，与父母或鼎石的其他学生家庭到校外共进晚餐。要申请周三晚餐假，学生必须在周三3:00pm之前向学生生活办公室提出申请。家长须在周三下午三点前致电学生生活办公室，确认学生的周三晚餐假申请。学生生活办公室将向学生发放通行证。禁止提前退出学校举办的任何活动。

申请周三晚餐假的学生必须在7:00pm之前返校，并与宿舍家长办理返校登记。学生有责任确保父母清楚了解其所持通行证的时间限制。我们建议晚餐地点选在学校附近。如得到允许，学生应与其家长或朋友的家长一同出行。学生不得单独出行或搭乘出租车。许多指导教师也会带领其指导学生小组一起度过一个愉快的周三夜晚。

学生只有在完成周三全部课程与活动，并且学生生活办公室已获知家长的批准后，才能取得周三晚餐假。

周末返校登记与外出登记要求

对于所有周末出行，寄宿生应统一在学生中心值班桌办理通行证。

学生中心值班桌位于学生中心门口。如果学生因为周末活动需要外出，务必在离校前取得审批通过的出门条。学生离校、返校时务必在校门口签出、签入。

除非已获得周末通行证离开学校，否则全体寄宿生必须准时在校用餐并办理各项登记。

周末的要求：

- 周五和周六出校的所有学生都应在10:00 p.m.之前返校。
- 周五和周六晚上，所有年级学生与宿舍家长当面办理归宿登记的时间均为10:00pm。
- 学生当面办理归宿登记即表明，该生当晚留宿于宿舍楼。学生在登记时间之后离开宿舍楼层或宿舍楼的，即构成失信行为，被视为重大违规行为，将受到纪律处分。
- 周五和周六晚上，学生必须在11:00pm之前返回自己的房间。在与教师办理登记前，学生必须将宿舍门敞开。
- 9-12年级周末熄灯时间不作规定

周末留宿

寄宿生可于周五、六8:00pm前为一位客人申请留宿证。客人应自带寝具，不得自行移动其他房间的床垫。

周末通行证

除非已被指定为“校园周末”的活动，否则寄宿生可以在周五所有课程和活动结束之后，持周末通行证离开学校，并于周日8:00pm之前重返校园并到宿舍办理签到。（学生也可以申请仅在部分周末时间离开学校。）学生未能在周日8:00pm之前重返校园，且事先未与寄宿生活主任报备的，将在下个周末被禁足在校园内半天。请考虑交通因素，提前做好计划，提早启程返校。

寄宿生不在学校过夜的，必须在寄宿生管理系统上提交一份经家长确认过的周末通行证申请。该申请应于当周周五中午12点之前在线提交。学生和家長須提前做出计划。

学生应以自己的名誉担保，周末通行证申请所提供的信息准确无误。如果学生要去朋友家，邀请者家庭的成人应向寄宿生活办公室提交一份邀请，并承诺对该生的安全和健康负责。邀请者家庭应当明确，鼎石要求寄宿生在其家逗留期间，应始终有成人照看。除非有年龄不小于25岁的成人在场，否则学生不得留在某一住宅或酒店内。

学生在校外过夜一律须获得家长批准。此规定不存在任何例外情形。没有家长和鼎石学校批准的周末通行证的学生，不得出于任何理由在校外过夜。

若要取得周末通行证，学生应完成学业、体育和宿舍方面的任务，令学校满意。如形势所迫，有必要拒绝外出过夜申请时，鼎石学校保留采取此项行动的权力。周末通行证仅适用于其上载明并获得批准的时间和目的地。学生返校后，周末通行证即被撤销。

单日假（周末）

寄宿生在周六或周日可以申请单日假。每个周末允许请一次单日假。寄宿生如希望周末白天或晚上长时间与家人或朋友呆在一起，但是计划返回校园过夜，我们建议其请单日假。

请单日假的学生应当在周六或周日9:00am之后被接走。学生必须持有家长以及鼎石员工批准的出门条才能离校。

假期离校

在假期开始之日，学生须完成所有课程和活动之后，方可离开校园度假。进行所有出行安排，均应牢记此项规定。鼎石网站载有标明假期的日历。学生在安排飞机、火车或其他交通工具出行之前，应当查阅当年度的学年学术、节日、假期和旅行日历。学生过早离校或过晚返校的，可被视为无故缺勤，其学习成绩会受到影响，并受到纪律处分。

学校假期不需要家长批准，因为大家都十分清楚，学校将在此段时间内停课，家长应负责安排孩子假期的住宿。如学生及时提交自己的航班行程计划，学校将会为其提供交通服务。学生需自行安排假期后返校的行程，如需学校协助，应咨询学生生活办公室。

宿舍楼和学校在假期前的离校日5pm关闭，并于返校日的5:00pm重新开放。全体寄宿生应在假期最后一天5:00-8:00 p.m. 返校。5:00p.m.前或8:00p.m.后返校需要获得学生主任的批准。

交通出现延误或取消时，需要于假期最后一天下午3:00pm.前在寄宿生管理系统上提交晚归申请。

离校休假之前，学生应当：

- 清空宿舍内的垃圾
- 打扫宿舍卫生，整理床铺，并通过内务检查
- 关闭所有电灯，拔掉墙上所有插头
- 关闭窗口

可持续发展

鼎石致力于环保事业。为此目的，宿舍中不得过量使用塑料袋，且不得使用任何一次性水瓶。如有发现，水瓶将会在宿舍内务检查时没收。我们在每个楼层提供桶装水。此外，学生必须节约能源，在白天及假期关闭宿舍所有照明设备。学生应留意过度点外卖问题。只有周六可以点外卖，上课时间绝对不可以点外卖。

社区期望

为了维持秩序，保护个人权利和维护社区的整体利益，每个社区都必须制定规章制度。通过明确我们的期望和社区的规章制度，我们希望能够激励学生积极参与校园生活的方方面面，促进学生学习的主动性，营造自尊自爱和尊重他人的社区环境。

学生需要自主安排社区内每天的学习、交友、与成人交流、课外活动，并懂得把握鼎石提供的各种机会。学生需要对其自身的行为和选择负责。在这一框架内，学生有大量机会学习、成长、体验个人成就感。

鼎石学校的每个成员都可以通过自我表现、自我约束和无私奉献让社区变得更美好。在某些特定时刻，当鼎石的期望看似难以达到时，我们会要求学生考虑：你究竟有多重视自己在社区中所处的位置？我们希望学生们理解：身为鼎石的一员，我们的自豪感来自于一个共识——我们的期望和标准高于平均水平。

校区管理

我们期望鼎石学校的学生始终以最高的行为规范要求自己，以代表自己、家人和学校。

寄宿学生在学期开始进入校园起将由学校监管，直至学期结束时离开校园。同时，寄宿学生还应遵守所有校规。学生离开校园参加学校组织的旅行期间，或者请假期间仍受学校监管。当寄宿学生离开校园、回到家长身边时，家长将负责监督和引导学生做出各项决定和选择。

走读生在校园期间始终由学校监管。在离开校园、且由鼎石寄宿学生陪伴时，走读生也须遵守所有校规。我们关注走读生可能影响学校声誉或安全的各种行为。

违反重大校规可能：

- 危及个人或他人的健康和/或安全。
- 破坏鼎石学校的使命。
- 损害鼎石学校的声誉。

违反重大校规的学生将受到纪律处分，如活动限制、留校察看等等。违反校规时在场的学生也可能需要承担共同责任，至少会受到活动限制，并收到被记录在系统中的信函。

我们的共同价值誓约和校规反映了学校的核心美德。学校各项规则和期望的目的是维持本社区成员的健康、安全、秩序、礼仪和责任。在这样一个社区中，学生可以发展技能、树立自信，逐渐走向成熟，迎接未来的人生。

我们相信鼎石学生能够从错误中吸取教训，懂得了解学校的各项规则和期望是自己的责任所在。不懂校规并非违反校规的理由。对如何最好地遵守校规存有疑虑时，我们期望学生明智地运用自己的判断力，或者向成年人寻求帮助。

我们了解，学生难免犯错，但是在成年人（包括家长以及鼎石社区中的成年人）的帮助、鼓励、关爱和影响下，学生可以通过自身判断从错误中吸取教训。然而，学校也可能会有建议家庭为孩子重新择校的情况。

重大校规

本文件介绍了学校的大部分校规；但是，对于本文件中未介绍的校规，每位学生必须运用其良好判断，考虑到他人的利益。因此，学生们必须意识到以下校规内容并非全部校规。

校规一：尊重自己和他人

鼎石学校的办学理念之一即是为学生提供一个多元化的学习和居住环境。在鼎石这样的学校中，所有学生必须敏锐地感受到他人的想法和需求，学会相互尊重与体谅。宽容、接纳、开放和正直是社区氛围的基本要素。任何人不得破坏他人幸福或侵犯他人权利，包括不服从或不尊重管理人员或教职员工。我们的社区建立在全体相互尊重的基础上。

任何涉及宗教、种族或民族歧视，语言（辱骂或说脏话）、肢体或性骚扰，打架斗殴、身体伤害或威胁等行为都将受到相应纪律处分。此外，我们禁止老生对新生进行任何侮辱性或可能有害的“成长仪式”或“入会行为”。

学生对他人实行的恐吓、虐待、暴力或胁迫等不当行为，包括身体、精神或性侵害行为，都将被视为骚扰或恃强凌弱行为。学生发现任何恃强凌弱或骚扰行为时，应当报告指导教师、值得信任的教职员工或管理人员。学校处理此类事件时将保障各方权益。任何欺负（不论线上或线下）、戏弄或骚扰他人或学校人员的行为，将最高受到被立即开除的处理。

校规二：正直、诚信

我们的社区建立在诚信的基础之上。学生应当始终讲实话、正直行事、遵守学校的各项规章制度。我们相信鼎石学生能够从错误中吸取教训，且必须做到自我约束。

学术诚信

学校不容忍任何学术不端行为。涉嫌抄袭、作弊、请求他人协助编辑、作业一稿两投和引用他人作品等相关问题已在此手册内说明。

学术诚信不仅适用于课堂内。学生必须恪守诚信，在所有作品中都精确地反映其参考资料的来源。这包括但不限于：大学申请文书、校会课上的展示，或是在传统意义上的学业范围之外的任何其他竞赛与活动。

熄灯

寄宿学生应当准时熄灯，并在指定时间接受宿舍家长的当面归宿登记。禁止在登记后未经允许的情况下离开宿舍楼或房间。学生可以在6:00am后离开宿舍晨练、到学生中心大厅早自习，或到餐厅吃饭。

盗窃

严禁盗窃或未经许可使用他人财物或物品。盗窃包括未经许可使用他人电脑、自行车、服装、CD、DVD或其他财物。使用或借用前需要首先征得许可，即使使用或借用密友的物品亦不例外。

伪造

伪造或试图伪造一份文件或签名的行为严重违背了我校的校规——“正直、诚信”。此规定包括任何文件——即使学生认为此文件“并不重要”，也应明确伪造是绝不容许的行为。

擅自离校或不办理入校和出校登记手续

学生不在家时，必须准确报告其计划、地点并取得许可。任何情况下，任何学生未经事先许可或未经办理出校登记手续不得以任何理由离开校园，亦不得在周末或假期结束后不在指定时间返回校园。错误或虚假报告将使学生遭受风险，违反诚信，并且会让家人和教职员工备感担心。寄宿学生必须服从和遵守《鼎石社区指导手册》“寄宿生活”部分规定的入校和出校登记手续。

校规三：毒品（包括酒类）

鼎石学校严禁毒品。任何学生购买、持有、分发或使用违禁药品、吸毒用具，或过量使用、或滥用任何化学物品（包括处方药和非处方药），将立即受到纪律处分。

如果有充分的理由相信某学生饮酒或服用毒品，学生主任将联系家长，学生将被带到健康中心接受健康评估。如果认为有必要，受到毒品或酒精影响的学生将被送往医院。如果没有必要去医院，该学生需要在家长或监护人的陪同下立即离开校园。只有在家长、学生主任和执行校长开会讨论后，该名學生方可重返校园。该名學生必須接受為期一年的輔導和察看。違規學生應遵守和簽署鼎石學校的“禁用（毒品）”契約。未來再度出現違規行為，或未來拒絕配合藥品測試的學生，有可能被開除。

