



KEYSTONE ACADEMY
COMMUNITY
HANDBOOK
鼎石社区指导手册
2026-2027



Table of Contents

目录

Letter from the Executive Head of School 执行校长寄语	4
Key contact numbers 家长联系指南	6
Keystone Mission 学校使命	8
Keystone Shared Values 共同价值	10
Student Life 学生生活	12
Keystone Activities Program (KAP) 鼎石活动项目 (KAP)	14
Center for Student Development 学生发展中心	16
Experiential Learning 体验式学习	16
Student Leadership 学生领导力	20
Special Ceremonies 特殊仪式与典礼	22
The House System 院舍制度	22
Student Attire 学生着装	24
Recess & Playground for PS & MS 小学部与中学部课间休息及操场使用	26
Academic Life 学业生活	28
School Attendance 出勤规定	28
Types of Academic Reporting & Communication 学业报告与沟通类型	28

Promotion and Retention 升级与留级	32
School Assignments 学校作业	34
Special Accommodations 特殊学习支持	34
Student Safety and Campus Protocols 学生安全与校园管理规定	38
Campus Boundaries 校园范围界定	38
Academic Day Boundaries 上课日活动区域	38
Supervision for Day Students 走读生监管措施	38
On- and Off-Campus Procedures 校内外管理流程	38
Checking In/Out Procedures 入校与离校程序	38
Campus Visitor Policy 校园访客政策	38
Inclement Weather & School Closure or Delayed Start 恶劣天气与校园关闭或延迟开放	40
After School Campus Use and Safety 放学后校园使用与安全保障	40
Child Protection and Child Safeguarding 儿童保护与儿童保障	42
Heath Center 健康中心	42
Security Officers 安保团队	46
Campus Facility Use Policy 校园设施使用政策	46
Keystone Academy Major School Rules 鼎石重大校规	48
Rule 1: Respect for Self and Others 校规1: 尊重自我与他人	48

Rule 2: Honesty and Personal Integrity 校规2: 诚实与个人诚信	48
Rule 3: Drugs and Alcohol 校规3: 毒品与酒精禁令	48
Rule 4: Unsafe Practices and Unauthorized Possessions 校规4: 不安全行为与未经授权持有管制物品	50
Rule 5: Dormitory Floor Boundaries (Boarding Students) 校规5: 宿舍楼层边界 (寄宿学生)	52
Rule 6: Sexual or Romantic Intimacy 校规6: 性或亲密关系	52
Rule 7: Acceptable Use of the Network & Devices 校规7: 信息技术合理使用规范	52
Rule 8: Actions that Damage the Reputation of the Academy 校规8: 损害学校声誉的行为.	52
Rule 9: Repeated Violations of Behavioral Standards 校规9: 重复违反行为标准	52
Disciplinary Procedures and Consequences 纪律处分程序及后果	54
Disciplinary Processes in the Secondary School 中学部纪律流程	54
Disciplinary Committee (DC) (Secondary School) 纪律委员会 (中学)	56
Disciplinary Consequences 违纪后果	56
School Jurisdiction 学校管辖权	58
Other Rules and Expectations 其他规则与期望	60
Lost and Found 失物招领	62

Keystone Parent Teacher Association (PTA) 鼎石家校委员会 (PTA)	62
Personal Privacy and Intellectual Property 个人隐私与知识产权	62
Communication 沟通准则	64
Residential Life 寄宿生活	64
Appendixes 附录	66
Appendix 1: PROMOTION, CERTIFICATES & GRADUATION 附录1:升级、证书及毕业	66
Appendix 2: Secondary School Homework Policy 附录2:中学部家庭作业政策	76
Appendix 3: Keystone Academy Information Technology Acceptable Use Policy (AUP) 附录3:北京市鼎石学校信息技术合理使用规范 (AUP)	88
Appendix 4: Keystone Academy Academic Integrity Policy 附录4:鼎石学术诚信政策	92
Appendix 5: Artificial Intelligence (AI) Guidelines 附录5:人工智能指南	102

Letter from the Executive Head of School

Dear Keystonians,

The Community Handbook is a guide to our learning community. This document's purpose is to create shared understanding strengthened through ongoing communication. This handbook is thorough, but not exhaustive. Every year there are situations not described thoroughly here. In all things, we are guided by our shared values, ren, yi, li, zhi, xin; compassion, justice, respect, wisdom and honesty.

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. 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 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 parents value Keystone's educational practices and promise to cooperate and communicate fully to see each child succeed.
- Professionalism: we prepare thoroughly for each class and assignment and seek opportunities for professional growth and development.

If you are ever in doubt about something, please don't hesitate to reach out — we are better together.

With kind regards,

Emily McCarren
Executive Head of School

执行校长寄语

亲爱的各位鼎石人，

《鼎石社区指导手册》作为我们这个学习型社区前行的指南，旨在通过不断的沟通交流，深化我们共享的价值观念与理解。本手册内容丰富全面，却也无法详细涵盖每年可能出现的所有情况。在鼎石，我们遵循五项共同价值——仁、义、礼、智、信，以此指引我们的言行。

无论您是学生、家长或是教职员工，鼎石的每一位成员都应熟悉本手册内容。鼎石的稳定运作，需要我们每个人拥护学校政策、流程和准则制定的精神，展现善意、合理行事。

我们希望鼎石的学生能够：

- 勤勉学习：每日认真完成作业，积极参与各项活动，不断追求卓越。
- 拥有良好的公民素养与道德准则：待人友善、礼貌，关注他人需求，共建一个安全、积极的校园氛围。
- 自我负责：培养健康生活习惯，作出正确决策，珍视自我成长。
- 勇于探索与把握机遇：敢于每日挑战自我。

对家长的期许则包括：

- 提供德育支持：在家亦坚持学校的期望标准。
- 配合学校进行家庭教育：与校方紧密合作，让鼎石的旅程成为孩子自豪的记忆。
- 积极沟通：信任教师与管理团队的善意，主动向学校相关人员表达您的疑虑与关切。
- 提供经济支持：确保财务事宜及时处理。

至于对鼎石教师及管理人员，我们有如下期望：

- 全心关爱：尊重并深切关注每一位学生的独特需求。
- 家校合作：深信家长对鼎石教育实践的认同，致力于建立深度合作与沟通，共同促进每位孩子走向成功。
- 专业严谨：精心准备每节课、每次作业，不断追求个人职业成长与能力提升。

若您有任何疑问或需要协助之处，恳请随时与我们联系——携手前行，方能创造美好。

致以温暖的问候，

孟思渊
执行校长

Key contact numbers

家长联系指南

School Number 学校总机: (86 10) 8049 6008

Department 部门	Name 联系人	Ext. 分机号	Email 邮箱
Executive Head of School Office 执行校长办公室	Emily McCarren 孟思渊 Executive Head of School 执行校长		emily.mccarren@keystoneacademy.cn
Primary School 小学部	Primary School Office 小学办公室	1605 1606	primaryschool@keystoneacademy.cn
	Marcelle van Leenen Head of Primary School 小学校长		marcelle.vanleenen@keystoneacademy.cn
	Grace Wang 王世华 Assistant Head of Primary School 小学副校长		grace.wang@keystoneacademy.cn
	Reuben Bathgate Assistant Head of Primary School 小学副校长		reuben.bathgate@keystoneacademy.cn
	Tracie Chen 陈孟蕾 Assistant Head of Primary School 小学副校长		tracie.chen@keystoneacademy.cn
Middle School 初中部	Middle School Office (absences) 初中办公室 (请假等事宜)	1705 1706 1707	middleschool@keystoneacademy.cn
	Houming Jiang 姜厚明 Head of Middle School 初中校长	1700	houming.jiang@keystoneacademy.cn
	Gavin Christensen Assistant Head of Middle School 初中副校长	1701	gavin.christensen@keystoneacademy.cn
	Kalian Wang 王晓玲 MS Dean of Students 初中学生主任	1925	kalian.wang@keystoneacademy.cn
High School 高中部	High School Office (absences) 高中办公室 (请假等事宜)	1805 1808	highschool@keystoneacademy.cn
	Nick Daniel Head of High School 高中校长	1800	nick.daniel@keystoneacademy.cn
	Dorothy Mubweka HS Dean of Students 高中学生主任	1812	dorothy.mubweka@keystoneacademy.cn
	Residential Life Office 寄宿项目办公室 (Dormitory absences 寄宿请假事宜)	1911 1916	residentiallife@keystoneacademy.cn
	Paul Singer HS Director of Residential Life 高中寄宿生活总监		Paul.Singer@keystoneacademy.cn
	College Counseling Office 大学升学顾问办公室	1806	collegecounseling@keystoneacademy.cn

Heath Center 健康中心	Heath Center 健康中心	3000	healthcenter@keystoneacademy.cn
Center for Student Development 学生发展中心	Center for Student Development 学生发展中心	2745	csd@keystoneacademy.cn
KAP Office 鼎石活动项目办公室	Angel Yu 于书清	1901	kap@keystoneacademy.cn
Registrar Office 学生信息登记处	Registrars 学生信息管理员	2012 2016	registrar@keystoneacademy.cn
Admission 招生办公室	Admission 招生办公室	2028	admission@keystoneacademy.cn
Transportation 校车办公室	Sandy Zhao 赵英	2620	transportation@keystoneacademy.cn
School Meals 校园餐	Canteen 食堂	5009	dining@keystoneacademy.cn
Security 安保办公室	Security 安保办公室	1000	security.controldesk@keystoneacademy.cn

Keystone Mission

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.

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，擅于在团队中合作，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，又是具有全球视野的世界公民。

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。

Keystone Shared Values

Each member of the Keystone Academy community — parents, students, teachers 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. Being a part of our community offers unique privileges and 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 our Five Traditional Virtues, and these core principles provide the foundation for our behavior and interactions.

Ren 仁 Compassion

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 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.

共同价值

鼎石学校的每位成员——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。

Student Life

Homeroom Teachers (Primary) and Advisors (Secondary)

Our school is designed to have 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, and administrators and leaders on campus. While students may come to know many adults on campus, a more formalized connection is forged with the advisor (in secondary) and the homeroom teacher (in primary).

Advisors and homeroom teachers are primarily responsible for ensuring that all students and their 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.

The advisor or homeroom teacher is the first point of contact, and parents and guardians should feel free to call upon the advisor or homeroom teacher when they have questions or concerns. We seek to establish a meaningful three-way partnership between students, parents and teachers. Open and direct communication is an essential component of this partnership.

If conversations with the advisor or homeroom teacher are not able to resolve an issue, parents will be advised to contact another adult on campus for further assistance.

学生生活

班主任（小学阶段）与指导教师（中学阶段）。

在鼎石，我们精心设计了多元化的沟通渠道，旨在促进学生、家长与教育团队之间的正式及非正式交流。我们鼓励学生及家长与鼎石社区内的教职员建立紧密联系。为了帮助学生应对日常生活中繁复的决策与任务，我们建立了多层次的支持体系，确保学生能够与任课教师、体育教练、宿舍家长、学校管理层以及校领导进行频繁且富有意义的互动。尽管学生在校园中会结识众多教职员，但中学阶段的指导教师和小学阶段的班主任与学生们之间的联系更为正式。

班主任与指导教师的首要职责聚焦于确保所有学生及其家人能充分融入并享受到鼎石社区生活的这些核心元素：

- 确保每位学生感受到被珍视，拥有强烈的归属感。
- 促进学生在学术、社交及品德上均衡成长。
- 鼓励学生与成人及同学建立深刻而持续的联系。
- 为家长提供直接与学校教师及管理层沟通的顺畅通道。

班主任或指导教师作为首要联络人，随时欢迎家长及监护人在遇到任何问题或疑虑时与其进行沟通。我们致力于在学生、家长与教师间构建一个基于开放透明沟通的坚实三方伙伴关系。

若班主任或指导教师与家长的初步交流未能解决问题，会建议家长进一步联系另一位相关教职员，以获取更多帮助与支持。

Keystone Activities Program (KAP)

The Keystone Activities Program (KAP) is an integral part of Keystone Academy's educational philosophy, providing essential experiential learning opportunities. KAP enhances students' skills, values, and attitudes, fostering character development and community building. Through various activities, students gain confidence, learn teamwork, develop individual performance skills, and explore their passions.

Key Benefits of KAP:

- Builds confidence and encourages risk-taking
- Reduces fear of failure
- Promotes collaboration and imagination
- Nurtures compassion and problem-solving skills
- Fosters creativity and scholastic learning

Program Structure:

- Students participate in KAP sessions weekly, focusing on sports, specialized skills, hobbies, arts, and service learning.
- Different grade levels have varying numbers of KAP days per week.
- Participation is encouraged to explore interests, form connections, and grow socially.

KAP Requirements by Grade Level

Grade Level	KAP requirements/offerings	
Foundation Year	1 KAP session per week in second semester at maximum	Optional
G1	3 KAP sessions per week at maximum	Optional
G2	4 KAP days per week at maximum (one or more sessions per day)	Optional
G3	4 KAP days per week at maximum (one or more sessions per day)	Optional
G4	5 KAP days per week at maximum (one or more sessions per day)	Optional
G5	5 KAP days per week at maximum (one or more sessions per day)	Optional
G6	2 KAP sessions per semester at minimum	Mandatory
G7	2 KAP sessions per semester at minimum	Mandatory
G8	2 KAP sessions per semester at minimum	Mandatory
G9	3 KAP sessions per semester at minimum	Mandatory
G10	3 KAP sessions per semester at minimum	Mandatory
G11	2 KAP sessions per semester at minimum	Mandatory
G12	1 KAP session in the first semester at minimum	Mandatory

鼎石活动项目（KAP）

鼎石活动项目（KAP）是鼎石教育理念中不可或缺的组成部分，致力于为学生提供宝贵的体验式学习机会。鼎石活动项目不仅强化学生的技能、价值观与态度，同时在促进品德成长和社区凝聚力上发挥着关键作用。通过一系列丰富的活动，学生们得以增强自信心，掌握团队合作技能，提升个人表现能力，并在探索个人爱好的道路上不断前行。

鼎石活动项目的核心益处包括：

- 激励学生勇于尝试与探索
- 降低对失败的恐惧
- 促进合作精神，培养创新思维
- 培育同情心与解决问题的能力
- 激发创造力、深化学术学习

项目架构：

- 学生每周固定参与KAP课程，课程内容覆盖体育、专项技能、个人兴趣、艺术创作及服务式学习等领域。
- 不同学段的学生每周参与KAP的具体天数有所差异。
- 我们鼓励学生参加KAP，以探索个人兴趣、与他人建立联系、培养社交技能。

按年级划分的KAP参与要求如下：

- 学前班：第二学期开始每周最多参加1项KAP活动，学生可自主选择是否参与。
- 1年级：每周最多参加3项KAP活动，学生可自主选择是否参与。
- 2至3年级：每周最多参加4天的KAP活动（每天一或两项），学生可自主选择是否参与。
- 4至5年级：每周最多参加5天的KAP活动（每天一或两项），学生可自主选择是否参与。
- 6至8年级：每学期至少参加两个时间段的KAP活动，必须参加。
- 9至10年级：每学期至少参加三个时间段的KAP活动，必须参加。
- 11年级：每学期至少参加两个时间段的KAP活动，必须参加。
- 12年级：第一学期至少参加一个时间段的KAP活动，必须参加。

Center for Student Development

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 in the Center for Student Development (CSD).

The CSD faculty is made up of Learning Specialists, English as an Additional Language (EAL) Specialists and Social Emotional Counselors. These faculty members are highly trained in these areas of child development and learning. 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 other teachers and leaders to support 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. 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 the students' family.

Experiential Learning

Experiential Learning is an important part of the curriculum at Keystone and includes mandatory experiences (including Field Trips, ELPs and OEPs and Service Learning) and optional experiences like our Global Trips and Exchange Programs.

In the case that there is a parent concern about their child's participation in a required experience, the parents meet with a review committee to discuss the circumstances. The review committee, overseen by the Executive Head of School, determines accommodations aiming to allow full and inclusive participation in the experience. In all off-campus experiences, safety is our top priority. In the case that (in the estimation of school leaders) 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 other school leaders.

学生发展中心

鼎石学生发展中心（CSD）拥有一支多学科专业团队，为学生提供学习、语言及心理咨询服务。当学生有相关需求，学生本人、教师或家长可向学生发展中心寻求帮助。

学生发展中心师资力量强大，汇聚了学习专家、语言支持教师以及社会情感辅导教师。他们受过针对儿童发展和学习领域的专业培训，能够提供科学、实证支持的教育干预措施，这些措施既可融入日常课堂教学，也能作为个性化辅导方案实施。学生发展中心与全校教师及管理团队紧密合作，共同推动学生全面成长，取得成功。

此外，学生发展中心还致力于与鼎石社区所有利益相关者（教师、家长、学生及管理团队成员）携手合作，通过赋能与支持，促进多元化、包容性及相互接纳。学生发展中心的核心目标在于帮助每位学生挖掘潜力，实现个人最大的成就。有支持需求时，学生会被转介至学生发展中心，接受咨询、观察、评估、支持和指导。在有必要情况下，学生发展中心也将与学生家庭协商，考虑引入外部专家或机构资源。

体验式学习

体验式学习作为鼎石教育模式的一大亮点，是课程体系中的重要组成部分，既涵盖包括实地考察、体验式学习项目、户外教育项目及服务式学习在内的必修活动，也包括全球游学和交换生项目等可选活动。

如果家长对孩子参与某项必修体验式学习活动有顾虑，家长可与特设委员会讨论学生特殊情况。特设委员会在执行校长领导下，负责审议学生个案情况，决定学生能够安全、无碍地参与各项体验活动所需的调适安排。安全始终是校外体验活动的首要原则。如经学校领导团队综合考量后认为学生可能对自身或他人构成安全隐患，可能会禁止该生参与特定行程。相关决策会在咨询执行校长、学部校长及学校领导团队其他成员后作出。

Service Learning

All students 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. Keystone Academy is committed to providing many opportunities for our students to work for others' benefit, locally, nationally and internationally. Opportunities are available through classes, students' grade level groups and our weekend programming for students to explore the benefits of serving others. We encourage students to initiate these opportunities as well—to do so, they can contact their teachers or administrators in their division.

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

Through being in service to others, our students will:

- 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.

ELPs (Experiential Learning Program Trips)

ELPs are annual grade-level travel study programs designed and run by the school (with support from educational travel service providers). The cost for these trips is billed separately from tuition and varies from year to year (see enrollment contract for more details).

OEPs (Outdoor Education Program Trips)

OEPs are annual outdoor education programs in grades 3-11 and are compulsory for all students in those grade levels. These programs include overnight camping and outdoor experiences. The cost of these programs is included in tuition fees.

服务式学习

服务式学习是每位鼎石学生学习经历的必要组成部分。鼎石重视为他人服务的学习过程与成果，致力于为学生搭建桥梁，让他们在本地、全国乃至国际舞台上为他人贡献自己的力量。学生可通过班级活动、年级团队合作及周末项目，探索服务的益处。同时，我们也鼓励学生主动与所在学部的教师或管理人员沟通，发起更多服务项目。

鼎石的所有学生都需要在学校内外参与服务活动。学生会记录其参与的服务活动，并作出个人反思，以充分发挥学习成效。

通过服务他人，学生们可以：

- 增进对他人的理解，致力于开展促进同理心和尊严的服务项目。
- 挑战自我，走出舒适区，掌握新技能。
- 认识到提升规划、组织和团队协作能力的重要性。
- 了解全球及本地问题及他人的需求。

体验式学习项目（体验式学习项目之旅）

体验式学习项目是学校精心设计并在专业教育旅行服务商的支持下所开展的年度年级旅行学习项目。项目费用独立于学费计算，具体金额每年会根据实际项目安排进行调整，详细信息请参考入学合同。

户外教育项目（户外教育项目之旅）

户外教育项目是每年面向3至11年级学生的必修户外教育活动，包括过夜露营和丰富的户外体验。项目费用已包含在学费中。

Field Trips

Teachers and Grade Level Leaders regularly arrange for learning off campus. The arrangements for field trips will generally be communicated to families in advance.

Global Trips & Exchange Programs

In addition to the required experiences described above, Keystone offers various global trips during or adjacent to school breaks. The purposes of these trips may be global awareness, cultural or language immersion, service or other curricular projects. Additional experiences offer students opportunities to visit other schools and conferences around the world. The costs for these experiences are paid for by families.