測試結果呈陽性的學生，會受到學校紀律處分。接受察看的學生，必須在一年內遵守“禁用”政策。

此外，有學生知道其他學生因服用毒品（包括喝酒）而身體受損或處於危險之中，應立即向成年人求助。知情不報、由此危及他人健康的學生，可能面臨紀律處分。

禁用政策

對於需要遵守禁用政策的學生（違反學校規定而接觸毒品或酒精），學校會結合紀律處分和輔導來幫助該名學生改正相關行為。因為飲酒被察看或受到活動限制的學生，需要與學校心理輔導老師會談，之後被轉介給專家進行藥品或酒精評估。學生家長將收到相關轉介通知，並承擔評估費用。此外，學校會要求相關學生和家長簽署禁用政策，並在一年的察看期內遵守該項政策。

在以下極端情形下，學校將向相關學生及其家人發出參與隨機毒品測試的書面要求。毒品測試旨在幫助學生維持總體健康與安全，並協助他們按鼎石的規定生活。

需要遵守禁用政策的學生一旦被發現服用、購買、持有或分發酒精或毒品，即可能面臨被開除的處理。該名學生原本同意進行毒品測試，但沒有按安排進行測試的，或拒絕提供測試樣本的，最高可能面臨開除的處分。

校规四：危险行为和擅自持有

鼎石关注学生安全，绝不允许任何学生通过任何行为或持有的任何物品而使其自身或他人遭受危险。以下是个人和社区安全指南示例：

烟花

严禁在校园内或学校组织的外出行程中持有或燃放烟花。

激光笔

學生需經過老師允許方可持有或使用激光筆，並應僅用於教學目的。

门禁卡以及非法侵入

未經授權擅自持有或使用門禁卡侵犯了社區的隱私權和個人財產。嚴禁未經授權擅自使用門禁卡進入任何上鎖區域，包括他人的宿舍或學校建築。寄宿生不得將門禁卡懸掛於門外。學生乘坐電梯、進入宿舍房間、在食堂用餐皆需要門禁卡，因此他們應隨時隨身攜帶。如丟失門禁卡，應及時补办。

药物

學校禁止濫用或不當使用處方藥和非處方藥。濫用包括從任何非處方渠道（包括互聯網）取得藥物。不當使用包括取得或持有並非針對學生開具的處方藥物。所有處方藥和非處方藥必須由健康中心保管。經健康中心許可並在其監督下，方可在宿舍內保管或由個人持有藥物。出於安全考慮，學校將嚴格執行該政策，並希望學生和家長共同遵守。

明火

未经特别许可并在成人监督下，任何学生不得在校园内使用明火。严禁在住宅或学校建筑内燃火，或在宿舍内吸烟、点蜡烛、点香或点火柴。

鲁莽危害行为

任何学生不得实施可能危害他人安全的危险恶作剧或其他活动，包括但不限于：改动消防器材、翻越建筑物、跳下壁架或阳台。

毁坏公私财物

严禁故意毁损学校或个人财物。毁坏公私财物行为包括但不限于：损坏、涂鸦、污损任何建筑物，以及操纵电脑软件，妨碍社区正常使用。此外，学生应当像在自己家里一样维护公共区域的卫生，捡拾垃圾，用餐后打扫自己的餐桌，不将双脚搁在家具之上，爱护教室、休息室和宿舍的家具。

武器

校园内严禁持有或使用任何弹药、枪支、刀具、弹弓、刀剑、油漆喷枪或者可能危害他人安全的其他类似物品。学生须注意：持有他人可能合理认为属于武器的任何物品均属于严重违反校规的行为。

校规五：宿舍楼活动范围

任何学生不得进入异性的宿舍区，或者在其宿舍房间内接待任何异性。上述行为包括短暂离开电梯进入限制的楼层。

学生可以和在其他楼层值班的教师会面。如果该教师所在楼层寄宿生的性别与该学生不符，则学生应在取得许可后去该教师所在楼层的公共休息室或走廊和该教师会面。学生也可以申请去异性楼层和同学一起学习，但只能在晚自习时间进行，并且要有老师的监督。

如果要在晚自习时间和教师会面，应安排在周二到周四晚7:30-9:30 p.m.或者周一宿舍例会结束后。

校规六：性亲密行为

学生不得有任何性接触行为，或可能暗示性接触的行为。在学校或学校组织的活动中，学生不得有公开的亲密行为。在社交时间及公开区域，学生应时刻注意自己所展现的亲密行为是否妥当，尊重学校社区礼仪。

校规七：合理的网络使用

鼎石学校认为，在努力实现教育领域新愿景的过程中，将科技融入课程，既有助探索新领域，也有助于增强教学的效果。

创新信息技术学习的愿景声明

在鼎石，我们致力于创造一个全新的教育视野，并坚信数字化和创新性学习能够融入课程之中。

我们的愿景：

- 将我们的学生和教职人员打造成数字时代出色的全球公民。他们将在遵守学校规章制度和国家法律的前提下轻松、安全地浏览网页。他们将维护其自身的网络形象。他们将学会确保自我身份的安全和自身的健康。他们将保持上网时间、在线沟通与在现实世界里休闲、工作和互动之间的平衡。他们将始终尊重自己和他人。
- 数字资源被用来调整并重新定义老师和学生的思考、互动及教学方式。学生们能够通过各种创新学习方法，探索能够开阔视野的新思路和学习体验。

- 教师可使用现有资源和工具，从而能够灵活而富有创造性地教学，让学生在实践中进行个性化学习和合作学习。
- 我们的师生不仅是信息的使用者，也是各类信息的设计者和创造者。他们理解并全身心接纳自己的文化遗产和艺术，并通过在全球各个领域担任领导者的方式，承担他们的社会责任。他们会成为有能力的学习者，具备全球化意识的合作者，充满创造性的沟通者，具备计算机思维的思考者，创新型设计者，知识的建构者以及网络公民。
- 鼎石社区通过与遍布世界各地的社区联系和合作，来扩展我们的跨文化视野及国际化思维。我们的学生将既是中国的学生，也是世界的学生。

《信息技术合理使用规范》旨在阐明相关标准，以判断某项行为是否属于合理使用鼎石学校的技术资源。在鼎石社区，每个人均有责任以负责、道德和专业的方式，使用学校网络和互联网。

每学年伊始，学生和成人均须签署一份《信息技术合理使用规范》，才能使用鼎石的任何技术资源。理解和遵守鼎石网络的合理使用准则，是每一位社区成员的责任。

北京市鼎石学校信息技术合理使用规范 (AUP) - v.2021

我们期望，鼎石社区全体成员（教职员工与在校学生）的言行能体现出鼎石所秉承的儒家“五常”共同价值。儒家“五常”指导着我们在校的言行举止，也包括了对信息技术的使用。一名优秀的公民应自然延伸成为优秀的网络公民，行为举止线上线下并无区别。使用常识和理性判断应当是我们网络行为的重点。我们提供信息技术系统的目的是增强有效学习，并提供积极沟通的手段。屡次不能遵从以上期望的学生将会被警告，并可能会被拒绝接入学校信息系统或使用学校电子设备，同时受到学校的违纪处理。

基于此目的，我们一致同意我们必须：

1. 遵守中国法律。包括不使用任何手段在课堂内规避政府关于互联网的限制。鼎石的IT网络和系统不得用于任何非法目的或活动。
2. 确保学生、家庭、员工及系统信息仅用于和鼎石相关的工作。严禁将相关信息在鼎石用途之外以私人目的留存或泄漏给第三方，学校会上报此类行为。
3. 保护个人密码安全以确保学校数据安全。任何时候，不应在其他他人看得见的情况下使用密码。所有鼎石密码不少于八个字符，应是包含大小写、字母和数字的组合。学校要求每12个月更换一次密码。我们强烈建议对每个网站或每个注册ID设置不同的密码。
4. 确保含敏感信息的文档和数据在分享前被赋予有限的读取权限，仅对指定用户或组。
5. 对学校相关的数据负有责任。Office 365是学校设备的官方备份平台，直接存储在学校设备上的数据均存在丢失的风险，学校要求用户定期对学校数据进行备份。
6. 理解并接受鼎石不以任何形式担保由学校系统或通过学校系统提供的功能或服务不存在任何错误或缺陷。鼎石不会对任何用户可能会遭受的相关损失，包括但不限于数据损失、服务中断或性能问题承担责任。鼎石不对未经授权擅自使用学校拥有的资源而导致第三方可能采取的法律行动承担责任。
7. 理解并接受电子设备系鼎石学校财产，同时接受只有学校IT办公室可以对学校的电脑和iPad进行维修。爱护学校提供的电子设备，将其保持在良好的工作状态，不粘贴不干胶或贴画。为了保护设备，请不要移除随设备所带的保护壳。学校提供的设备损坏或丢失，由个人承担责任，细则请参照《学校IT设备丢失、被盗、损坏后的维修政策和支付流程》。学校不会承担因不当使用而造成的损失与维修。
8. 理解并认可学校提供给学生的电脑为学习工具。电脑相关的娱乐活动，例如与教学目的无关的游戏或视频，仅可在课外时间进行。并且，学生也只能在达成全部学习要求并遵从老师的指导后进行这些活动。
9. 理解并接受在安装或运行任何非标准软件前需要联系指导老师或学部，批准后由IT部门安装，事先批准的除外。另外，不得更改学校设备上网络和系统管理相关的设置（例如电脑名）。任何由

此引发的问题都会导致IT将您的系统恢复到“初始状态”。IT不对由此过程产生的任何数据丢失承担责任。如果误删除了学校设备上已安装的程序，必需立即通知IT部门处理。

10. 理解并认可在未获得批准的情况下，不得在任何学校设备上安装虚拟机、包括Windows、Linux 或 OS 模拟器。如有需要，学校会提供基于网络的虚拟机解决方案或PC机。
11. 采取预防措施以防止计算机病毒的传播，立即向IT 部门报告任何可疑的邮件或站点。不打开来路不明的链接、文件，不在不了解、不熟悉的网站输入用户名和密码。故意传播计算机病毒将被视为破坏行为。
12. 对Internet使用负责，认识到带宽由多人共同使用。如果必须进行大数据量下载（流量超过2G），请安排在非工作时间、或联系 IT 部门使用其它线路下载。
13. 理解并接受学校出于安全和性能的原因对网络活动进行监督。如有发生，个人隐私将得到尽可能及适当的保护。同时，学校保留权利在必要情况下，经执行校长批准后，检查鼎石系统上存放的学生个人文件。
14. 确保我们在虚拟网络中行为亦遵从社区规范，例如，不进行抄袭、偷窃、骚扰、欺凌、破坏、欺骗等行为。
15. 在使用在线社交网络时保持小心与警觉。牢记需维护学校声誉和学校社区安全。我们必须了解，在社交网络上发布的信息有可能被任何人所看到，或许会永久在线，即使已经在该网站上被删除了。
16. 理解并接受学校提供的电子邮件账号是用于教学和管理目的。不使用学校邮箱注册与个人相关的账号或会员，例如Apple ID,百度网盘等。
17. 理解并接受鼎石邮箱是教师与学生及家长进行电子通信的首要方式。除了在学校特定目的下（如考察旅行或活动）进行必要的联系，员工不应用公众社交媒体（比如微信）与学生及家长互动。
18. 同意不使用任何个人硬件设备或软件规避本AUP涉及的任何条款。
19. 同意在登记时间内归还从IT部门借出的设备。
20. 了解学校会在需要时重新分配设备。不能保证所分配到的设备为全新。

协议声明

本人确认，本人已阅读并充分理解上述规范。本人承认，上述规范不涵盖，也无以涵盖所有可能出现的问题。本人同意遵循鼎石《信息技术合理使用规范》的精神和书面规定。为此，本人特于下文签署确认遵守本规范。

学生姓名：	家长 / 员工姓名：
学生签字：	家长 / 员工签字：
签字日期：	签字日期：

校规八：损害学校声誉的行为

全体社区成员有义务维护学校的良好声誉。

校规九：屡次违反行为准则的情形

我们理解学生可能犯错，但是他们必须通过自身判断从中吸取教训。持续违反遵守学校准则的行为将视为故意违规。

文明礼仪

不当行为

公共场所内违反礼节的行为包括，但不限于：攻击性语言、说脏话、粗鲁无礼、随地吐痰、乱扔垃圾和带有诱惑性的舞蹈。出现相关违规行为的，学生主任将出具信函，记入违规学生的档案；同时，学生主任与/或寄宿生活主任将与违规学生及其家长谈话。再犯者可能受到更严厉的处分，最高处分包括处罚、活动限制、留校察看、停学甚至开除。