Student Leadership

At Keystone, there is a broad range of activities that challenge students to develop character, values, expression of ideas and other personal values important for personal growth, development and a well- rounded education. Most of these activities are facilitated by our teachers and some will be supported by outside specialists. Teachers actively mentor students in these activities and share their knowledge, expertise and experiences with students with similar interests.

Leadership and Citizenship training, development and experience are important features of an education at Keystone Academy. Students prepare for roles as leaders and good citizens by actively participating in programs aimed at promoting excellence, resilience, and cooperation. Our curriculum and programs encourage students to take risks, to develop values, explore talents and improve communication skills.

Developing leadership and citizenship focuses on taking responsibility for self and personal behavior. Our students gain independence and learn skills in cooperation and communication in real world settings. Opportunities to practice these skills occur during classroom time, Keystone Activities Program (KAP), Round Square projects and activities, experiential trips, House activities and with several specialized groups, such as Student Council and Keystone Teams.

实地考察

教师与各年级组长会定期安排校外学习活动。大多数情况下，实地考察活动的安排信息会提前告知学生家长。

全球旅行和交换项目

除上述必修项目和活动外，学校还提供安排在假期期间或前后的全球游学活动，为学生提供全球范围的探索之旅。这些旅行围绕全球意识提升、文化沉浸、语言实践、服务及特定课程主题展开。这些额外的学习活动让学生有机会访问全球其他学府及参与国际会议。此类活动的相关费用由学生家庭承担。

学生领导力

鼎石通过丰富多样的活动鼓励学生挑战自我，培养个人品德、价值观、表达能力和对个人成长及全面发展至关重要的多元素质。学生领导力活动大多由校内教师指导，其中部分活动也有校外行业专家提供支持。指导教师积极引导学生，向志趣相投的学生分享宝贵的知识、经验和专业技能。

领导力与公民意识的培训、发展与实践构成了鼎石教育的重要组成部分。通过参与旨在促进卓越成就、适应力及团队协作的项目，学生逐步为成为未来的领导者和负责任的公民打下坚实基础。学校课程与项目注重激发学生勇于探索的精神，培育正确的价值观，发掘个人潜能，并提升沟通能力。

领导力和公民意识的培养核心在于对自己和自己的行为建立责任感。在鼎石，学生在真实的环境中获得独立，学会合作与有效沟通。无论是日常课堂、鼎石活动项目、圆方组织、体验式学习项目之旅、院舍活动、诸如学生会和各在校队等组织，都是学生锻炼各项技能的舞台。

Special Ceremonies

Keystone's unique school culture include important ceremonies that mark important milestones in students' learning journey at Keystone.

The House System

Upon entering Keystone Academy, each community member is placed in one of five Houses. 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. Generally, family members are placed in the same house as their parent(s) or siblings. The pride of joining a House that has represented your family adds to the deep sense of loyalty that comes from being a House member at Keystone Academy.

特殊仪式与典礼

鼎石拥有独特的校园文化，其中，特殊仪式与典礼是学生求学生涯中不可或缺的重要环节，象征着学生在鼎石求学之旅中的各个重要节点。

院舍制度

加入鼎石之时，每位社区成员都会被分配到五大院舍之一，在校期间，其所属院舍保持不变。分别以五行元素——金、木、水、火、土命名，以此作为各自群体的身份标识，促进集体认同。同一家庭的成员通常会被安排在同一院舍，以增强作为鼎石院舍一份子的集体荣誉感。

Student Attire

Underlying our guidelines 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. Students may not alter or embellish school dress items. Additional school dress items may be purchased as desired, based on inventory, throughout the school year.

All school dress pieces (as indicated below) can be purchased from the Academy Uniform Store. Students are permitted to mix and match our school dress items, maintaining a look that leaves a positive impression on other community members. Keystone's student uniform garments are made in adherence with Keystone's commitment to sustainability and ethical consumption practices. The cost reflects this commitment, and we implore students and families to shop from used-uniform swaps to further promote environmental sustainability.

- 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.

Items in Class Dress, Formal Dress and Physical and Health Education can be purchased in the school uniform shop.

All students should wear the following:

- Navy blue pants (PHE pants are allowed in the Primary School for all classes)
- 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:

- Daily gray jacket
- Knit V-neck sweater

Students must wear the following in PHE, Dance and Wushu

- Sweat Shirt
- Shorts
- Sweat Pant

Note: PE uniforms, including the zip-up sweat top, are not acceptable as class dress

Students should keep these in mind:

- Undergarments may not be visible at any time
- Avoid clothing printed with language or graphics that may be deemed offensive or inappropriate.
- Hats are not to be worn indoors
- Hair should be neat and clean at all times.

学生着装

在鼎石，我们对学生有着装要求，以培养学生的自豪感以及对学术环境的尊重。我们要求学生在任何场合下的着装均应与所参与的学校活动相符，体现学校的着装精神，且不得擅自修改或装饰校服。学年内，学生可视库存情况增购校服，以满足需求。

所有校服款式均可通过鼎石校服店统一购置。我们鼓励学生灵活搭配校服，以展示良好的形象。校服设计与生产遵循鼎石在采购和消费方面考虑环境可持续发展的原则，这也体现在校服的成本方面。我们建议学生和家庭充分利用定期举办的二手校服交换活动，进一步以实际行动保护环境。

具体着装分类如下：

- 课堂服装：适用于每个上课日早上7:45至最后一节课结束期间穿着。
- 正式服装：适用于在校内外参加学校活动及作演讲报告时穿着。
- 春秋季服装：建议于8月至10月31日及4月1日至6月期间穿着。
- 体育与健康教育服装：适用于上体育课、武术课和舞蹈课时穿着。
- 院舍T恤：参与院舍特定活动时穿着。
- 日常便装：适用于放学后及周末穿着。

课堂服装、正式服装和体育与健康教育服装可在校服店购置。

所有学生须穿如下校服：

- 深蓝色长裤（小学生可在所有课堂上穿体育与健康教育校服裤）。
- 深蓝色短裤（推荐穿着时间为8月至10月1日及4月至6月）。
- 长袖或短袖Polo衫。
- 黑色或白色鞋子。

学生可以在正式服装与课堂服装外面配搭以下服装：

- 日常灰色外套。
- V领针织毛衣。

学生在体育与健康教育课、舞蹈课和武术课上需穿着以下服装：

- 运动衫
- 短裤
- 运动裤

注意：体育与健康教育课服装，包括拉链式运动衫，不作为上课时所穿着的服装。

此外，学生应当遵守以下着装注意事项：

- 内衣不可外露。
- 避免穿着带有攻击性或不适宜文字及图案的衣物。
- 在室内时请勿佩戴帽子。
- 头发应始终保持整洁干净。

Recess & Playground for PS & MS

Recess is scheduled at times during the school day. These are our established rules for recess behavior on the playground. Students of all ages agree to play safely and:

- Follow Keystone Shared Values during recess periods.
- Use equipment as intended and follow age restrictions and guidelines.
- Put sports/play equipment away and clean up when recess ends.
- Keep balls in the area that is authorized for such activities.
- Respect the grass, trees, bushes, flowers, and other natural elements of the school campus.

Exercise and being outside are an important part of our day at Keystone, and we will only stay inside when weather or extreme conditions require us to do so. We monitor these conditions closely and adjust and/or cancel outdoor recess as needed.

We expect all students to participate in outside activities during playtime or for academic purposes and should be dressed accordingly. In the interest of safeguarding the health of our students and staff, outdoor activities should cease and/or be restricted under the following conditions:

Temperature: Only extremes of temperature that make it unsafe for outdoor play will restrict outdoor play;

Rain: Rain, or when play areas are covered with standing water;

Snow: Heavy snow, or when play areas are covered with ice;

Pollution:

100<AQI<149: Students with respiratory issues should act as needed.

150<AQI<199: Outdoor activities shall be moderate and students with respiratory issues may remain indoors.

AQI>200: All School students may remain indoors.

Updated AQI information is posted from the Health Center, 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. Students must understand their health limitations and ask parents to talk with their children before enrolling at Keystone.

小学部与初中部课间休息及操场使用规则

日常课程安排中，设有课间休息时间。以下是关于课间休息期间学生在操场上的行为规范，旨在确保所有学生的安全与福祉：

1. 学生需在休息时间内践行鼎石的共同价值。
2. 学生需按照指示正确使用各类器材，并遵守年龄限制和安全指南。
3. 休息结束时，学生需协助整理和清洁运动/游戏器材。
4. 确保球类活动仅在指定区域内进行。
5. 维护校园自然环境，比如草地、树木、灌木丛和花卉不受损害。

锻炼与户外活动在鼎石日常生活中占据重要位置，除非遇到恶劣天气或极端环境条件，否则我们都鼓励户外活动。学校会密切监测天气状况，并适时调整户外活动计划。

我们期望每位学生能在休息时间或是基于学术需求参与户外活动，同时应保持适宜的着装。为了确保学生与全体教职员工的健康安全，在遇到以下情况时，应适时停止或限制户外活动：

- 温度：仅在极端气温影响安全的情况下才限制户外活动。
- 降雨：雨天或游乐区积水时，暂停户外活动。
- 降雪：大雪或游乐区结冰时，暂停户外活动。

空气质量：

- 空气质量指数100至149：有呼吸道问题的学生根据自身情况采取适当措施。
- 空气质量指数150至199：适量控制户外活动，有呼吸道问题的学生可留在室内。
- 空气质量指数大于200：所有学生均可留在室内。

健康中心会通过电子公告板和标牌实时更新空气质量指数，提醒师生关注。

若孩子患有呼吸道疾病，请家长务必通知健康中心，以便我们将情况记录在册。同时，学生必须了解自己的健康状况存在哪些限制，请家长在孩子入读鼎石前就此与其进行沟通。

Academic Life

This Handbook provides a general overview of our community agreements and norms, including those related to Academic Life. For more detailed information for each division, please see our curriculum guides of our primary, middle and high schools.

School Attendance

Keystone Academy emphasizes the importance of daily attendance to enhance the learning experience and achieve the school's mission goals of character building and community development. Students are expected to attend all classes, with minimum attendance thresholds, including both excused and unexcused absences, of 80% for Primary and Middle divisions and 90% for High School courses to receive credit and progress to the next grade. Extreme cases will be reviewed individually by school leadership.

Adhering to these attendance policies ensures a conducive learning environment and supports student academic progress at Keystone Academy.

Prearranged Absences

Students may not be able to make up all the work that occurs on missed days and may suffer academic consequences for extended absences. Students must meet due dates for missed work as agreed upon with teachers before student absence.

Foundation Year- Grade 8

When students in grades F-8 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.

Grades 9-12

Students must fill out the form in Division Offices for all pre-arranged absences of any length.

Medical Leave

Students who need to be away from school for an extended period due to medical concerns need to apply for medical leave through the Health Center. Students who are on medical leave may not be able to make up for work missed during their 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.

Tardies

A student arriving late to school must first report to the divisional office and receive a timed late notice from the office staff. This late notice must be submitted to their teacher upon entering the classroom. Day 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 at all classes, meetings, and other school commitments. Three or more unexcused tardy per semester in class, meetings or school commitments, may result in academic or disciplinary consequences. All tardies and absences are recorded.

PHE & Swimming Lesson Participation

Students must provide medical notes for missing PHE lessons, as attendance is essential for learning and assessments. Swimming units in grades 6 to 9 require attendance; missing lessons affects grades and makeup sessions are available.

Types of Academic Reporting & Communication

Formative Assessment

In secondary school, students receive formative written feedback at least twice per semester. These comments represent general indicators of academic progress 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 the End of Semester reports.

学术生活

本《手册》旨在阐述我们的社区规范与协议，特别是与学业生活相关的各项规定。如需了解更多针对各学部的详细学术信息，请参考小学、初中和高中各自的课程指南。

出勤规定

鼎石高度重视学生的日常出勤，认为这是提升学习体验、实现品德塑造与社区共建目标的关键。为了确保学分获得及顺利晋级，学生应保证出勤：小学和初中学生的最低出勤率需为80%，而高中则需为90%。有合理理由的缺勤和无合理理由的缺勤都将被算在学生的缺勤次数之内。特殊情形下的出勤问题将由校领导个别审核处理。

遵循这些出勤标准，有利于营造积极的学习氛围，促进学生在鼎石的学习进步。

有计划的缺勤请假

学生可能无法完全补回因请假而错过的课业，长期缺勤更可能对学业成绩产生不利影响。学生应与任课教师在缺勤前协商好学习任务的提交日期，并遵守此截止日期。

- 学前班至八年级：若学生预计连续缺课两天及以上，需至少在缺课前三天填写《有计划缺勤请假单》，请假单可于学部办公室领取。
- 九年级至十二年级：不论缺课时长，学生均需在学部办公室填写该请假单。

病假

因健康原因需长期请假的学生，必须通过健康中心申请病假。请注意，休病假可能导致学生无法完全弥补缺勤期间的学习内容。在某些情况下，学生可能需要根据学部办公室的指导，重修所在年级或完成补课。

迟到

当学生迟到时，首先需前往所属学部的办公室报到，从办公室工作人员处领取标注时间的迟到通知单，并在进入教室时将其呈递给教师。如果走读生因特殊情况迟到，需携带家长的书面说明。

无故迟到

我们期望学生合理规划时间，确保准时参与所有课程、会议及学校活动。每学期累计三次或以上无故迟到，可能会招致学业处罚或纪律处分。所有的迟到和缺勤均会被记录在册。

体育与健康教育及游泳课程的参与

鉴于出勤对于学习和评估的重要性，学生若因故缺席体育与健康教育课程，必须提供医疗证明。而对于6至9年级的游泳课程，出勤是强制性的；缺席将影响课程成绩，但学生有机会补课以弥补缺失的学习内容。

学业报告与沟通类型

形成性评估

在中学阶段，每学期至少进行两次形成性书面反馈，帮助学生和家长了解当前的学习进展及参与程度，指出存在的具体问题，以便学生在收到期末报告前能够针对性地改进，提升学科成绩。

In primary school, progress reports are issued to students halfway through each semester. The grades on these reports represent general indicators over the first part of the semester of academic performance, and personal engagement. These are accompanied by comments from the Homeroom teachers, making parents aware of specific issues that need to be addressed. Progress reports are designed to allow students time to improve their overall standing in particular subject areas before the 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: 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.

In primary school, End of Semester Subject Reports contain representations of the standards achieved. They may also contain an outline of the course content during the reporting period, and teacher comments on strengths, areas of improvement or growth and suggested next steps for improving performance further.

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, engagement in OEP/ELP, and progress 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 receive feedback on 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 semester 1, showing their growth in residential life setting, and dorm parents will write report on progress in semester 2. Both reports are uploaded to the student’s ManageBac page. Goal setting conversations occur around these reports regarding active participation in boarding life and evidence of good character and behavior.

Parent-Teacher Conferences and Student-led Conferences

Parents, teachers and students meet 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. Parents should not come to campus during the school day to meet with teachers without an appointment. Parent involvement plays an important part in maintaining student interest and morale and parents are strongly encouraged to bring any concerns or problems to their child’s teachers or advisor (in secondary school).

小学部会在每学期中期向学生发布进度报告，其中的评分反映了学生在学期前半段的学习进展和参与程度。除评分外，班主任的评语则着重指出需要家长关注的具体领域，旨在帮助学生及时识别并解决潜在问题，以便在收到期末报告前提高学科成绩。

期末报告

期末报告于每学期结束之际发布，每学年共两次。这些报告详细列出了各科目中每个评估标准的满分数值以及学生在该项目的得分，同时给出该科目综合评估的1-7分等级。报告中还包括课程大纲概要。学年结束时，最后一次报告将汇总整年的学习成果，同样采用1-7分的评分体系。

在小学阶段，学期末科目报告不仅列出学生达成的各项标准，还可能涵盖学习内容概览、教师对学生的强项、可改进的方面及成长空间的点评，以及促进学生进一步提升的具体建议。

指导教师报告

指导教师与家长保持定期沟通，每学年提供两份详尽书面报告，内容涉及学生在社区参与、服务式学习方面的表现、在户外教育项目/体验式学习项目之中的参与度，以及认知和情感学习技能的成长，同时包含指导教师认为对促进学生成长有益的个性化建议。

寄宿生活报告

寄宿生每年将会收到两次关于践行鼎石第二座基石“塑造学生品德和社区归属感于寄宿生活之内”进度的反馈。在宿舍家长的指导下，学生需在第一学期制作反思视频，展现个人成长；第二学期则由宿舍家长撰写书面进度报告。这两份报告均会上传至学生的ManageBac账号。基于这些报告，我们将开展对话，从而设定目标。对话将侧重于促进积极参与寄宿生活及展现良好品行。

家长会与学生主导的家长会

每学年第一学期，家长、教师与学生将共同参与会议，讨论学生的学习进展。而第二学期，则安排学生主导的家长会，让学生亲自向家长讲述他们在各学科的学习体验。

此外，家长在有紧急或特别关注的问题时，也可随时与教师预约在合适的时间面谈，避免在教学时间内未经预约来访。家长的积极参与对激发和维持学生的学习动力至关重要，我们高度鼓励家长就任何关心事项与孩子的任课教师或中学阶段的指导教师保持沟通。

Promotion and Retention

Keystone Academy values student success through collaborative decision-making with students and families on Promotion, Retention, and Acceleration. We consider academic, developmental, and social factors in these decisions, ensuring appropriate grade placements based on growth, learning, and meeting expectations. Individuality and diverse growth patterns are accommodated as much as possible, with academic support provided as feasible. Recommendations on student promotion are ultimately made by the Executive Head of School and Division Heads, with input from families and teachers.

Promotion

Promotion to the next grade level for the following academic school year is the normal course of action for all students. Students must meet necessary academic, attendance, social or developmental standards as set by the school, including requirements for our Character and Community Assessment in the Secondary School in which students show their understanding of and commitment to our community's shared values.

Retention (repeating a grade level)

Occasionally, retention (or repetition of a particular grade) is the appropriate 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 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

In rare situations, students may require the support of a 1:1 aide to participate fully or safely in our school program. This situation would be presented individually to the families of students in need of this high level of accommodation.

Retention for DP Students

Should a student not show success within all requirements of the IB DP programme, the student may be requested either to repeat Grade 11 or change to a DP subject certificates pathway in Grade 12.

升级与留级

鼎石致力于通过与学生及其家庭的紧密合作，在升级、留级和跳级的决策过程中促进每位学生的成功。我们综合考量学术表现、个人发展和社会因素，确保学生按照其成长、学习进度及对期望的满足程度而得以被安排在合适的年级。在此过程中，我们重视个性差异与多样化的成长路径，并在可能的情况下提供定制化的学术支持。关于学生升级的最终建议由执行校长和学部校长共同提出，同时也会倾听家长和教师的意见。

升级

在学年结束之后升入下一年级，通常是学生求学的标准进程。学生需满足学校设定的一系列学术、出勤、社会及发展要求，在中学阶段，这些要求之中还包括在品德与社区评估中展现出对学校共同价值的理解与承诺。

留级

在某些情形下——特别是当此决定有助于学生的学术、社会及个人发展时——留级可能是符合学生个体最佳利益的选择。

鼎石倾向于首先探索干预策略或补救措施，以帮助遇到挑战的学生。然而，若学校评估认为学生留在当前年级不再是最优解，可能会建议学生转学到更适合其需求的教育环境。

对于可能需要留级的学生，学校将尽早做出识别，并在评估过程中综合考虑以下部分或全部因素：

- 学生的年龄与成长阶段
- 学术成就水平
- 出勤情况
- 成绩单与学习记录
- 个人及社交需求
- 特殊教育或医疗健康相关需求

在极为特殊的情况下，学生可能需要一对一辅导教师的协助才能全面或安全地参与学校活动，学校将与学生家庭一对一沟通，探讨提供此类高需求所需调适支持的安排。

大学预科项目（DP）学生留级

若学生未能达到IB DP课程的全部要求，学校可能要求该生重读11年级，或在12年级转入DP单科证书路径，即仅获取已达到课程要求的科目的证书。

School Assignments

At Keystone Academy, we are dedicated to supporting all students in achieving academic success. It is ultimately the responsibility of each student to complete their assignments on time and engage fully in their learning journey. We provide guidance, resources, and assistance, but the effort and commitment to academic tasks lie with the students themselves. By taking ownership of their work and responsibilities, students pave the way for their own success and growth. Please see our Academic Integrity and AI Policies in the Appendix.