烟草制品和吸烟行为

鼎石学校是一所无烟学校。吸烟是一个严肃的健康与安全问题。学生禁止吸食或持有烟草产品。严禁使用和/或持有电子烟或烟弹。任何在宿舍区及其周围抽烟的行为，均是违反重大校规的行为，违规者可能面临处罚、活动限制、留校察看、停学或开除等处分。

校园内及任何学校安排的外出行程中不得使用烟草或吸烟。

赌博

校园内禁止赌博。对赌博的纪律处分视实际情况和违规次数而定。

汽车

学生不得在校内或顺义区驾驶或停放汽车。家长或专业司机可在学校主楼前接送走读生。

体育精神

我们希望，鼎石的学生在体育、学术、艺术和其他竞赛中，展现最高水平的体育精神和公平竞赛精神。学生们应牢记，穿上鼎石校服后，他们代表的不仅仅是他们自己、他们的家庭，也代表着鼎石学校。

校徽

除非学生主任或市场及传播总监许可，否则一律禁止使用鼎石学校的名称或校徽。绝不得为个人牟利之目的，或在任何未经学校正式批准的网站上使用鼎石的名称或校徽。

手机、笔记本电脑、平板电脑、及其他电子和手持设备

我们希望学生能“活在当下”，随时投入深刻的思考、面对面的交谈、辩论和互动。对手机或其他手持设备的持续依赖，将阻碍学生对这些社区活动的投入和参与。

学校为每一个6-12年级的学生都配备了一台笔记本电脑。这应该是他们用于学业的主要设备。在特定情况下，学生可能需要个人设备或另一台笔记本电脑。在这种情况下，他们必须填写学生生活办公室的“个人设备申请表”，并被要求证明使用该设备的正当性，同意按照申请表中所述的，与我校IT老师共享该设备的权限。只有在此申请被批准后，学生才能把此设备带入学校。

在教学楼内、课堂，晨会或校会上，图书馆里、餐厅、健身房和更衣室、表演艺术中心、黑盒剧场内，或在校内行走时，任何时候均不得使用手机、电子和手持设备。苹果手表及其他可佩戴式电子设备，尤其是具有通讯功能的设备，不可在上课日携带。

在以下地点和时间，可以使用手机、电子和手持设备：

- 宿舍房间
- 当天所有校园活动结束后，在学生中心内
- 健身房（仅用于播放音乐）
- 校门口（仅限为接送安排使用）

因此，学生应遵循以下具体规则：

1. 学生可将手机置于关机状态，放在背包内。除非在被批准的地点，或紧急通知系统呼叫时，否则学生不得接听任何电话、发送任何信息，或使用任何应用程序。（所有移动电话号码均必须录入鼎石学校的紧急通知系统）。
2. 当教师明确许可时，学生方可在图书馆或教室使用耳机。学生不得在上课日于教学楼、餐厅及其他公共区域内活动时佩戴耳机。
3. 上课期间，学生仅能在音乐练习室内播放音乐和视频；或者，仅在任课教师的批准下，学生可在该教室内播放音乐或视频。出于对他人的尊重，只有在放学后才能在学生中心或图书馆佩戴耳机播放音乐和视频。

寄宿生离开校园时应携带手机。登记离校参加校外活动时，学生应提供手机号码，以备紧急情况下联系之用。

不当使用手机或手持设备的，设备将可能被没收并由学生生活办公室保存。第一次不当使用，手机将由学生生活部保管至当日下午4:30p.m.。第二次不当使用，手机将由学生生活部保管至次日下午4:30 p.m.。第三次不当使用，手机将由学生生活部保管72小时。不当使用的次数增加会导致后果增加。

对在公共场所交谈的期望

我们希望，学生们在公共场所交谈能做到相互包容。由于我们是一所双语学校，某些人可能面临受限于语言能力而跟不上对话的挑战。我们要求，学校社区成员出于尊重和礼貌，留心 and 意识到他人的沟通需求或局限。

自行车、滑板和滑板车

学生们可把自行车带入校园。不使用时，自行车应存放在校内的自行车架上并上锁。学生骑车时必须佩戴头盔。只可在校内北部道路使用滑板和滑板车。

餐饮和外卖

鼎石的餐厅不但为师生供应可口、营养丰富的菜肴，也提供舒适的用餐环境，以便与亲朋好友相聚。餐厅工作人员一周七天为寄宿生准备三餐。寄宿生每天都需要在餐厅用餐。学校仅允许学生周六预订外卖。学生应时刻秉持环保意识，尽量减少浪费。学生应进行合理规划，不能因为晚上叫外卖而延误归宿登记。学生不得在宿舍房间内食用食物。

纪律处分程序

鼎石学校的纪律处分程序以教育学生为出发——通过承认错误、对自身行为负责、反思个人选择、承担后果这一过程，学生将获得教训。鼎石将本着公平原则处理学生的违规行为。学生接受纪律处分时，学校的教师和管理人员将给予全程支持；学校将引导他/她修复其行为所破坏的关系。学校也会和家长及指导教师保持紧密、持续和及时的沟通。

学校将力求以公平、公正的程序处理受处分的学生，并确保做出公平、公正的处理结果。学校也将尊重其他相关人员的权利，并会注意保护其私密信息和隐私权。处理的力度将根据违规的性质和其他相关因素而有所不同。

当一名学生违反重大校规或多次违反次要校规，学生主任将与其约谈，该学生也将写下书面声明，反思自己的行为。学生主任将要求学生把违纪行为告知家长，或亲自联系其家长。该学生的指导教师也将被告知情况，并参与纪律处分的过程。学生主任将进一步收集学生违纪行为的信息，并直接联系指导教师、年级组长、学部校长和鼎石学校执行校长。

违纪行为的处理

鼎石纪律处分制度的目的并非惩罚或解决学生每个细小的违纪，而是指导学生对自己的选择、特别是那些屡犯不改的问题负责。我们期望，学生积极参与社区活动，努力取得成功并为社区其他成员做出贡献。

纪律委员会（DC）

纪律委员会致力于定期回顾鼎石社区期望，并审视我们引导学生以达到这些期望为己任的方式。纪律委员会亦会审理严重的学生违纪个案，并提出处理建议。这一过程称为纪律委员会听证。鼎石学校执行校长将参考听证会决议，做出最终处理决定。

该委员会由学生主任或寄宿生活主任主导，由掌握特定知识或技能的教师组成，以对违纪事件进行评估。

违纪行为及处理办法			
第一级别 – 轻微违纪			
示例（不限于以下情形）	处理办法可能包括：	决策者/执行者：	
上课迟到 未按规定穿校服 电子设备使用轻微违纪 课堂或宿舍轻微违纪	口头警告 与指导教师或年级组长面谈 电子设备使用受限 书面反思	教师 指导教师 年级组长 宿舍家长 宿舍舍监	
第二级别 – 一般违纪			
示例（不限于以下情形）	处理办法可能包括：	决策者/执行者：	
有悖诚信 违抗规定 有失尊重 电子设备使用一般违纪 多次轻微违纪	与指导教师面谈 与相关学校管理人员面谈 电子设备使用受限 社区劳动 留堂 警告信 通知家长 与家长面谈 修正或修复性工作	指导教师及年级组长 宿舍家长及宿舍舍监 寄宿生活主任 学生主任 学部校长 纪律委员会	
第三级别 – 严重违纪			
示例（不限于以下情形）	处理办法可能包括：	决策者/执行者：	
酒精或毒品 暴力行为 学术不端 多次轻微违纪和一般违纪 严重的轻微违纪和一般违纪	社区劳动 电子设备使用受限 修正或修复性工作 与家长面谈 停课/停宿 留校察看 开除	纪律委员会 学生主任 鼎石学校执行校长	

学生可以请一名同学或老师作为支持者出席听证会，为其提供精神上的支持及品德方面的参考信息。

常规听证程序如下：

听证会前：

- 学生或成年人向学生主任（Dean）反映问题。
- 学生主任和其他有关人员针对问题展开调查，收集信息。
- 学生主任将问题反映给纪律委员会，以便召开听证会。
- 学生以书面形式说明情况（《学生陈述》）。
- 家长被告知学生出现的问题及听证会安排。（家长不出席听证会）
- 学生被告知听证会安排。
- 学生为听证会做准备，撰写一篇用于在听证会上分享的书面声明（《学生反思》）。

听证会中：

- 学生主任介绍与会的纪律委员会成员及本次听证会目的。
- 学生主任回顾相关事实，包括《学生陈述》。
- 纪律委员会就学生本人及其他需要澄清的问题提问。该步骤不仅是为了了解事件本身，也是为了了解导致学生做出了错误决定的背景情况（如果学生犯错属实）。最重要的是，纪律委员会将要求学生反省并思考，如何避免今后再次做出错误的决定。
- 学生朗读事先准备的书面声明（《学生反思》），并发表任何其他与此相关的评论。
- 学生及其支持者退场，纪律委员会进行讨论。
- 纪律委员会为此次违纪提出一个恰当的处理办法。根据实际情况，委员会有可能认为无需采取措施。可能的处理办法可见于“违纪行为处理办法”列表。
- 主任可以向委员会提出建议或给予指导，特别是关于过去如何处理类似事件的知识或背景。
- 委员会达成一致，向鼎石学校执行校长提出建议。

听证会后：

- 执行校长做出最终决定并告知学生主任。
- 学生主任与学生面谈，告知纪律委员会听证会结果及执行校长决定。
- 学生主任将执行校长的决定告知纪律委员会。
- 学生主任写信告知学生家长，有可能与家长面谈。此信会被存档，并发送给学生的指导教师、年级组长、学部校长以及升学辅导教师。如涉及学术不端问题，此信还会同时发送给IB课程协调员及学科组长。
- 学生和指导教师就处理决定展开讨论，进行反思并制定进步计划。如有必要，学校也会安排学生和学生主任或其他相关人员的后续会议。
- *接受停学处理的学生将在返校前先与学校心理辅导教师或学生主任面谈。

禁足

如果学生违反了课堂纪律或行为规范，且性质并不恶劣，则需在午餐时、上课前或放学后，在老师或学生主任的监视下接受禁足处理。禁足将给予学生充分的时间和空间去检讨行为、做出补救措施、设定更好的行为规范，并让其在无人、安静的环境里完成作业。

校园活动限制

学生收到违纪行为通知或由于其他原因被限制在校活动，将被剥夺自由活动时间或其他在校权利。这些学生不得参加课业以外的任何校园活动。另外，寄宿生的活动范围将局限于宿舍房间及走廊；走读学生的活动范围将局限于时刻有成年人监督的地方。根据情况，校园活动限制也可能在周末实施。

校园劳动项目

学生在受到校园活动限制的同时，通常也会被勒令参加一个改善校园环境的劳动项目。劳动地点包括学

校宿舍、餐厅和操场。根据情况，校园劳动项目也可能在周末进行。

假如学生不接受校园活动限制，或不履行校园劳动项目，学校将对其进行更严厉的处理。学校将向家长、其他学生，以及相关的校区工作人员介绍这些处理措施的全部细节，以便他们执行监督处理的实施。

停课

停课是指学生将在一定的时间段内与学校活动完全隔离；学生受到停课处理，意味着该生的行为已经危及其在鼎石的学业。学生可能不能上课，也不能参加校内外的任何活动。学生主任和执行校长将决定，该生在停课期间是否可以留在校内。该学生仍须跟上课业进程，但老师没有义务给他补课。除此以外，根据情况，学生将可能丧失目前在校内担任的任何领导职位。

留校察看

如学生违反一条重大校规，将可能受到留校察看的处分，察看期通常为整个学年。如果学生在察看期间再次违反重大校规或多次违反次要校规，将有可能被开除。在留校察看期间，学生需要通过切实的行动和端正的态度证明，自己可以成为一名有贡献的社区成员。留校察看是比警告更加严重的处理措施；被留校察看的学生仅有一次机会证明自己可以继续留在鼎石。

留校察看期间里，学生需要进行自我评估和反思、修复破损的人际关系，更加深刻地认知自己，以防未来再次出现违纪行为。

隔离与开除

鼎石学校有两种开除形式——隔离与开除。以上处分均表明，学生的行为已严重偏离学校的标准，因而必须离开校园。

被隔离的学生，在本学年结束以前，不得返回校园。被隔离的学生可在一年中规定的时间内重新申请入学。隔离期间，无论因何理由返回校园，均须取得学生主任或鼎石学校执行校长的批准。应注意的是，只有在十分特殊的情形下，返校请求才会获得批准。

被开除学籍的学生，未来将很难重新入学；并且在其所属班级毕业届满一年以前，不得返回校园。

鼎石有义务向高等院校报告学生违反重大校规的行为

鼎石在招生过程中，会要求候选学生披露其是否在当前就读的学校里受过任何纪律处分。多数英语国家的高等院校也设有类似流程。如果学生曾经违反重大校规，可能没有勇气在大学入学申请中承认这段经历。但依据我们的经验，对于过去的纪律处分以及大学入学申请过程而言，应“诚实为上策”。

我们的决定基于如下理由：

1. 高等院校通常会询问学校职员：申请人是否曾因违反重大校规而受到过纪律处分。如果被问及这一问题，学校将秉承鼎石的社区价值观，做到言行一致，有义务向这些高等院校报告事实真相。
2. 正如鼎石在与其他机构交往中一向秉承正直坦诚，鼎石也期望我们的学生和家长能向大学保持坦诚、直率的沟通。
3. 通常，学生违反重大校规后的表现及其对学校纪律处分程序的配合和反应——即学生通过坦白承认错误、改正错误行为这一过程所学到的经验教训、所获得的成长——可以成为大学申请书上的一个积极因素。我们经常强调，鼎石的核心是学习，但并非所有的学习都在课堂中进行。大学招生办关注的是学生的整体素质，而不仅仅是一组成绩或考试分数。

维护名誉、坚守诚信对个人而言至关重要。最糟糕的情况是，学生隐瞒其所受到的重大纪律处分，而其申请的大学通过询问鼎石职工，发现事实情况与申请所述不符。学生的录取将会受到严重影响。所

以，最有效、最好——实际上也是最正确的做法是：坚定不移地做一名有诚信的人，在申请书上公开写明你所犯的错误，并告知大学你从错误中汲取了哪些经验教训。在此过程中，你的指导教师和升学顾问将为你提供支持。如果你有任何问题，可以先咨询你的指导教师。

设施与服务

校园安全与安保

鼎石学校承诺提供全天候安全、放心的校园环境。公共安全人员分布在学校大门和学生中心一层入口处，并且全天24小时在校园进行例行巡逻。学生和教师不论日夜，可随时向其寻求帮助。

学生的安全、安保和福祉于我们是头等大事。鼎石学校针对各类不同情形和状况制定了应急预案。安保总监负责为教师、非教职人员和学生提供应急政策和准备程序方面的指导。我们会进行持续的培训和实地演练，以免造成不必要的焦虑或紧张。我们相信，在出现任何危机或紧急情况之时，充分的准备和丰富的知识能够战胜恐惧与混乱。

我们承认，危机演习可能会引起不适。要设想孩子们会置身于如此紧急的情形，这想法确实令人不快。但我们所做的最坏打算越多，我们应对紧急事件的处理和防范工作就会做得越好。

次要事件

有些紧急事件是局部性和可控的。学生们应该遵从附近成人（教师、宿舍家长、教练、指导教师或管理人员）的指示。学生们应冷静、安静地进入安全区域，并在威胁解除和获得进一步指示前，留在安全区域之内。

重大事件

发生威胁到全校或学校大范围安全的重大事件之时，全体学生应小心、冷静地离开他们所处的位置，到跑道中央的集合点集合。重大事件发生在7:00pm以后的，学生按年级或宿舍楼层集合。教学人员将到场并给出进一步指引。无论是真实情形还是演练，相互之间的合作始终是应该而必要的。

火灾

无论是消防演练还是真正的火警，学校全体成员均应彼此合作、保持冷静并立即做出反应。为确保消防安全，学校偶尔会进行消防演练。玩弄消防器材、警报器和灭火器是绝对禁止的危险行为。

警报器响起时，应立即撤离大楼，前往舍监、教师或其他承担督导责任的成人所预先设定的集合点。不得乘坐电梯。如果撤离前能安全完成以下各项工作，学生们应：

听到火灾警报时：

1. 打开房间门前注意是否有烟气渗入；
2. 如果没有烟气渗入，从最近的紧急出口逃生；
3. 离开房间时将房门关闭，并将“All Clear”牌子挂在门外侧把手上；
4. 如遇有烟气封路，弯腰去走另一个紧急出口；
5. 到达室外后立即到集合区(运动场)集合；
6. 当遇到浓烟致使不能逃生的情形时，应关门并使用衣物、纸巾或胶带将门缝封堵，然后到窗边呼救；
7. 只有在确保自身安全的情况时才可以使使用灭火器灭火；

到达集合点后，应始终停留在该地，直至点齐人数并获得进一步指示。

访客管理政策

鼎石学校致力于为学生们提供一个安全友好的学习和成长的环境。希望家长和员工努力遵守以下访客管

理政策，协助学校共同打造一个安全的校园。

如新冠疫情流行严重时,鼎石社区所有人须遵守由健康安全及风险管理委员会出台的“校园进出管理政策”。

请确保访客知悉并遵守“访客行为守则”（见最下方）。

访客需与鼎石员工取得访问预约后，方可来校到访。群体访客应提前通知安保部门来访信息。对于未提前预约的访客，安保人员将会帮助联系被访者并确认访问许可，被访者（鼎石员工）有权拒绝访问申请。

访客在校园内须随时由学校员工陪同。访客应在许可区域内活动，不得随意在校园或教学楼内走动。任何个人如有扰乱教学环境、不守秩序或不配合校方、损坏学校财产、违反校园规章制度等行为将会被要求离开学校，并可能被禁止以后再次进入学校。

我们欢迎访客参加在校园举办的公开活动，如体育比赛，音乐会等。访客名单需要提前提交给安保部。若是没有提前安排，则需遵从其他适当的安保措施。

团体性参观访问需要得到运营副校长或执行校长的批准。招生办公室定期为咨询家长举行的课程说明会和校园参观活动除外。

访客禁止拍摄学生或集体上课的照片。访客进入教学楼二层及以上楼层后必须将相机和手机收起。

住校人员的家人和朋友可以在校留宿，但必须提前通知安保部和政府事务部门。住校员工要负责为他们的家人和朋友讲解学校安保事宜, 访客政策和应急流程。

家长可以凭家长接送卡进入校园。家长若是想带无卡人员参观学校必须通过学校招生部门进行安排。

所有的访客进校前必须在门口登记取得访客卡，并在校园期间始终佩戴访客卡。未佩戴访客卡的人员将会被要求出示证件，否则有可能被请出校园。

只有学校访客可在餐厅用餐。学校部门邀请访客在校用餐须得到部门领导的批准，并提前通知学校餐饮经理。宴请三人或以上，用餐费用由邀请部门承担。邀请访客的员工应告知访客在学校餐厅的用餐行为规范，包括在餐厅里不能使用手机等电子产品。

当遇到紧急情况或演习时，访客应该听从安保人员或被访者的指挥行动。

在访问结束时，被访者应将访客送至学校大门签出并返还访客卡。

访客行为守则

1. 校园内随时佩戴访客卡。
2. 室内室外任何区域禁止吸烟。
3. 不得对学生拍照或录制视频。
4. 尊重学生及其他的个人空间。
5. 请使用指定的成人卫生间；避免进入更衣室。
6. 听到火灾报警立即逃生。

餐厅

餐厅为学校成员提供愉快的聚会和就餐环境。多数情况下，餐厅提供开放式座位，以自助餐形式供应餐点。学生们有责任清理自己的桌子，并要求同伴清理桌子，以维持餐厅的清洁。鼎石对食物浪费问题十分重视，要求成员适量取食。在所有人均已取餐后，学生可以再次取餐。

每天早上上课前，餐厅向寄宿生和寄宿家庭供应早餐。寄宿生必须在餐厅用早餐，并刷校园卡向值班老师办理签到登记。

上课期间，每日午餐以自助形式供应。所有学生（包括走读生和寄宿生）均须到餐厅用餐。餐厅每晚向寄宿生和寄宿家庭供应晚餐。大多数晚餐为自助餐，学生们必须到餐厅用晚餐，在晚餐供应开始后来餐厅即可。

请不要在餐饮服务开始之前去餐厅。

请不要把食物带出餐厅，整水果除外，如香蕉。水果以外的食物必须在餐厅内享用。请勿用饭盒把食物带出餐厅、带回公寓或带到校园其他区域。请勿将餐具带离餐厅。

在餐厅请不要使用手机、笔记本电脑或其他电子设备。

健康中心

健康中心的工作目标是帮助学生维持良好的体魄、养成健康的生活习惯，并向广大师生传播健康知识、开展健康主题活动。健康中心的分机号为3000。值班手机号为18710190387。

开放时间：

周一至周五	7:30am-5:30pm
6:00pm以后	护士值班，如有紧急情况可联系
周六和周日	护士值班，如有紧急情况可联系
健康中心开放时，学校内使用任一座机拨打分机号3000均可联系中心人员。	

为了使学生获得最好的照顾，家长必须填写并向学校提交《健康信息表》。此外，家长在开学之前，必须向健康中心提交家庭医生出具的全面体检报告。学生必须投保有效的医疗保险。此信息需在8月15日之前由健康中心归档。学生投保的医疗保险保障范围或身体健康状况发生变化时，家长必须书面通知健康中心。如学生家庭未提交健康保险的相关文件或其他任何医疗信息表，该学生将无法充分参与鼎石提供的课程项目。

体检和疫苗接种记录

鼎石要求每名希望在下学年入学的学生接受执业医师的体检（体检时间应在4月1日或之后）。家长必须向健康中心提供完整的体检报告和详细的疫苗接种记录。上述材料应于每年8月15日之前提交。鼎石学校不提供体检或疫苗接种服务。未提交必要的体检报告、免疫记录或其他健康信息表格的学生将在上课及住宿方面受到限制。鼎石将遵守政府规定的所有健康要求，并希望家长对此给予支持。

健康中心工作人员

本校聘用全职健康中心团队，包括一名医生与一支护士团队。健康中心的工作人员将：

- 为学生提供医疗护理服务；
- 保管全体学生的健康档案；
- 根据医生指示给学生用药；
- 向管理人员提供学生健康保健方面的建议；
- 应要求执行健康评估检查、测试和监测（包括视力、发育、体重和营养状况）；
- 为学生和工作人员提供紧急护理和急救措施；
- 组织关于健康问题的讲座；
- 有必要对传染病防控进行管理和教育时，通知管理人员；
- 保证学校的健康服务符合中国法律的要求；
- 根据国家相关疫苗接种政策规定，通知家长带孩子接种疫苗。

健康信息

医疗中心对健康记录保密。如果事关学生或社区安全，医疗中心有权把某些健康信息提供给班主任、任课教师或管理人员。

日常医疗保健

护理人员提供专业的基础急救和医疗护理。他们拥有数家地区医院和诊所的支援，如果需要，这些医院和诊所会提供紧急治疗及/或先进的医疗保健（包括牙科）服务。健康中心与地区专科医疗机构有联系，经学生家属请求，学校将与家属一起将学生转介到专科医疗机构。

健康中心提供的基础急救和护理服务费用包含在学费中。鼎石学校和健康中心不承担高级护理服务或专科医疗的费用。需要住院的学生须支付入院费和学校承担的任何治疗成本。

家长应把常规医疗、牙医或保健医疗的预约安排在周末或学校假期，以最大限度地减少对学业的干扰。居住在距学校车程两小时之外的寄宿生及其父母，如需预约必要的跟进治疗（该治疗为非常规治疗），应事先和健康中心进行协调，在健康中心资源允许的前提下，可提供周一至周四期间的医疗协助。此医疗服务和交通费用由学生家庭承担。

传染病

为了学校社区的福祉，我们不鼓励已经出现疾病症状的学生到校上课。发烧的学生应该在家休息，等体温恢复正常至少48小时以后再到校上课。家长应在每天8:00am前向学部办公室请假。在一些特殊情况下，当政府发布与传染疾病相关的指示时，学校将按照法律规定行事。这可能包括：患传染病的学生在康复后，必须得到空港医院出具的复课证明，方可返校上课。在这些情况下，学校将与家长分享详细安排。

获取健康中心的服务

学生在校生病的，应向健康中心报告，健康中心将在其下课时间对其进行健康评估。除非病情影响其正常上课，否则学生不得以前往健康中心为由而缺勤。学生要请假前往健康中心，必须持有授课老师签发的假条。在不确定病情是否发展到请假的程度时，学生可以向护士咨询。学生如感觉身体不适，可于任何时间拨打分机号3000寻求护士帮助，或在健康中心开放时直接前往咨询。