Late Assignments & Tests

Students must complete assessment tasks by the set deadline for timely feedback and progress tracking. Missing assignments may result in additional requirements, such as attending study hall until completed (for boarders). Make-up work should be submitted promptly, with tests completed during the next scheduled lesson. Providing a medical certificate from a registered 2A or above hospital or clinic for major assessment absences is required. Failure to hand in work upon return to school may lead to supervised academic revision and evening study hall. Unexcused test absences will result in an N/A grade. This may lower the student's overall semester and end of year grade, with collusion violations subject to academic integrity policy sanctions.

Special Accommodations

Learning Differences

Keystone Academy endeavors to provide reasonable accommodation for students with physical or learning differences so that they may participate and contribute to school life. Before accommodation is granted, the Academy, through the CSD and sometimes the Health Center, needs complete and recent evaluation and testing results from a qualified professional. The documentation must include a complete educational and medical history and information relevant to the requested accommodation.

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

学校作业

鼎石致力于为每一位学生搭建通往学术成功的桥梁。然而，按时完成作业与积极参与学习过程是学生需要自己承担的责任。我们为学生配备了丰富的指导资源与帮助渠道，但学习的动力与坚持终究源于学生自身。自主管理作业和承担责任，是学生通往成功之路的关键。请参考附录，了解我们的学术诚信准则及人工智能使用政策。

迟交作业与测试

为了确保及时反馈与进度监控，学生必须按时提交作业。未按时提交作业，可能导致附加措施，例如寄宿生需前往学习室自习，直至完成作业任务。补交作业应及时，并在下一课程时段内完成遗漏的评估。若缺席重要评估，需附上由二甲或以上的医院出具的医疗证明。返校后未提交作业，可能需要在学业回顾复习时间段及晚间自习时间段在教师监督情况下完成作业。无合理理由缺席考试将导致学生没有成绩，且可能降低学生在学期末的总评成绩。而任何串通作弊行为将依据学术诚信政策严惩。

特殊学习支持

学习差异

鼎石致力于为存在身体或学习差异的学生提供合理的调适措施，助力他们全面融入并积极参与校园生活。提供此类调适之前，学校会通过学生发展中心或偶尔通过健康中心要求家庭提供由具有相关专业资质的专家出具的最新评估报告，报告应涵盖与学生所申请的调适相关的详尽教育与医疗背景信息。

在收到完整的报告文件并经学校相关人员审核后，我们将与学生家庭讨论适宜的调适措施建议。若需更多支持文件，我们会明确告知学生家庭。若申请未获批准，我们将直接向家庭说明具体理由。

Short-term Physical or Mental Health Challenges

Short-term accommodation is granted to students who have temporary physical or mental health concerns. A doctor's report should be submitted to the Health Center and the Division Leaders for review. Appropriate school leaders will follow up with the student, family and teachers to communicate the necessary accommodations.

Possible Responses to Academic Difficulty

Teachers and leaders assess the academic progress of all students, including those facing challenges. Action plans are created in review meetings, shared with advisors and parents, and implemented to aid students in their academic and personal development at Keystone Academy. Students not meeting minimum standards or showing academic difficulties will receive additional support measures.

Teacher Tutorial

Tutorial with the classroom teacher in the subject in which the student is struggling.

Study Hall (boarding students only)

Assignment to a daily study hall and/or more supervised study arrangement during evening study hours.

Academic Review

Students brought for Academic Review are facing significant academic challenges, as noted by their teachers. Academic Review is suggested for students showing lack of progress or decline in performance or lacking engagement in learning stay on review status for at least one semester, with progress reviewed at the next meeting. Those showing improvement may be taken off Academic Review, while those who do not improve are placed on Academic Warning.

Academic Warning

Students on Academic Warning at Keystone Academy are at risk of not continuing at the school due to academic performance. They may face restrictions like supervised study hours or loss of privileges. If they show improvement, they can move off Academic Warning, with the expectation of ongoing progress. Students remaining on Academic Review or Warning for multiple semesters may need to repeat a grade. Responsibility for academic improvement lies with the student, with support provided by the school.

短期身心健康问题

对于遭遇短期身心健康挑战的学生，学校提供临时性调适措施。学生家庭需提交医生出具的报告，由健康中心和学部领导进行审核。随后，学校相关领导将与学生、家庭及教师紧密沟通，确保必要的调适安排得以实施。

应对学业困难的可能策略

教师与管理层会对所有学生——尤其是那些面临学业挑战的学生——的学业进展进行全面评估。学校会通过评估会议上为学生量身定制促进学生学业和个人成长的行动计划，并与指导教师及家长分享。未达到规定学业要求或遇到学习障碍的学生，将获得额外支持。

教师辅导

针对学生学习难点，提供与任课教师一对一个性化辅导。

学习室（面向寄宿生）

为寄宿生增设每日晚间学习室学习时段及更多监管下的学习时段。

学业审查

面临重大学术挑战的学生将进入学业审查程序，这通常基于教师观察到的学生进步不足、成绩下滑或学习投入度下降等情况。审查状态至少维持一个学期，并在下一次会议中评估进展。展现进步的学生可解除审查状态，反之，则可能转入学术警告。

学业警告

在鼎石，处于学业警告状态的学生因学业表现不足而面临无法继续就读的风险。他们可能会面临“受监督的学习”或“丧失特定权限”等限制。若学生显示出积极进步，并且预计会继续进步，可撤销学术警告。然而，连续数学期仍需学术审查或维持学术警告状态的学生，可能需要留级。学生是自己学业进步的责任人，而学校则全力提供必要的支持。

Student Safety and Campus Protocols

Campus Boundaries

Keystone Academy's campus encompasses the walled area of the buildings, school grounds, and athletic fields.

Academic Day Boundaries

Students are expected to remain in academic areas, the library, or dining halls during the academic day. Unauthorized areas such as athletic fields, pool, dorms, or empty rooms should be avoided without adult supervision or permission. Students and parents share the responsibility of respecting campus boundaries and following Academy protocols for arrival and departure.

Supervision for Day Students

Day students must be supervised by adults, including Keystone staff or guardians. After school, secondary school participation in KAP or supervised activities until 4:30. Day students with a 4:30 pm KAP must be in designated areas before the program. Unauthorized areas are off-limits unless part of approved programs or under parental supervision.

On- and Off-Campus Procedures

Student whereabouts are a collective responsibility of students, staff, and families. Check-in and checkout policies are mandatory for all students to ensure safety and emergency preparedness.

Checking In/Out Procedures

Boarding students must check in by 8:00 am on weekdays and by 8:00 pm on Sundays. Day students check in between 7:40-8:20 am and check out right after school or KAPs by swiping Keystone student cards on weekdays. Proper check-out procedures and transportation permissions must be followed including Health Center Policies for medical appointments. Students leaving campus with a Keystone Academy chaperone for school-related activities do not require check-out. The chaperone assumes responsibility and provides necessary information to campus security.

Campus Visitor Policy

Keystone Academy's Director of Security oversees the Campus Visitor Policy. Employees may register guests using the internal process and must accompany guests at all times and ensure they follow the school visitor policy (printed on visitor badges).

Parents of current students and their registered family members may visit campus at designated times and after school with a current school family ID. These ID badges are non-transferable and revocable at any time by school security staff.

学生安全与校园管理规定

校园范围界定

鼎石校园的范畴涵盖学校围墙内的所有建筑设施、学校土地及运动场所。

上课日活动区域

在上课日，学生应仅在教学区域、图书馆或餐厅活动，未经教职员工监督或许可，不得擅自进入如运动场、泳池、宿舍或无人看管的房间等非授权区域。维护校园边界、遵守进出校规则是学生及家长的共同责任。

走读生监管措施

在校内，走读生必须处于鼎石教职工或学生法定监护人的监管之下。放学后至下午4:30前，中学走读生需参与KAP活动或其他受到监督的活动。参加下午4:30 KAP活动的走读生需在活动开始前抵达指定地点。任何未经授权的区域均禁止进入，除非是在校方批准的活动范围内，或有家长陪同。

校内外管理流程

明晰学生在校内外的所处地点，是学生、教职员工及家长的共同职责。所有学生须遵守入校与离校的规定，以应对安全和紧急情况的需要。

入校与离校程序

寄宿生须在上课日早晨8:00前或周日晚上8:00前完成签到。上课日期间，走读生于早上7:40至8:20之间完成签到，并于放学后立即通过扫鼎石学生卡离校（如果参加KAP活动，则在KAP活动结束后通过扫鼎石学生卡离校）。所有学生离校时必须遵循规定的离校流程和交通安排，包括因医疗预约而遵循健康中心的规定。跟随鼎石学校活动带队教师离校参加活动的学生无需办理签出，该领队教师需承担相应责任并提供必要信息给校园安全管理部门。

校园访客政策

鼎石安保部总监负责管理校园访客政策。教职工须通过内部流程为访客注册，并全程陪同，确保访客遵守规定（规定内容体现在访客胸牌上）。

在校生的父母及已在鼎石登记的其他家庭成员可在指定时间及放学后，凭借有效的校园出入证件进入校园。此类证件不得转借，且校园安保人员有权随时验证并将其撤销。

Inclement Weather & School Closure or Delayed Start

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 decide early in the morning and send notification by SMS and by email. Regardless of weather or cancellation, boarding students are supervised and cared for round the clock by the residential staff.

After School Campus Use and Safety

Primary Students

During the school day, including KAP time, primary school students must always be with a school employee. They may not move around campus unsupervised.

Primary School students not in a KAP program can remain on campus ONLY under the direct supervision of a parent or guardian. Students may not move around campus unsupervised. Families who allow this behavior will have their after school on-campus privileges suspended.

Middle School Day Students

To ensure the well-being of Middle School day students on campus, the school provides supervised working and social spaces for after-school time. This includes KAPs, a supervised student center and Middle School library. Students who are not enrolled in KAP activities from 3:30-4:30pm must be signed up for After School Stay by their guardians via the system at <https://kap.schoolsbuddy.net/>.

Day students without KAP or After School Stay must leave campus by 3:30 PM on weekdays and by 2:50 PM on Wednesdays. Day students with KAP1 only or After School Stay must leave campus by 4:35 PM. This After School Stay system aligns with the KAP season days.