- 学生病情严重，无法上课的，须在课程刚开始时即前往健康中心获得准假许可。同样的请假规定适用于学校会议、宴会、KAP等非学术活动。
- 学生病情严重，无法上课的，应在KAP和晚餐期间留在健康中心，如检查完毕无大碍，寄宿生应直接回宿舍休息。
- 如学生因生病缺席当日所有课程，应在健康中心过夜，如可能的话也可直接回家。
- 学生如因生病而缺席周五所有课程，当晚应留在宿舍充分休养，不得参加校园内外的任何晚间活动。此外，在接受护士评估并获得许可前，他们可能不得参加任何周末活动。
- 学生如果因为生病和在健康中心留诊而无法完成作业，应尽快发电子邮件或致电给相关老师，告知将延迟提交作业，并做出补交作业的安排。
- 学校鼓励学生每晚保证充足的睡眠，学生不得日间在健康中心打盹。
- 学生生病超过24小时，且居住在距学校两小时车程范围之内的，可回家休养直至痊愈。健康中心会联系家长，做出护理安排。离家较远的学生，无论其病期多久，都将受到健康中心和住校教职员工的持续护理。

健康中心会联系家长，商讨护理计划；如果走读生出现以下状况，须由家长接走：

- 学生由于发烧、呕吐、腹泻、结膜炎或其他传染性疾病而病情严重，无法上课；
- 学生病情不确定，需要医生检查；
- 学生病情发展，需要医生治疗；
- 学生疑患传染病，需要与学校其他人员临时隔离。

寄宿生在健康中心关闭期间需要就医的，应由宿舍家长或值班老师看护，即使宿舍家长或值班老师正在睡觉，也应叫醒他们。宿舍家长或值班老师应联系值班护士，获取指导。急症学生将被直接送往医院急诊室。如学生无法联系上宿舍家长，他们可使用学校内任一座机拨打分机号3000。

走读生的健康问题

我们认为，因病缺勤的走读生将得到家庭医生的持续照料。然而，走读生在校内患急症时，可向健康中心求助。和寄宿生一样，走读生上课期间接受健康中心护理时，也适用于上文所列规定。

- 走读生在校生病，应向健康中心报告，以接受评估和获得准假许可。健康中心将与家长联系，安排家长接孩子回家。
- 除非出现急症外，健康中心不为走读生提供送医的交通服务。
- 早上发病的走读生应留在家里。患病学生留在家里对社区的整体健康至关重要。
- 学生停止发热48小时之后，方可返回校园。
- 走读生家长应在每天8:00am前联系学部办公室，为学生请假。

药物

以下规定的目的在于确保药物使用安全、有效，并最大限度地保持学生的身体和精神健康。

本校配备一些可开给学生的非处方药（OTC）。如果学生在校期间需要服处方药，家长必须把签字的《服药授权声明》或者电子邮件发给健康中心的工作人员，然后，鼎石才有权让学生服用处方药。药品包装上应正确标明孩子的姓名和药物的详细信息。药物必须交给护士且必须在护士监督下服用。任何情况下，学生均不得在鼎石自行服药。给学生服用的药品仅限于执业医师开具的处方药，或是包装上标明符合学生年龄和疗程的非处方药。学生服用或持有任何药物，均应向健康中心工作人员报告。健康中心的工作人员将在学生档案中登记药物使用情况并配发所有药物。

在宿舍或身上藏有处方药、非处方药或中药均属于违反学校规定的行为。部分学生可能拥有书面许可，以持有特定药物，例如气雾剂、粉刺霜或肾上腺素等。（如欲了解书面许可规定，请联系健康中心工作人员。）

我们鼓励家长致电或发送电子邮件至健康中心，核实孩子是否遵守服药计划。尽管健康中心在初期会发送服药提醒，但在指定时间去健康中心服药是学生自己的责任。

寄宿生在校期间因病或因伤须遵医嘱服药的，该处方药将在当地药店或医院配制，相关费用由其家庭承担。

周末或学生参加校外旅行期间，护士可委托其他负责的成人为学生给药。

每学年结束时，尚未领取的药物将被丢弃。

过敏警示

家长有责任将学生的过敏史通知学校（护士和指导教师）。此外，家长还必须：

- 为护士提供医生签字的、预防过敏的计划和处方药（例如肾上腺素）。
- 教导孩子认识过敏反应的征兆和症状。

教师有责任：

- 识别危及生命的过敏反应征兆和症状，并识别可能引发敏的物品。

护士有责任：

- 在学校、家长和学生之间协调教育和管理工作的；

- 保证实时更新学生过敏情况的信息；
- 保管药物，保证药物能被随时使用；
- 就处方药的使用为教师提供教育和培训。

与家长沟通

面对学生健康保健问题时，家庭和学校应保持双向沟通。

- 学生在校期间生病时，护士应通知家长。如果家长联系不上，护士会联系紧急联络人。我们鼓励家长与护士合作，管理和改善学生的健康状况。
- 学生因病假缺勤时，我们鼓励家长把学生病情通知护士。
- 学生需要在学校保存日常用药时，必须提供医生处方和具体服药说明。

意外伤害校方责任险

对于学生在校内或学校组织的活动中发生的人身意外伤害，学校有投保校方责任险，可以涵盖学生在公立医院就诊的部分医疗费用。一切理赔费用均以保险公司最终审核结果为准。

空气质量指数（AQI）

北京市鼎石学校致力于确保学生、职工与访客在所有学校楼宇内都能够享有过滤后的洁净空气，尤其是在外部环境空气质量恶劣的时候。学校定期监测楼宇内部和外部的空气质量。如学校认为当日AQI达到危害健康的水平，全校户外活动可能会减少，甚至取消。

更新的AQI信息由Hub、微鼎石、学校电子信息牌以及广播系统发布空气质量信息警示。

如学生有呼吸系统问题，我们要求其家长告知健康中心，以便记录在案。学生必须了解自己的身体极限，同时，我们要求家长为学生报考鼎石学校前，已经与孩子交流过健康问题。

2013年末，北京市政府颁布了一项新政策，要求公众注意被标记为“红色预警”的天气条件。这项政策规定，如果政府预测空气质量指数连续三天达到或者超过300，所有学校均应停课。如果政府发布红色预警，鼎石学校会通过短信和电子邮件发送消息，向学生家庭发布空气质量恶劣警示。

周末寄宿活动

在周末寄宿出行及活动中，当周值班负责人将根据上述信息最终决定是否出行，也应与所有出行带队老师进行沟通。如出行取消，他们可能会需要负责其他的值班任务或活动。

提前购买的入场票/提前购票的活动

如活动时AQI已达到不建议学生参与的较高程度，学校将尽可能争取退款。如可退款，该活动将取消或延期。如无法退款，该活动将继续举行，但所有学生（及员工）必须佩戴口罩。

AQI读数

鼎石使用此政府官方网站公布的AQI读数信息：<https://aqicn.org/city/beijing/shunyixincheng/cn/>

Guidance for Student Activities 学生室外活动建议



AQI 空气质量指数	Pollution level 空气质量指数级	Primary School 小学	Secondary School 中学
0-50	Good 一级 (优)	No change to activity: great to be active outside. 适宜户外活动。	No changes to activity: great to be active outside. 适宜户外活动。
51-100	Moderate 二级 (良)	No changes to activity: great to be active outside. Students unusually sensitive may have symptoms. 适宜户外活动。 敏感体质的人群可能会有症状。	No changes to activity: great to be active outside. 适宜户外活动。
101-150	Unhealthy for sensitive groups 三级 (轻度污染)	Students with respiratory issues should take action as needed. 活动注意任何反应症状的发生, 必要时需采取相 应措施。患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物	Great to be active outside. Students unusually sensitive may have symptoms. 适宜室外活动。 敏感体质的人群可能会有症状。

Please try not to open any windows when the AQI is higher than 150. Our HEPA system will continue to provide clean fresh air for the buildings.
在AQI高于150时, 避免开窗! 新风系统通风持续开启。

AQI 空气质量指数	Pollution level 空气质量指数级	Primary School 小学	Secondary School 中学
151-200	Unhealthy 四级 (中度污染)	- Recess will be held indoors for all students. - Administrators will make other decisions on cancellations or changes based on the nature of the activities. - Outdoor activities shall be moderate and students with respiratory issues should remain indoors. - 全体学生课间在室内活动。 - 相关负责人会根据活动性质决定是否取消或更改。 - 户外活动应适度, 有呼吸系统问题的学生应留在室内。 - 患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物。	- Students with respiratory issues should take action as needed. - Administrators will make other decisions on cancellations or changes based on the nature of the activities - 活动注意任何反应症状的发生, 必要时需采取相应措施。患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物 - 相关负责人会根据活动性质决定是否取消或更改。
201-300	Very Unhealthy 五级 (重度污染)	- All students should remain indoors and all scheduled activities or events that take place outdoors are cancelled. - Indoor activities or events, either on or off campus (including sporting events, team events, field trips, community events etc.) can take place with consideration made for students with respiratory issues. - 所有学生应保持在室内活动, 所有室外项目全部取消。 - 患有呼吸系统疾病的学生可酌情参加校内外的室内项目。患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物。 - 相关负责人会根据活动性质决定是否取消或更改。	- Administrators will make other decisions on cancellations or changes based on the nature of the activities. - Outdoor activities shall be moderate and students with respiratory issues should remain indoors. - 户外活动应适度, 有呼吸系统问题的学生应留在室内。 - 患有哮喘的学生须遵守哮喘病预防方案, 并随身携带相关药物。
300+	Hazardous 六级 (严重污染)	- All scheduled activities outside of school campus whether indoor or outdoor, are cancelled or postponed. In-school activities and events can go ahead and must be held indoors only. - 所有校外活动取消或延后。 - 校内活动必须在室内举行。	- All students should remain indoors and all scheduled activities or events that take place outdoors are cancelled. - Indoor activities or events, either on or off campus (including sporting events, team events, field trips, community events etc.) can take place with consideration made for students with respiratory issues. - 所有校外活动取消或延后。 - 校内活动必须在室内举行。

Reference 参考:

<https://www.epa.gov/pmcourse/patient-exposure-and-air-quality-index>
<https://aqicn.org/city/beijing/shunyixincheng/cn/>

鼎石图书馆

使命

鼎石图书馆致力于营造一个学习者社区，因热爱阅读、探求真知而日益丰富。

初中图书馆位于主教学楼一层，高中图书馆位于四层。两个图书馆都可用于社交、小组合作和独立研究。图书馆营造良好的学习和文化氛围，帮助学生实现学术卓越，培养其独立阅读和研究的能力，并推动整个学校的教育协作。

作为知识与社交中心的图书馆

我们希望图书馆成为学校的社交、学术追求、指导学习和开展独立研究的中心。我们的图书馆提供好的阅读环境，为学生们提供放松、阅读、创新，以及结交新朋友的场所。我们欢迎家长和其他家庭成员来访，浏览、借取、阅读、休息、放松并担任志愿者。对学生和家长来说，在图书馆打电话不是合适的行为。

图书馆服务

图书馆馆员的职责是教会学生相关技能，使他们成为批判性的思考者、热情的读者、熟练的研究者和有道德的信息使用者。图书馆馆员将帮助学生找到适宜的研究资料来源和网络信息、研究课题，以及适于休闲阅读的书籍。图书馆馆员将协助任课教师，并与任课教师共同安排每周在图书馆内开展的教学课程。

访问图书馆

我们欢迎家长、学生和工作人员每天在开放时间访问图书馆。图书馆提供报纸、杂志、图书、文献资料、在线数据库等，供学生独立阅读和研究。图书馆全年举办各种特别的活 动，安排作者见面会、读书俱乐部、图书展览和各种图书馆推广活动。如果您想让图书馆安排额外时 间，或想在图书馆内举行参观活动、迎新会或其他特殊活动，请与图书馆馆员取得联系。

放学时间

学校常规工作日期间，鼎石图书馆于下午3:30至5:30之间向本社区所有成员开放。但需注意的是，在此期间，小学生们须由他们本人的家长或监护人全程陪同、监护。

借阅规定

每个学生最多可借数量：5本
每个家庭最多可借数量：5本

学生如出于学术研究需要，希望借阅更多图书，请与图书馆员联系。读者可直接到图书馆办理续借，也可登陆图书馆网站直接办理。

在线图书馆系统

可以通过图书馆网站查找鼎石图书馆的相关信息，包括图书、学术数据库和参考资料链接。鼎石图书馆采用的是 Follett Destiny，该系统可以通过学校网站访问。

图书馆电脑

学生可以把自己的笔记本电脑带到图书馆使用，也可以使用图书馆的公共电脑。图书馆的设备只能用于图书馆和校内相关活动之目的。学校认可的技术使用指南规定了如何负责任地使用计算机和互联网，我们要求学生遵守该规定。

图书馆规定

- 不得在图书馆里饮食，除非已经取得图书馆馆员批准。
- 要像爱护自己的家、办公室或教室一样爱护图书馆设施：擦净鞋底、把椅子放回原位、拾起垃圾，并把图书放上推车，以便重新上架。
- 每位图书馆的访客应举止文明，为他人着想，协助保持宁静、舒适的氛围，时刻尊重图书馆的规定。
- 除非得到图书馆馆员的允许，上课日不得在图书馆内使用手机。
- 使用耳机收听音频、视频资料。
- 学生应为学习、阅读或研究之目的使用图书馆。
- 上课时间来图书馆的学生应得到该任课教师的允许。
- 闭馆时间临近时，请学生与家长遵照馆内工作人员的提醒，及时离馆。
- 逾期归还资料，图书馆不收取任何费用，但是丢失或损坏资料会被罚款。
- 学生在图书馆内使用电脑，应在一切时段都遵循《信息技术合理使用规范》。

体育设施

鼎石学校配有一流的健身设施，并在每天的监护活动时间内（包括周末）向学生开放。学校的设施包括：

一个多功能体育馆（38米×36米），可以转换为：

- 一个具有800座席的标准篮球场；
- 或两个标准篮球场；
- 或六个羽毛球场；
- 或两个排球场；

另一个体育馆（35米×20米），同样可以灵活地转换为：

- 一个标准篮球场；
- 或两个篮球练习场；
- 或三个羽毛球场；
- 或一个排球场；

一个八泳道的泳池；

一条150米长的室内跑道、一条400米长的室外跑道；

两个足球场；

七个壁球馆。

健身中心与体育馆规定

学生在体育馆或健身房开展体育活动时必须有教师监护。周一至周五的监护时段包括：指定的晨练课程时间、KAP时间，以及每天4:30pm至6:00pm的场馆开放时间。体育馆的周末开放时间每周公布，周末值班团队将负责在这些时段监护学生。经体育教师训练过的寄宿生可以三人结伴的形式（三名学生，或学生与成年人一起）使用健身中心。

游泳课

游泳课的目的是让鼎石的每个学生都在毕业前学会游泳。这是一项重要的生活技能。尽管我们不能保证每名学生都成为世界级的游泳健将，但我们期望学生可以掌握基本的泳姿和泳池安全知识。学生通过上体育课参与本校的“学游泳”项目。此外，本校还在KAP中安排了其他水上活动项目。

泳池规定

- 只有在成人监护下，学生才可以在游泳池边或游泳池内活动；
- 学生在游泳馆内应穿着泳衣。女生应穿着连体泳衣，不得穿着比基尼或未遮住腹部的分体式泳衣。穿着分体式泳衣的女生可同时穿着保证其游泳时不受影响的合适上衣。男生可以只穿着游泳短裤，也可以根据需要同步穿着保证其游泳时不受影响的合适上衣；
- 希望在泳池周围逗留和不游泳的学生在泳池边活动时，应脱掉鞋子；
- 发烧、有开放创伤或包扎伤口的人不得使用游泳池；
- 在任何时候都必须遵循张贴在游泳池区域的安全规则。未能遵守规定的学生将受到纪律处理，并丧失使用游泳池的权利。
- 除水之外，其他食品或饮料一律不能带入泳池范围。
- 除非有值班救生员，否则学生不得进入泳池或泳池周边区域。

更衣柜规定

体育馆更衣柜由活动总监负责分配。

表演艺术中心

鼎石表演艺术中心是一座壮丽、具有创新性的建筑物，既可以作为一座华美的剧院，也可以作为私密音乐厅使用。表演艺术中心在风格、材料和色彩方面，故意与四周以红砖建造的教学楼和宿舍楼的古典外表形成反差。这种反差构成一种艺术张力，代表着表演艺术中心在舞台上坚持的艺术标准。该表演中心不仅为鼎石学校使用，也可以供周围社区使用。表演艺术中心将发展成为一座重要的社区艺术殿堂。

学生中心

东宿舍楼一层设有学生中心，学生可以在这里社交、放松、学习或等待同学和家庭的来访。舒适的家具将营造一个放松的氛围，学生们在这里社交、玩游戏、举办学习小组，或迎接来访的家长。学生中心设有一个学生商店与校服商店。上课日课程结束后，学校商店对学生开放。

学生信息办公室

学生信息管理员负责制定学生和老师的课程安排，保管所有学生的成绩单和正式的成绩报告，对标准化考试进行监督，并担任鼎石与其他学校交流学生记录的联系人。如学生申请暑期学校或转学时需要成绩单或教师推荐信，必须通过学生信息办公室进行申请。

财务部

财务部负责鼎石学校的所有财务事宜。

校园内学生中心的北角设有一台自动取款机。

学校商店

学校商店设于学生中心旁，售卖包括鼎石校服在内的各种款式的服装、零食和个人用品。学校商店向学生开放的时间为放学后至18:30，周日商店12:00-19:00营业。校服店开放时间为周一至周五14:30-17:30。

后勤部

后勤部负责校园维修与门禁卡分配。

门禁卡丢失与补办

寄宿生应在上课日将门禁卡佩戴在身上显眼的地方。为帮助学生增强责任感，门禁卡每丢失补办一次需收取一定费用。

洗衣

宿舍内的洗衣机和烘干机每天对学生开放，提供收费服务。学生必须自备洗衣液或肥皂。

失物招领

学生应该时刻注意保管好个人财物。万一有物品遗失，可以到学校的三个失物招领处查看。学校主要的失物招领处设在安保部。假如你找到了或遗失了某些个人物品，请交到此处或到这里认领。此外，学校的体育中心、小学前台、中学前台也分别设有失物招领处。

邮件收发服务

周一至周五，东宿舍楼下的收发室提供邮件收发服务。此外，宿舍楼北侧的丰巢快递柜也可接受包裹。所有住校人员都应尽快从丰巢或收发室领取包裹，以保证快件有空间存放。学校不允许任何人妨碍邮件的送达或拆看别人的邮件。

交通办公室

交通办公室负责协调校车计划、制定校车路线、监督校车运作情况，解决大家对校车的其他特殊要求和顾虑。

学生肖像与学校媒体

在分享和庆祝我校精彩的活动时，学生的照片经常会被使用。请注意，学校拥有在纸质出版物或电子媒体上使用学生照片的决定权。

联络与沟通

电子邮件与电话

学校期望所有的教师和学生能每天数次查阅电子邮箱并及时回复邮件。学生收到老师的紧急邮件，需立即回复，但不能以此为借口，缺席本应出席的课程或活动。

家长同样需要经常查看电子邮件、手机短信和电话记录。家长收到来自学校的询问——尤其是关于学生缺勤的询问——应该尽快回复。

通知

假如遇到紧急情况，家长可以通过高中办公室或初中办公室与学生取得联系。办公室的工作时间为7:45am-4:40pm。

恶劣天气的通知

如果出现恶劣天气状况，迫使学校改变之前的计划，学校会通过电子邮件和手机紧急信息系统通知各个家庭。学生和家长也可以通过学校网站了解完整的计划变更。

家长/学生/教师见面会

每年11月，学校安排一次正式的家长/学生/教师见面会。家长会是学校和家庭沟通的重要渠道，老师、学生和家长可以在会上公开交流。春季，学校将安排由学生主导的家长会。

课程之夜

学校每年举办一次“课程之夜”活动，通常安排在学年初。此时，家长将有机会和老师见面，也可以了解课程安排、老师对学生课堂表现的期待，并与老师沟通。学校鼓励所有家长参加此项活动。

鼎石学校家校委员会（KAPTA）

鼎石学校家校委员会属于鼎石学校内部支持机构，目的在于增进学校、学生和全体工作人员的福祉。这一至关重要的机构旨在促进成员之间的友谊，在学校举办特别活动、体育和艺术项目、教育计划和教师表彰庆典时，为学校提供帮助。

作为一个志愿者组织，该机构的使命是在各个发展阶段促进孩子们的智力、身体和精神健康，无论其在家，在校，还是作为鼎石社区成员期间。家长和学校工作人员之间的密切合作和沟通是家校委员会赖以生存的前提和基础。

Keystone Academy, Beijing

附录

鼎石社区章程：强调合作关系的学校

北京市鼎石学校希望家长、监护人、访客以及整个社区和学校都能够培养相互合作的伙伴关系。这些关系建立在相互尊重、信任和合作的基础上，并且与鼎石的五项共同价值观——仁、义、礼、智、信相一致。

我们希望鼎石社区的所有成员能够做到以下方面：

- 无论在现实或是网络中，都能在学校社区中做到有责任心、尊重他人；
- 以礼相待每一位学校社区成员；
- 积极聆听、讨论并分享相关信息，以充分理解并解决问题，消除误解或担忧；
- 尊重每一位学校社区成员的隐私；
- 拥护学校为保证学生身心健康及有效学习而设立的期望与指导方针；
- 为建立一个绝不容忍恐吓、欺凌或骚扰的安全学校社区环境而做出贡献；
- 遵守入学或注册时关于学校社区价值观和期望许下的承诺。

观众礼仪

在参加学校活动时（如早茶会、演讲展示、会议、班级表演、展览、音乐会和庆祝活动等），我们希望观众能够遵守以下基本行为要求：

- 电子设备的使用（包括手机、传呼机、录像机、iPad、游戏设备，或其他能够发出声音或光、或以数字形式用于记录、存储或传送信息的设备）需要遵守该活动前明确告知观众的相关规定；
- 为了表示尊重，我们需要限制谈话，关闭电子设备，并且对随行的儿童负责，控制其活动范围及可能制造的噪音。

个人隐私与知识产权

个人隐私不仅仅是一种基本权利。尊重个人隐私即控制个人信息被使用的方式与用途，也是对个人权利的尊重。

- 学校不允许对学生、员工、学校财产、学校文件、展览物品及标志等进行摄影或录像；
- 学校不允许在教学楼内外以及校园公共区域对学生或社区成员进行摄影或录像。

沟通

我们相信员工、父母与孩子有权利在安全、受保护的环境中工作和学习。同时，我们也期望大家以尊重的态度、有意义的方式进行一切沟通。

- 所有员工、孩子及家长应被冷静、礼貌地对待和回复；
- 学校绝不容忍任何对员工、家长、孩子或其他学校相关人员的身體攻击与威胁，或是口头或书面上的粗俗或侮辱性的语言。

无论是以入职还是以入学方式成为鼎石的一员，我们希望所有成员都能遵守上述的准则与价值观。更多详细内容请参阅鼎石各社区指导手册。

升级、证书及毕业

北京市鼎石学校的学生需秉持高水平的学术与品德标准。

北京市鼎石学校中学部提供国际文凭（IB）中学项目（MYP）与大学预科项目（DP）。此外，鼎石亦提供“中国主线”必修课程，在世界背景下培养学生对中国文化的热爱和对中国身份的认同。

升级

6至8年级

6、7、8年级的升级、留级，甚至是离校决定都将基于学生的学业成绩及一些其他考量因素，并将在与学生家庭商议后作出最终决定。从8年级升入9年级的学生如在大学必修课程（以下简称为“CRC课程”）¹中的成绩为1或2分，将可能被要求在就读9年级之前完成一些补充性课程内容，此部分费用由家长承担。

9至12年级

9至12年级的升级、留级，甚至是离校决定将取决于学生学业成绩及其是否达到学校三座基石的要求，但不仅限于此。学生自9年级开始的课业成绩将记录在其今后发送至各所大学的成绩单中。成绩为1或2分的课程视为不及格，不计入学分。最终成绩为3至7分的课程将计入学分。

9、10年级升级的学业要求

为了支持学生为升入大学做好准备，9、10年级的学生必须在所有CRC课程中取得及格及以上的成绩，并在至少两门CRC课程中取得4分及以上的成绩。此外，在非CRC课程中，学生取得不及格的成绩（1或2分）不得超过一门。如学生未能达到此要求，他们将可能被要求留级，退出此课程项目或进入一项支持项目，此部分费用由家长承担。任课教师、心理辅导教师、指导教师、IB协调员及学部校长都将参与到此决定的制定过程中。