Students who will stay after school for other organized programs or activities, including Learning Lab, special support sessions, and events/activities, do not need to be signed up for After School Stay, as the teachers coordinating these sessions, events and activities will provide supervision.

Any repeated or serious violations of the rules about After School Stay may result in consequences, including, but not limited to, losing the privilege of staying on campus after school.

Boarders

Please see the Residential Life Handbook for more information about campus boundaries and guidelines for residential students.

恶劣天气与校园关闭或延迟开放

在面对不良天气条件时，学院可能需要调整日常教学安排，甚至在必要时决定停课。遇到道路通行困难时，家长应基于实际情况谨慎判断是否送孩子上学。学院通常会在清晨做出调整决定，并通过短信和电子邮件及时通知家长。在此期间，寄宿生将由寄宿员工全天候照看与管理。

放学后校园使用与安全保障

小学生

上课日期间，包括KAP时段，小学生必须在教职工的陪同下活动，不得独自在校园内行动。

未参与KAP活动的小学生仅能在家长或监护人的直接陪同下留在校园，不得独自在校园内行动。任何违反此规定的家庭将暂时失去放学后使用校园的权限。

初中走读生

为保障初中走读生的课后安全与健康，学校提供了有教职员监督的学习和社交环境，涵盖KAP活动、学生中心和初中图书馆。未参与下午3:30至4:30 KAP活动的学生需由家长通过<https://kap.schoolsbuddy.net/>系统注册放学后托管服务。

未参与KAP或无托管安排的走读生应在上课日下午3:30前离校，周三则为下午2:50。仅参加KAP第一时段活动或托管服务的走读生需在下午4:35前离校，此安排与KAP季同步。

参与其他有组织项目，如学习实验室、特需支持会议或其他活动的学生，无需另外申请托管，因相关活动已有教师监管。

违反放学后留校规定的行为，若重复发生或情节严重，可能导致学生失去放学后留在校园的资格。

寄宿生

关于校园范围和寄宿生具体指南，请查阅《寄宿生活手册》，获取详细信息。

Child Protection and Child Safeguarding

At Keystone Academy, the safety and well-being of our students is of the utmost importance. We are committed to providing a secure and nurturing environment where all children can learn, grow, and thrive.

Our child protection and safeguarding policies and procedures are designed to prevent and respond to any instances of abuse, neglect, or harm against minors. This includes physical, emotional, sexual, and any other form of maltreatment. We have clear protocols in place for staff training, incident reporting, investigation, and appropriate interventions.

All Keystone employees, volunteers, and contractors undergo thorough background checks and must complete comprehensive child protection training. We also educate our students on personal safety, healthy boundaries, and how to recognize and report any concerning behavior or situations.

Furthermore, we work closely with parents and guardians to promote child safeguarding. This includes providing resources, hosting informational workshops, and encouraging open communication about these sensitive topics. Together, the Keystone community is dedicated to upholding the fundamental rights and welfare of the children in our care.

If you have any questions or concerns about child protection at Keystone Academy, please contact our designated safeguarding lead, or any of the senior leaders. We are committed to maintaining a safe, inclusive, and supportive environment for all.

Health Center

The Academy Health Center staff includes a full-time doctor and nurses who provide first aid and emergency care, perform health assessments, offer health recommendations, administer medications, organize health education programs, maintain health records, and ensure compliance with legal requirements.

Health Center Guidelines

Health Information Form: Parents must complete the Student Confidential Health History Information Form and update the immunization records to the Health Center before the school year begins. New students are also required to provide scanned copies of their immunization records.

儿童保护与儿童保障

在鼎石，我们视学生的安全与身心健康为重中之重，致力于营造一个安全、滋养的环境，让所有儿童能够自由地学习、成长并发展其潜能。

我们的儿童保护与保障政策和程序经严格设计，以防范和应对任何可能的虐待、忽视或对未成年人的伤害，涵盖身体、情感、性及其他任何形式的虐待。我们建立了严格的员工培训体系，确保事件的及时报告、严谨调查及适当干预措施的执行。

鼎石全体员工、志愿者及第三方合作商均需通过全面的背景审查，并完成专业的儿童保护培训。同时，我们教导学生认识个人安全及健康的界限，学会识别并报告任何值得关切的行为或情况。

我们与家长和监护人紧密合作，通过提供资源、举办专题工作坊及鼓励就敏感话题进行公开对话，共同强化儿童保障。鼎石社区齐心协力，守护着社区内每一位儿童的基本权益与福祉。

如有任何关于鼎石儿童保护的疑问或忧虑，欢迎联系我们的指定儿童保障负责人或任意高层管理人员。我们承诺为全体成员维护一个安全、包容且充满支持的环境。

健康中心

鼎石的健康中心配置有一支专业团队，包括一名全职医生和数名护士，负责提供紧急救护、健康评估、健康咨询，以及开具药物、组织健康教育活动、维护健康档案，并确保所有医疗服务符合法律法规要求。

健康中心指南

《健康信息表》：家长需在新学年开始前向健康中心提交《学生保密健康历史信息表》，并更新最新的免疫接种记录。新生还需提供疫苗接种记录的电子版副本。

Physical Exams: Students are required to an annual physical exam on or after April 1 for enrollment. Parents need to submit the physical examination reports to Health Center by August 15 annually. Keystone Academy does not offer physical exams.

Students lacking these records (health information forms, physicals, and immunization records) will not be allowed to attend school until compliant.

Confidentiality: Health records are kept confidential in the Health Center and shared with teachers and administrators only when necessary for student safety or community well-being.

Allergy Management: Parents must inform the Academy about their child's allergies and provide an Allergy Action Plan and prescribed medication. Teachers are trained to recognize allergic reactions and identify potential triggers.

Medication:

- The Health Center will have some over-the-counter (OTC) medications and school nurses may administer them to students only after getting parents' written permission.
- For the medications brought in from home, parents or guardians must deliver it to the school nurse and complete a written Medication Administration Permission Form. All medications shall be stored in their original pharmacy or manufacturer-labeled containers, and in a way that renders them safe and effective.

A student will only take medication under the supervision of the school nurse. It is a violation of the Academy's rules to have prescription, over-the-counter medication, Traditional Chinese Medicine, or sports supplements in dorm rooms or on one's person. Some students may have written permission to possess a certain category of medications, for example, asthma inhalers, acne creams, or EpiPens.

Illness and Sickness:

- For the well-being of the school community, those showing signs or symptoms of illness are encouraged not to come to school.
- If students become sick at school, they should report to the Health Center for evaluation and release. Parents should arrange for pick-up.
- Students who have, or had, a fever of 37.5 or higher should stay at home until fever-free for 48 hours without the use of fever-reducing medications.
- 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 Shunyi Airport Hospital before a student returns to school after being out with a contagious illness. Specific instructions will be shared with parents in these cases.

体检：学生需在每年的4月1日或之后进行年度体检，方可继续于鼎石就读。家长需在同年8月15日前向健康中心提交体检报告。需注意，鼎石学校并不提供体检服务。

缺少健康信息表、体检报告及疫苗接种记录的学生将无法入校，直至所有必需文件准备齐全。

保密政策：学生健康记录在健康中心内严格保密，仅在涉及学生安全或社区福祉需求时，相关信息才会与教师及管理人员分享。

过敏管理：家长有义务向学校通报子女的过敏情况，并提交《过敏情况应对行动计划》及处方药物。学校已对教师进行过敏反应识别与潜在诱因辨别的培训。

用药管理：

- 健康中心备有非处方药，但学校护士仅在获得家长书面同意后，方可为学生提供药品。
- 家长或监护人需将从家中带来的药物交予学校护士，并填写《服药授权声明》。所有药品应保存于原厂药瓶或贴有制造商标签的容器中，确保安全妥善存放。

学生服药需在学校护士监督下进行。将处方药、非处方药、中药或运动补充剂存放于宿舍或随身携带，属违反校规，但在持有书面许可的情况下，学生可携带或保存特定药物，如哮喘吸入器、粉刺霜或肾上腺素。

疾病防控：

- 为保障学校社区健康，出现疾病迹象或症状者应避免到校。
- 如学生在校期间出现不适，应立即前往健康中心接受评估，由后者判断是否需要离校，家长需负责接送。
- 发热达 37.5°C 或以上的学生应居家隔离，直至在未使用退热药物的情况下连续48小时无发热症状。
- 当政府发布卫生流行病相关指令时，学校将严格执行法律有关规定，如要求感染传染病后的学生需持有空港医院开具的健康证明方可返校。届时，具体要求将及时通知家长。

Security Officers

Keystone Academy is committed to maintaining a safe and secure campus 24/7. Security Officers are stationed at gatehouses and on the ground floor near the PS Library, patrolling the campus grounds 24/7.

Emergency Preparedness: The Director of Security oversees Emergency Preparedness Plans, providing training to staff and students. These sessions are conducted regularly to ensure readiness without causing undue stress.

Crisis Response: In the event of a minor emergency, students should follow instructions from nearby adults and proceed calmly to a safe area. For major events, students will gather at the assembly point in the middle of the track, organized by grade level or dorm hallway after 7pm.

Fire Safety: Cooperation and immediate response are crucial during fire alarms. Regular fire drills will be conducted, and tampering with fire safety equipment is strictly prohibited. Evacuation procedures should be followed, ensuring the safety of all individuals.

By adhering to these guidelines, we prioritize the safety and well-being of our school community.

Campus Facility Use Policy

The main purpose of school facilities is to support our students' educational needs and activities.

- School facilities are reserved for educational purposes to benefit students.
- Any non-educational use of school facilities must be approved by the Executive Head of School on a case-by-case basis.
- Parent programs or group activities may be permitted, provided they align with the school's mission and values.
- Priority will always be given to student-centered events and programs.

By adhering to these guidelines, we ensure that our school facilities remain focused on supporting the growth and development of our students.