11年级升级的学业要求

11年级的学生必须在至少五门IBDP课程中取得及格及以上的成绩，并在两门CRC课程中取得至少4分的最终成绩。同时，学生必须在认识论（TOK）课程、创造、活动与服务（CAS）项目中“达到期望”或“超过期望”，并在撰写专题论文（EE）的过程中有令人满意的成果。如学生未能达到此要求，他们将可能被要求重读11年级，退出此课程项目或进入一项支持项目，此部分费用由家长承担。此决定由高中部校长与高中部副校长、鼎石执行校长商议后作出。

9至11年级升级的附加要求

9至11年级的学生必须展示其在三座基石方面的良好能力，方可顺利升入下一年级。如学生未能达到此要求，将可能被要求完成一些暑期活动，以展示其在这方面的成长。如学生未能取得足够的进步，将可能无法继续在鼎石学校就读。

继续攻读IBDP文凭的要求

一般来说，11年级的学生都将以攻读鼎石毕业证书与IBDP文凭为起始目标。在11、12年级的两年中，如学生希望继续攻读IBDP文凭，他/她必须在所有课程及课程项目的所有要素中展现出令人满意的进步成果。以下列出了一些学生可能被要求不再攻读IBDP文凭的情况。学校将会与学生及其家长商议，但高中部校长与IBDP课程协调员将联合作出最终决定。

¹ 以下学科领域的课程为大学必修课程：

1.语言与文学 2.语言习得 3.个体与社会 4.科学 5.数学。

- 如果任一IB高级课程（HL）的学期成绩为2分或更低，其修读课程将更换为普通课程（SL）。这往往意味着学生将无法继续攻读IBDP文凭，因为他们无法满足高级课程与普通课程的数量组合要求。
- 如果任一IB高级课程的学期成绩为3分，学生有一学期的时间争取得到4分的成绩。如果这一学期后，该科目成绩依然为3分，或者甚至更低，其修读课程将更换为普通课程。这往往意味着学生将无法继续攻读IBDP文凭，因为他们无法满足高级课程与普通课程的数量组合要求。
- 如果三门高级课程的学期成绩总和为10分或更低，学生将转而修读这些科目的普通课程。
- 如果三门高级课程的学期成绩总和为11，学生有一学期的时间争取得到总和至少12分的成绩（并且，每门高级课程成绩必须至少为4分）。
- 如果三门普通课程的学期成绩总和低于9分，学生必须放弃攻读IBDP文凭，转而修读一些独立的IB课程。
- EE、TOK和CAS是IBDP文凭的核心要素。如果学生未能完成指定任务，或未能在指定期限前完成任务，他们将可能被要求放弃攻读IBDP文凭，转而修读一些独立的IB课程。并且，EE、TOK和CAS同样也是鼎石毕业证书的要素，学生必须以令人满意的成绩达到这些要求，在毕业时方可获得鼎石毕业证书。
- 在IBDP的第一年中，在某门课程不及格的学生将无法在第二年继续修读该课程。

特殊教育需要

对于执行个人教育计划（IEP）的学生、或在学校特殊教育需要（SEN）项目中的学生，学校将按照SEN政策及IB给出的调整方案对其学业计划进行调整。这些学生同样需要满足此文件中列出的所有升级与毕业要求。

IB预估成绩和最终预估成绩

当大学有需要时，教师将向我校大学升学辅导官提供学生的IB预估成绩，以帮助其完成大学申请流程。

在IB最终考试之前，教师将应IB组织要求，向其提交正式最终预估成绩。

证书与文凭

北京市鼎石学校的中学部分为初中部（6至9年级）与高中部（10至12年级）。中学部将颁发以下证书与文凭。

初中部

初中义务教育结业证书

6-9年级的学生需完成八门MYP课程与两门“中国主线”课程。9年级结束时，顺利完成9年级学业、持有中国国籍的学生将升入10年级，取得初中义务教育结业证书。

高中部——10年级

鼎石IBMYP毕业证书

10年级结束时，每名9、10年级均修读了MYP项目、并已满足鼎石MYP项目各个方面最低要求的学生，将会被授予鼎石IBMYP毕业证书。获取鼎石IBMYP毕业证书无需参加任何毕业考试。仅开设一学期的课程最终成绩将按比例换算，计入最终总分。请参考下方表1的课程成绩计算示例。

9、10年级结束时的最低学业要求为：

- 成功地完成了七个MYP学科组的修读，其中包括连续两年修读语言习得课程（或两门语言与文学课程）；
- 在八个MYP学科组与MYP“个人设计”中共计取得至少32分（满分为56分）；
- 在每门IBMYP CRC课程中取得至少3分的成绩（满分为7分）——其中两门至少为4分。非CRC课程中，成绩为2分的不得超过一门；其他所有非CRC课程成绩应至少为3分。
- 在“个人设计”中取得至少3分的成绩（满分为7分）；
- 满足学校所设定的服务性行动的期望。

鼎石IBMYP修读证书

在10年级加入鼎石,即在鼎石只修读了一年MYP项目的学生,可获取一年期的鼎石IBMYP修读证书。除“连续两年修读同一门语言习得课程(或两门语言与文学课程)”不必满足外,学生必须满足以上列出的所有要求。

鼎石IBMYP结业证书

如学生在10年级未能满足鼎石IBMYP毕业证书的要求,但满足了升入下一年级的要求,他/她依然能取得鼎石IBMYP结业证书。这些学生可能需要在开始IBDP项目之前修读一项巩固增强学术能力的项目,如暑期课程、学校要求的辅导课程等等。

		学生1	学生2	学生3	学生4	学生5
学科	满分	满足要求	不满足要求	不满足要求	不满足要求	不满足要求
语言与文学	7	4	3	4	5	3
语言习得	7	4	3	3	3	3
个体与社会	7	4	4	4	4	3
科学	7	3	3	3	2	3
数学	7	3	3	3	5	3
设计或艺术	7	5	6	3	3	1
体育与健康教育	7	5	6	6	3	3
个人设计	7	4	5	5	3	3
总分	56	32	33	31	28	22
最低总分	32					

表1: 9、10年级的MYP升级学生成绩示例

满足要求: 学生将升入下一年级, 取得MYP证书。

不满足要求: 学生可能无法升入下一年级, 不能取得MYP证书。

表1示例说明

学生1: 满足所有要求。

学生2: 仅有一门CRC课程中的最终成绩为4分; 应至少两门为4分。

学生3: 尽管每门CRC课程的最低成绩为3分, 然而总分低于32分。

学生4: 不仅有一门CRC课程的最终成绩为2分, 且总分低于32分。

学生5: 有两门非CRC课程的成绩不及格, 且总分低于32分。

高中部——12年级

鼎石高中毕业文凭

12年级结束时，每名达到了北京市鼎石学校各个方面总体最低标准的学生都将被授予鼎石高中毕业文凭。

鼎石毕业文凭的具体要求详见下方附录1。未满足此毕业要求而获得毕业文凭的特例极少。如果存在这样的特例，主要是针对从其他学校系统中转来的学生的需要。如存在此类特殊情况，在招生阶段将予以说明并批准。

IBDP文凭与DP课程成绩

修读IBDP项目的12年级学生如满足国际文凭组织设定的所有要求，亦可取得IBDP文凭。选择不攻读IBDP文凭的学生可选择获取单项课程的DP课程成绩。IBDP文凭与DP课程成绩由国际文凭组织颁授，而非北京市鼎石学校。

获取IBDP文凭与DP课程成绩，学生需满足校外考试要求、经IB评审的校内考试要求，以及其他校外评估或评审的课程要素。请参考《北京市鼎石学校国际文凭大学预科项目（IBDP）课程手册》了解详情。

附件1

鼎石毕业文凭：定义与评估

介绍

本文件适用范围是在北京市鼎石学校完成12年级学习并在毕业前已经于鼎石就读1至4年的学生。

每一位达到鼎石毕业要求的学生都将被授予鼎石毕业文凭。此文凭与IB文凭有一定重合之处，但并不相同。鼎石毕业文凭是鼎石学校自己授予学生的文凭，在每年5月或6月的毕业典礼上颁发。学校教师会进行审核，董事会也会为每个学生进行投票。

概述

鼎石毕业文凭的对毕业生的要求源自于鼎石的使命和其三座基石。

鼎石的三座基石分别为

- 沉浸式的中英双语课程；
- 塑造学生品德和社区归属感于寄宿生活之内外；
- 在世界背景下培养学生对中国文化的热爱和对中国身份的认同。

鼎石的使命中是这样描述学校毕业生的：

我们的毕业生将因自己出众的才学、坚实的文化、敏锐的环保意识，在自己所选择的大学、行业以及社区中游刃有余。他们将运用自己的情商、品德、以及对学习矢志不渝的热情，为所处的社区带来积极的影响。

鼎石的毕业生将为大学学习和高要求的职业做好准备。他们将能够从概念上理解人与观点之间复杂的相互依存关系。他们将能够在不同的文化和地区之中高效工作，还将能够承担起对自己和社区的责任，并采取行动，改善世界，造福后人。

鼎石文凭

完成以下内容的学生将被授予鼎石文凭。有任一条件不满足，则将由学校领导裁定：

升入并通过9年级

- 通过IB MYP的升级要求。
- 鼎石的中国与世界项目。
- 在三座基石方面展现出良好能力，并通过评估。

升入并通过10年级

- 通过IB MYP的升级要求。
- 鼎石的中国与世界项目。
- 在三座基石方面展现出良好能力，并通过评估。

升入并通过11年级

- 通过至少五门IBDP课程，通常包括中文、英文与数学，且两门CRC课程成绩为4分及以上。
- 熟练掌握IBDP的核心元素，即CAS、TOK和EE。
- 在三座基石方面展现出良好能力，并通过评估。

升入并通过12年级

- 通过至少五门IBDP课程，通常包括中文、英文与数学
- 熟练掌握IBDP的核心元素，即CAS、TOK和EE。
- 在三座基石方面展现出良好能力，并通过评估。

鼎石文凭的评估和授予

从学生9年级开始，直到到12年级，我们每年都会评估其是否达到鼎石文凭的要求。

本项评估的“学术”方面于2015年5/6月开始确立。

2017年5/6月，开始评估11年级的学生是否达到了三座基石的要求。

第二年学年结束时（即2018年5/6月），对9至12年级的全部4个班级进行了三个基石的相关评估。这一举措在接下来的几年里一直坚持实行。

正如前文提到，鼎石的三座基石为：

- 沉浸式的中英双语课程；
- 塑造学生品德和社区归属感于寄宿生活之内；
- 在世界背景下培养学生对中国文化的热爱和对中国身份的认同。

对于母语不是汉语的学习者来说，如果9年级和10年级的汉语语言习得课程以及11年级和12年级的汉语入门课程成绩合格，则证明已达到第一座基石的要求。如遇特殊情形，在鼎石完成9年级与10年级学业的学生，如上句所述，通过中文考试，可以申请学习中文以外的语言来获得IB文凭，如果获得批准，则仍有资格获得鼎石文凭。

对于母语不是英语的学习者来说，如果9至12年级取得英语习得或英语语言文学课程合格成绩，则证明已达到第一座基石的要求。如遇特殊情形，在鼎石完成9年级与10年级学业的学生，如上句所述，通过英文考试，可以申请学习英文以外的语言来获得IB文凭，如果获得批准，则仍有资格获得鼎石文凭。

针对第二座基石的评估将通过名为“鼎石学校品德与社区评估”的表格来进行。

如果能在9至10年级的世界上的中国课程及11和12年级涉及两种文化的认识论课程上取得合格成绩，则证明已达到第三座基石的要求。

学习成果1	展现出对个人品德发展的承诺
描述	学生： - 敏锐地意识到并积极主动地照顾自己的身体、情感和精神福祉 - 以有利于学校社区共同利益的方式进行领导与服务 - 做出深思熟虑的决定，审慎考虑自己、他人及公共利益 - 通过反思及向他人学习，使个人更加充实并了解更多知识 - 从失败中勇敢学习，展现坚毅的品格
学习成果2	表现出对他人福祉的同理心及关切
描述	学生： - 以仁爱、同情与理解的态度对待每一个人 - 公平对待每一个人，采取勇敢的行动，纠正不公正与不公平的现象 - 认识到自己的社会行为会如何影响他人，并采取行动促进社区内和谐互动
学习成果3	展现出对社区和社会责任的重视
描述	学生： - 以慷慨的精神进行服务，为我们生活和学习的社区做出积极贡献 - 展现出对社区共同价值观的理解，寻求促进和谐、包容和自控 - 表现出对环境的理解，并在学校内外展现出可持续的做法与行为 - 积极主动地培养对他人的理解，并表现出自己对他人想法与信仰的重视