安保团队

鼎石坚定地致力于确保校园全天候的安全。安保团队在门卫室和教学楼一层小学图书馆附近的中控室驻守，且昼夜不间断地进行校园巡查。

应急准备：安保部总监负责监督《应急准备计划》，并定期为全体师生员工提供培训，确保每个人都能在突发情况下冷静应对，避免造成不必要的恐慌。

危机应对：面对小型紧急状况，学生应遵从现场教职员指示，有序撤往安全地带。而面对重大紧急事件，学生需在年级负责人（如在晚上7点以后则为宿舍楼层负责人）的组织下，撤离至操场集合点。

消防安全：火灾警报响起时，迅速而有序的反应至关重要。学校定期举行消防演练，严禁任何人擅自触碰消防设备，确保全体人员熟悉并遵循正确的疏散程序，保障每个人的生命安全。

通过遵循上述安全准则，我们把学校社区的安全与福祉置于首位。

校园设施使用政策

学校设施的核心功能在于支撑学生的教育需求和各类活动。

- 校园设施主要用于教育目的。
- 任何非教育性质的使用均需经过执行校长逐一审批。
- 在符合学校使命与价值观的前提下，家长活动或团体项目可获准使用学校设施。
- 以学生为中心的活动与项目始终享有优先使用权。

遵循这些使用政策，我们保证校园设施的使用聚焦于促进学生的成长与全面发展。

Keystone Academy Major School Rules

Keystone Academy's "Major Rules" are deemed as such to emphasize the importance in our students. Students who violate a major school rule should expect to face disciplinary sanctions and receive a response of restriction, probation, or more. A student present when a major school rule is violated (a bystander) may be held responsible for complicity.

Rule 1: Respect for Self and Others

The Keystone Way guides us to care for ourselves and others starting with our youngest students; we are guided by respect, acceptance, and kindness. Keystone Academy values diversity and promotes a respectful and inclusive environment for all students. Any behavior that harms others, disrespects staff, or involves intolerance, harassment, or bullying is not allowed. Acts of intolerance, harassment, or bullying, including physical, emotional, or cyberbullying, will be addressed seriously and may lead to dismissal from the Academy. Students should report such behavior to a teacher, advisor, or administrator to ensure everyone's rights are protected.

Bullying is typically addressed through disciplinary measures, counseling, and educational programs. Keystone Academy has a strict anti-bullying policy in place, which may include clear guidelines for reporting incidents, investigation procedures, and consequences for perpetrators.

Rule 2: Honesty and Personal Integrity

Our community is based on integrity and trust. Students are expected to always tell the truth, 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.

Rule 3: Drugs and Alcohol

Keystone Academy strictly prohibits the purchase, possession, distribution, or use of controlled substances, including drugs, drug paraphernalia, alcohol, and any chemical substance including tobacco products, as well as the possession of empty containers or bottles associated with alcohol, drugs, or tobacco. Keystone Academy is a smoke-free and tobacco-free campus. Violations result in immediate disciplinary action, including a health evaluation at the Health Center and potential hospitalization if necessary. Parents are promptly informed of any drug or alcohol-related issues, and a family conference with school Division Head and School Doctor is required for the student to return to campus. Counseling, probation, and adherence to the Academy's "No-Use" Contract are mandatory for one year. Failure to comply or subsequent behavioral incidents may lead to dismissal. Students are expected to report concerns about peers' drug-related danger, with disciplinary consequences for failure to act. Those under the No-Use Policy receive discipline, counseling, and may face random drug testing. Non-compliance with testing or policy adherence could result in dismissal from the Academy.

鼎石重大校规

鼎石所确立的“重大校规”旨在彰显我们对学生群体的重视。任何违反这些校规的学生，都将面临相应的纪律处分，包括但不限于受到限制、留校察看或其他措施。在违规事件中，即便是旁观的学生，也可能因其共谋行为而承担责任。

校规1：尊重自我与他人

鼎石之道自学生幼年起即教导其关爱自我与他人，以尊重、接纳与善意为行为准则。鼎石珍视多元文化，致力于为全体学生构建一个尊重与包容的校园环境。任何侵害他人、不尊敬教职工或涉及任何形式的不容忍、骚扰或欺凌的行为，皆不被允许。无论是不容忍、骚扰，或是肢体、情感抑或网络层面的霸凌行为，一经发现，将予以严肃处理，甚至可能导致学生被开除。我们鼓励学生向教师、指导教师或管理人员报告此类不当行为，确保每个人的权益得到妥善保护。

针对霸凌行为，学校采取纪律措施、心理辅导与教育项目相结合的方式处理，并设有严格的反霸凌政策，明确指导如何报告事件、展开调查及对责任人采取的后果。

校规2：诚实与个人诚信

我们社区的基石是诚信与信任。学生应当始终保持诚实，真实地表达自我，遵守学校的规章制度。我们坚信每位学生都具备明辨是非的能力，理应以自律的态度行事。

校规3：毒品与酒精禁令

鼎石坚决反对购买、持有、分发或使用受管控的物质，包括毒品、吸毒工具、酒精及包含烟草制品在内的化学物品，也坚决反对持有任何与酒精、毒品及烟草制品有关的空瓶或其他空容器。鼎石实行无烟校园政策。违反此规定者，将立即面临纪律处分，包括在健康中心接受健康评估，必要时可能接受住院治疗。对于与毒品或酒精相关的任何问题，家长将得到即时通知。学生重返校园前，需与学部校长及校医举行家庭会议，返校后必须接受为期一年的心理辅导、留校察看，在此期间签署并严格遵守学校的“不使用”契约。若有任何不遵守规定或再次违规的行为，都可能导致学生被开除。学生有义务向教职员工报告同伴中涉及毒品的潜在危险行为，如若知情不报，将受纪律处分。对于处于“不使用”政策约束下的学生，将接受纪律审查、心理辅导，并可能被要求接受不定期药检。拒不配合检测或持续违反政策者，将面临被学校开除的风险。

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. Student property and space can be searched on the basis of safeguarding. The following are examples of guidelines for personal and community safety:

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 always carry them on their person. Lost key cards should be replaced in a timely manner.

Weapons

Possession or use of ammunition, guns, knives, slingshots, laser pointers, 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.

Open Flame & Fireworks

A student may not light or possess fireworks, or any type of fire on campus without specific permission and adult supervision. Lighting a flame or possessing items capable of lighting flames in a residential or school building, smoking, lighting a candle, incense or burning anything is strictly prohibited.

Sex related items

Possession and use/display of sex related items such as toys, pictures or posters is prohibited on campus or on school trips.

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 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.

Be Where You Belong

Missing classes or any required activities without authorization from relevant office will be viewed as deliberate violation of school expectations.

校规4：不安全行为与未经授权持有限制物品

鼎石高度重视安全与安保，绝不容许学生通过其行为或所有物将自己或他人置于险境。基于安全考虑，校方有权对学生的个人物品及所属空间进行检查。以下为个人与社区安全准则的实例：

持有或使用未经授权的钥匙卡将侵犯社区成员的隐私与个人财产权。禁止学生在未获许可的情况下使用钥匙卡进入任何上锁区域，包括非本人宿舍或学校建筑。寄宿生不得将钥匙卡随意放置门外。鉴于钥匙卡是学生出入电梯、宿舍及就餐所必备，故应随身携带。一旦钥匙卡遗失，应及时申请补办。

武器

校园内严禁持有或使用弹药、枪械、刀具、弹弓、激光笔、剑、喷漆枪等任何可能对他人构成威胁的物品。学生应清楚，持有任何可合理视为武器的物件均属严重违反校规。

明火与烟花爆竹

未经特别许可及成人监督，学生不得在校内燃放或持有烟花爆竹或任何形式的火源。在宿舍或学校建筑内，严禁点火、吸烟、点燃蜡烛、熏香或进行任何引燃行为。

性相关物品禁制

校园内或学校组织的旅行中，禁止持有、使用或展示与性相关的物品，如玩具、图片或海报。

鲁莽危害行为

学生不得参与任何可能危及人身安全的恶作剧或其他活动，例如擅自触动消防设备、攀爬超出一楼高度的建筑物，或从阳台、窗台跳下。

故意破坏

不得以任何形式故意破坏学校或私人财产。破坏行为包括但不限于故意毁坏、涂鸦、污损建筑物，以及篡改计算机软件，阻碍社区正常使用。学生应如同对待自己的家一样爱护所有公共空间，包括清理垃圾、餐后整理桌面、避免脚踏家具，并细心使用教室、休息室及宿舍内的设施。

无故缺席

未经相关办公室授权而缺课或缺席任何必须参与的活动，将被视为蓄意违反校规。

Rule 5: Dormitory Floor Boundaries (Boarding Students)

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 arrange to meet with a faculty member on duty on another dorm floor. If the dorm floor is opposite the students' gender, they need to 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.

Rule 6: Sexual or Romantic Intimacy

Students are not allowed to engage in situations that imply sexual contact. Students should show no public displays of affection during the school day or during school events. Displays of affection should be moderated in our intercultural school environment.

Rule 7: Acceptable Use of the Network & Devices (See Acceptable Use Policy)

Rule 8: Actions that Damage the Reputation of the Academy

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

Behavior in public places that violates propriety includes but is not limited to: offensive language or swearing, rudeness, spitting, and littering.

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.

校规5：宿舍楼层边界（寄宿学生）

学生不得进入异性宿舍楼层或邀请异性进入宿舍，这包括不得在乘坐电梯时在异性宿舍楼层短暂停留并迈出电梯。学生可安排在其他宿舍楼层与值班教职工工会面。若需进入与自身性别不符的宿舍楼层，需事先取得许可，并在公共休息室或走廊见面。学生亦可申请许可，在异性宿舍楼层进行学习与合作，但仅限于在学习室并有监督的情况下。

校规6：性或亲密关系

学生不得参与可能暗示性接触的任何情境。学生不应在上课日或学校活动中公开示爱。考虑到我们学校的跨文化特性，表达爱意应保持适度。

校规7：信息技术合理使用规范

请参照《北京市鼎石学校信息技术合理使用规范》。

校规8：损害学校声誉的行为

维护鼎石的声誉是鼎石社区全体成员的共同责任。

在公共场合使用攻击性语言、说脏话、举止粗鲁、随地吐痰或乱丢垃圾等不文明行为，均属违规。

校规9：重复违反行为标准

学生犯错在所难免，学生应从错误中汲取教训，知错能改。但持续违反学校行为规范将被视为蓄意违反校规。

Disciplinary Procedures and Consequences

The disciplinary process at Keystone Academy is centered on personal growth and accountability. When incidents occur, they are handled with fairness and support for the student(s) involved. Teachers and administrators assist the student in understanding their actions, making amends, and rebuilding relationships. Clear communication with parents is maintained throughout. Upholding justice for all students is a priority, balancing fairness with confidentiality and privacy rights. Consequences are determined based on the nature of the violation and relevant circumstances.