中学部家庭作业政策

- I. 宗旨
- II. 家庭作业类型的定义
- III. 不同年级的差异
- IV. 时间分配
- V. 学生计划本的使用
- VI. 职责与建议
- VII. 处理措施与奖励方式
- VIII. 节假日、暑期与长期病假的家庭作业期望

I. 宗旨

根据近期研究、教学经验以及对鼎石学校独特环境的深入理解，我们认为家庭作业与学生的学习进步息息相关。家庭作业政策旨在为学校社区提供明确的准则，以便全校采用一种共同的方法帮助学生达到学习成果。

II. 定义

家庭作业类型

类型	定义	目的	应用方法	评估
完成	任何在学校课上布置而还未完成的家庭作业。	帮助学生与课堂进度保持一致。	如果学生需要定期回家完成课上布置的内容，课堂计划应调整。	（为学习进行评估） 教师须先检查是否已经理解所学内容。 对自我管理状况进行记录，须记录完成所需时间。
练习	任何旨在复习、巩固课上所授技巧与概念的家庭作业。	帮助学生练习新学到的技能以熟能生巧。	为了行之有效，练习类家庭作业应在学生已经具备独立使用所练习技能的条件下布置。	（对学习进行评估） 教师确定学生是否理解所讲内容，记录自我管理状况。 给学生提供个人反馈（可以口头形式）。
预习	任何旨在帮助学生为接下来的课程做准备的作业。	鼓励学生了解新单元的背景知识，或与自身经历和已有知识进行联接。	为预习新材料可布置相关的短篇阅读或主题词汇练习，复习与新内容有联系的已经学过的概念、知识。	（为学习进行评估） 教师对进度/完成状况进行记录，如要求可提供反馈意见。
拓展	任何旨在拓展和提高而将所学内容与新的情境融合的家庭作业。	鼓励学生运用创新与批判性思维解决问题。	为了行之有效，拓展类家庭作业并非要求学生自学课程内容，而应该加深所学内容的理解或与现实世界相联系。	（为学习进行评估） 教师批改家庭作业。须进行记录并提供反馈。

以上内容摘自《多伦多学区家庭作业政策》：P036, 2008。

III. 差异化

家庭作业不应让学生学习新的内容。所有的家庭作业必须属于以上列出的四类之一。为了帮助学生发展自我效能和自我管理能力，所有年级的教师应告知完成每项家庭作业所需的时间。

6 – 10年级

为了保证学生不在某一项家庭作业或某一学科上花费太多时间，每学科每天不得布置超过30分钟的家庭作业量。对于具体的家庭作业而言，这意味着学生将在家庭作业上最多花费30分钟，或者在30分钟内完成家庭作业。

11 – 12年级

对于学习国际文凭大学预科项目（IBDP）的学生来说，课业量和家庭作业量在难度和时长上都有所增加。为了能有效地安排家庭作业和学习时间，学生需具备足够的组织与自我管理能力。IBDP课程的教师应告知某项家庭作业所需的准确时间，帮助学生有效管理自己的时间。

IV. 时间分配

为了平衡学生们面临的时间压力，学生家庭作业量应与每科上课时间成比例。学校根据学生每周所上75分钟的课时数来决定学生每科、每周的最大家庭作业量。教师应指导学生将作业拆分成不同部分、按步骤依次完成，帮助学生应对需长期进行的重要作业。

年级	每节课家庭作业量	上学日的最大家庭作业量	周末的最大家庭作业量
6-7	20分钟	80分钟 (所有学科的总和)	80分钟 (所有学科的总和)
8-9	30 分钟	120分钟 (所有学科的总和)	120分钟 (所有学科的总和)
10	35 分钟	140分钟 (所有学科的总和)	140分钟 (所有学科的总和)
11-12	IB DP项目的学生应具备有效管理自己时间的能力，包括在周末或某些假日期间也需要完成家庭作业，以保证最大化利用时间，减少压力。DP项目的学生每天需完成120-150分钟的家庭作业量。		

V. 学生计划本的使用

学校根据学生的申请，每年会提供一本鼎石学生计划本给6-9年级的学生。学生须每天使用该计划本记录家庭作业，并为获得监督与指导给父母或宿舍家长过目。根据成长发展阶段需要的不同，每个年级或每名学生在要求上有细微差异。

如学生在10年级时有能力合理使用计划本，到11、12年级，他们可以依照自己的喜好选择自我计划的方式。这将由任课教师和指导教师共同决定。

教师须在教室里明确列出家庭作业，并确保学生记录在计划本里方可离开教室。教师所列家庭作业应与下表格式一致，以便学生记录。

学科	家庭作业	类型	所需时间
IB 学科	家庭作业描述应尽量详细，以使了解内容与要求。	标明家庭作业类型 - 完成- 练习 - 预习- 拓展 家庭作业类型的详细定义请参看表II.i (根据学生需求不同，类型也可略作调整)	完成家庭作业所需的大致时间
英语习得	请用每个新词造一个句子以达到复习词汇的目的。	练习	30 分钟

6年级

第一学期，学生家长应每晚在计划本上签字。如果学生成功达到此要求，并且没有未完成家庭作业的情况，第二学期则仅需请家长每周签两次字。这须由相关教师谨慎决定。

7-9年级

学生离开教室前，应让教师检查计划本，以确保所有栏目都已按要求填写。家庭作业描述应提供足够的细节，以供家长或宿舍家长了解家庭作业要求、家庭作业类型和完成家庭作业所需的时间。家长、教师和宿舍家长的参与度应根据学生有效使用计划本的能力和按照要求完成家庭作业的情况进行调整。

VI. 职责与建议

学生应：

- 有条理地在计划本上记录每门学科的家庭作业，在家庭作业布置的日期写下家庭作业的详细要求，在上交家庭作业的日期再次记录；
- 做家庭作业时，查看计划本，安排家庭作业的顺序（需要先上交的家庭作业应先完成）；
- 整理书包时，查看计划本，确保上课的所有作业已备齐；
- 如做家庭作业时遇到困难，提前与教师沟通（如在上课一开始时当面与教师沟通，或发送电子邮件），并在计划本上记录自己有困难的具体地方；
- 确保自己有一个安静、不被打扰的学习环境，尽最大可能有效利用时间；
- 确保定期在课堂中安排的一段时间内完成作业；
- 保持良好、平衡的生活方式——运动、音乐、戏剧与其他兴趣爱好也非常重要。

教师应：

- 通过分层教学与调整，提供基于课程内容、满足不同学生成长发展需要的家庭作业；
- 确保布置的家庭作业与课堂教学直接相关，并含有清晰、明确、有意义的活动；
- 检查家庭作业（请参照家庭作业类型与定义）；
- 确保学生完成家庭作业时不需要课外额外的教学；
- 确保学生在离开教室之前理解了家庭作业内容；
- 确保学生完成家庭作业时不需要一些学生可能无法使用的额外资源或技术；
- 教授学生完成家庭作业及自主独立学习时所需要的技能。

家长应：

- 以下准则旨在协助家长监督并支持孩子的家庭作业完成过程。完成家庭作业的过程中有家长的鼓励与支持，或组织一个家庭作业小组都是可取的，但请勿代替孩子做家庭作业。
- 提供一个安静的环境，减少干扰，让孩子能够专心致志地完成家庭作业；
- 请勿让孩子在自己的房间内关门学习。到了就寝时间，即使孩子还未完成家庭作业，也请让孩子停下手中的家庭作业，尽早休息；
- 检查计划本中记录的家庭作业，检查是否都已经完成；这也将帮助您了解学校课程；
- 如您注意到了任何问题，或孩子的家庭作业量不均衡，或发生了一些情况使孩子未能完成家庭作业，请在计划本中记录或直接联系老师；
- 与孩子讨论家庭作业内容，为孩子提供指导，但请勿代替其做家庭作业；您可以使用问题及一些策略鼓励他/她克服困难；
- 如孩子长期未能完成家庭作业，或在家庭作业中遇到问题，请联系任课教师；
- 学校作业重要性优先于校外辅导老师布置的作业。

宿舍家长应：

- 确保学生拥有一个安静的学习环境，管理学生干扰他人的行为，如发出噪音、饮食、随意去他人房间、与他人交谈等；
- 晚自习开始时，首先检查计划本中记录的家庭作业；
- 每个值班的晚上，与学生讨论完家庭作业后/值班结束时，在计划本上签字；

- 如您注意到了任何问题，或学生的家庭作业量不均衡，或发生了一些情况使学生未能完成家庭作业，请电邮联系任课教师，并抄送宿舍舍监；
- 如学生向您求助家庭作业，您可在需要的情况下与其讨论或指导其做家庭作业；或者，您也可以求助其他教师（如有时间），请其直接来与学生讨论；您也可在需要的情况下与舍监讨论，组织固定的家庭作业辅导时间。

校外（非鼎石学校支持的）辅导应：

- 在辅导开始时，检查计划本中记录的家庭作业；在辅导结束时，检查家庭作业是否都已完成；
- 与学生讨论家庭作业，为其提供指导，不代替其做家庭作业；使用问题及一些策略鼓励他/她克服困难；
- 如您注意到了任何问题，或孩子的家庭作业量不均衡，或孩子花费在家庭作业上的时间长于预期时间，或发生了一些情况使孩子未能完成家庭作业，请在计划本中记录；
- 请勿让学生完成过多的有关类似主题或拓展课程的课外作业，因为学生如果在开始做新的家庭作业之前没有时间消化已习得的内容，这对他/她的学习是无益的。如果学生依然有一些时间，您可以帮助他/她回顾已完成的家庭作业，如此，他/她可以获取成就感，并巩固学习成果；
- 学校家庭作业先于校外辅导布置的作业。

VII. 处理措施/奖励方式

阶段	情况描述	采取措施	沟通/记录
1	始终按要求按时完成家庭作业。	教师表扬	当面沟通
2	在某一个学科中，迟交或未完成家庭作业2次（或以下）。	任课教师决定处理办法，并做记录。	当面谈话、Managebac，并在计划本中记录
3	在多个学科中，迟交或未完成家庭作业3次（或以上）。	通知指导教师与年级组长。任课教师告知家长。	电邮、Managebac
4	半个学期内，在多个学科中持续性地迟交或未完成家庭作业。	年级组长与学生开会，并告知家长。	电话、电邮、Managebac或书信
5	一个学期内，不交任何家庭作业或未完成任何家庭作业。	年级组长、执行校长与家长见面开会。	电邮、Managebac

VIII. 假期与长期请假

北京市鼎石学校坚信，学生需要拥有均衡的生活方式，这意味着学生需要充足的休息、反思及与家人共度的时间。学校政策规定，教师不得在主要的假期（国庆节假期、冬季假期、春节假期、春假及暑假）中布置家庭作业。同时，在此类假期后返校的两天内，不得安排重大家庭作业的提交截止日期。

阅读应成为我校学生的长期习惯，也应一直保持。教师可以在假期为学生推荐阅读书目，但不应以任何方式对其评估，也不应将其与家庭作业联系起来。

然而，随着学生年级的增长，学校对其也会有新的要求。对于IBDP项目的学生来说，假期是学生可以有效巩固、反思、完善以及完成校内或校外评估的时间。由于DP项目的学生已提前了解了重要作业/评估的截止日期，他们可以选择在假期完成评估作业，教师也可以在此期间布置一些形成性评估作业，以帮助他们为重大评估作业做好准备。同时，他们也必须为假期后的模拟/正式考试进行复习。

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Secondary School: Who to Contact 中学部家长联系指南

MAIN SCHOOL PHONE NUMBER 学校总机: 010 8049 6008

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Uniform 校服商店	Uniform Shop 校服商店	5100	uniform@keystoneacademy.cn
Meal Service 餐饮服务	Chartwells 餐厅	5009	chartwells@keystoneacademy.cn
Middle School Absences 初中部请假事宜	Middle School Office 初中办公室	1705 1706	middleschool@keystoneacademy.cn
High School Absences 高中部请假事宜	High School Office 高中办 公室	1805 1808	highschool@keystoneacademy.cn
Dormitory Absences 宿舍请假事宜	Residential Life 寄宿生活办公室	1911 1916	residentiallife@keystoneacademy.cn

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