Disciplinary process in the Primary School

In the Primary School, disciplinary infractions are handled on a case-by-case basis by teachers and the Divisional Leaders.

Disciplinary Processes in the Secondary School

Disciplinary Responses

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 Reparative Conference Technology restriction Written reflection Work Crew	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:
Truancy Dishonesty Disobedience Disrespect Major Tech violations Repeated Level One infractions	Meeting with advisor Meeting with admin Reparative Conference Technology restriction Behavior contract OR Tardy contract Detention Letter of Warning Parent informed Corrective or restorative work	Advisor and/or Grade Leader Dorm Parent and/or Dorm Head Director of Residential Life Dean of Students Head of Division
Level Three---Severe Infractions		
Examples (not to be considered exhaustive)	Possible Responses Include:	Decided/Carried out by:
Alcohol or Drugs Violence Academic Malpractice Safety issue Repeated Level Two infractions	Reparative Conference Parent meeting Probation Suspension Expulsion	Disciplinary Committee Heads of Division Executive Head of School

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.

纪律处分程序及后果

鼎石的纪律处分流程旨在促进个人成长和责任感。当违规事件发生时，会以公平原则处理，同时给予涉事学生支持。教师与管理人员协助学生理解其行为的影响，进行补救，并修复受损的关系。在此过程中，教职员工全程保持与家长的透明沟通。我们的首要任务是确保所有学生得到公正对待，同时在维护公平与保密及隐私保护之间做到平衡。违规的后果，视违规的具体性质和相关情况而定。

小学部纪律流程

小学阶段的违纪问题由教师与学部领导针对每起案例逐一处理。

中学部纪律流程

纪律问题处理框架

违纪与处理		
一级——轻微违规		
示例（非详尽清单）	可能的处理	决策制定/执行人员
上课迟到 校服违规 轻微技术使用不当 对课堂或宿舍造成轻微干扰	口头警告 与指导教师或年级组长会面 关系修复会 限制使用电子设备 书面反思 参与服务劳动	教师、指导教师 年级组长 宿舍家长 舍监
二级——中度违规		
示例（非详尽清单）	可能的处理	决策制定/执行人员
逃课 不诚实行为 不服从 不尊重他人 电子设备使用方面重大违规 重复出现一级违规行为	与指导教师会面 与学校管理人员会面 关系修复会 限制使用电子设备 签署行为契约或迟到契约 课后留校 警告信 通知家长 采取补救或修复措施	指导教师和/或年级组长 宿舍家长和/或舍监 寄宿生活总监 学生主任 学部校长
三级——严重违规		
示例（非详尽清单）	可能的处理	决策制定/执行人员
使用酒精或毒品 暴力行为 学术不端 造成安全问题 重复出现二级违规行为	关系修复会 家校会议 留校察看 停学 开除	纪律委员会 学部领导团队 执行校长

鼎石纪律制度设立的初衷并非为了惩罚或处理每一项轻微违规，而旨在促使学生对其行为选择负责，特别是那些随着时间而累积的重复性选择。

Disciplinary Committee (DC) (Secondary School)

In the Secondary School, the DC hears serious disciplinary cases for individual students who violate major school rules and makes recommendations regarding consequences. This is known as a disciplinary committee hearing. The result of the hearing is a recommendation to the students' Division Head who recommends the final decision to the Executive Head of School.

The committee is led by the Dean of Students OR Director of Residential Life. It consists of faculty members with specific knowledge or skills to evaluate the disciplinary incident in question. A student may choose to have a faculty advocate present during the DC hearing process, for moral support. Students who will experience a Disciplinary Committee Hearing will be given a detailed outline of the process.

Within or alongside a Disciplinary Committee, students are encouraged to engage in healthy conversations which help repair harm, resolve conflict, restore relationships and ensure accountability of actions.

Disciplinary Consequences

Reflection

Across the school, infractions in behavior guidelines or rules may result in different forms of age-appropriate structured reflection.

Repair Options

Where students show intent to repair harm, successfully resolve conflict and demonstrate accountability for actions, repair options may be offered. These include community service, tutoring / academic support, written / verbal apology, written reflection on harm caused, service directly related to harm caused, participation in education related to harm caused, restitution (giving back time or service) or mentoring.

Detention

This consequence requires students to serve time at lunch, before, or after school with a teacher or school leader 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 & Work Project (Secondary School)

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.

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.

纪律委员会（中学）

在中学阶段，纪律委员会（DC）负责审阅涉及严重违反重大校规的个案，并就违纪后果提出建议。这一过程称为纪律委员会听证会。听证会结束后，纪律委员会向学部校长提交处理建议，再由学部校长向执行校长提请最终决定。

纪律委员会由学生主任或寄宿生活总监主持，由具备评估相关纪律事件所需特定知识或技能的教职员工组成。学生在纪律委员会听证会期间，可以选择邀请一位教职员陪同自己到场，为自己提供道德层面的支持。需出席纪律委员会听证会的学生会提前获知听证会的详细流程。

在纪律委员会内部或其辅助下，鼓励学生开展健康的对话，以弥补伤害、化解冲突、修复关系，并确保对自己的行为负责。

违纪后果

反思

不论年级，违反行为准则或校规的学生均可能需要进行不同形式的、与其年龄相匹配的结构化反思。

弥补方案

当学生表现出弥补伤害的意愿、成功化解冲突并勇于为自己的行为承担责任时，可向其提供弥补方案。弥补方案包括让该生进行社区服务、辅导/学业支持、书面/口头道歉、就造成的伤害进行书面反思、进行与造成的伤害直接相关的服务、参与与造成的伤害相关的教育活动、（以时间或服务形式进行）补偿或担任导师。

课后留校

学生在午餐时间、放学前或放学后，在一名教师或学校领导的陪同下，对自己轻微课堂违规或行为违规接受处理。在午餐或放学后的这段时间，学生有适当的机会和空间来反思自身行为、进行弥补、规划更佳的行为方式，并在一个无干扰的独立环境中完成这一流程。

校园限制处罚与服务劳动（中学）

因纪律问题收到行为通告或因其他原因需接受校园限制处理的学生，会被暂时剥夺享受闲暇时间和参加校园活动的权利。学生不得参与学校的非学术性活动，在非上课时间，寄宿生行动范围被限制在其宿舍房间及宿舍走廊内，走读生则处于教职员工的持续监督之下。校园限制处罚也可在周末执行。

校园限制处罚通常会包含一项校园美化的服务劳动。学生将被指派到宿舍、餐厅或校园外部区域进行工作。校园工作项目同样可能安排在周末进行。

Suspension (In-School or Out of School)

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 Division Heads 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 and will be issued a behavior contract upon return to school.

Probation

When a student breaks a major school rule, they may 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. Probation is far more than a warning; it indicates that a student has been given one more chance to succeed.

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 separated from the Academy is not allowed to return to campus until after the school year ends. Students separated may reapply for admission to the Academy depending on the time of year. In the case of Expulsion, the student should not consider re-application to the school and is not welcome on campus until a year after his or her class has graduated, and only then with the permission of the Executive Head of School.

School Jurisdiction

Keystone Academy students are expected to uphold high standards of behavior, representing themselves, their families, and the school with utmost respect. Boarding students fall under the school's jurisdiction from the beginning to the end of each term, including during off-campus trips or day passes. While off campus with their parents, boarders are expected to be supervised and guided by them. Day students are under school jurisdiction while on campus and must adhere to School Rules when with boarding students off campus. Any behavior by day students that may harm the school's reputation or compromise safety is taken seriously.

停学（校内或校外）

当学生行为威胁到其在鼎石的持续就读资格时，学校可能对其实施一段期限的停学。停学期间，学生不得参与学校在校内或校外开展的课程与学校活动。停学可在校内或校外执行，具体由学部领导团队与执行校长决定。学生需自主补课，教师无义务重讲学生缺席的课程内容。特定情况下，学生可能被剥夺其现任学生领导职务，并在复学时签订行为契约。

留校察看

学生若违反学校重大校规，可能会被处以留校察看。留校察看期内，若再度违反重大校规或累积违反细节校规，都可能导致学生被永久开除。留校察看不仅是警告，更是给予学生改正行为、争取成功机会的体现。

休学与开除

针对学生严重违规行为，鼎石采取两种形式让该生离开鼎石社区：休学与开除。二者均表示学生行为与学院标准背道而驰，致使其不适合继续留在学校社区。被处以休学的学生在学年内不得重回校园，但可依具体情况在学年内申请复学。被开除的学生不应申请复学，并且在其原本所在年级毕业一年以前不得进入校园，在这之后，在获得执行校长许可后方能进入校园。

学校管辖权

鼎石的学生应遵循高标准行为规范，以最高要求来代表自己、家庭与学校。寄宿生从学期开始至结束均处于学校管辖之下，即使在校外旅行或持有日间通行证外出期间也不例外。寄宿生身处校外、与家长待在一起时，应受家长的监督与指导。走读生在校内受学校管辖，与寄宿生一起身处在校外时 also 需遵守学校规定。走读生任何可能损害学校声誉或威胁安全的行为都将受到严肃处理。

Other Rules and Expectations

Sportsmanship

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.

Electronic Devices

Every Keystone student in Grades 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 Division 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. Wearable technology (such as watches), specifically with messaging capabilities, is not allowed during the school day unless it is part of a class activity.

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.

School Logo

The use of the Academy's name or logo is prohibited without the direct written permission of the Director of Marketing and Communications. 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.

其他规则与期望

体育精神

我们期望学生在参与体育赛事、学术竞赛、艺术比拼及其他各类比赛中，展现出最高水准的体育精神与公平竞争态度。学生应时刻铭记，当身着鼎石校服时，他们不仅代表个人，更代表其家庭与学校。

电子设备

六至十二年级的学生每人配备一台笔记本电脑，作为完成学业任务的主要工具。特殊情况需使用个人设备或额外笔记本电脑时，学生须向所属学部办公室提交《个人设备申请表》，阐明使用需求，并同意与IT部门共享设备管理权限，依照申请表中规定执行。经审批同意后，学生方可将个人设备带入校园。在校期间，非课堂活动需求，禁止使用可穿戴技术（如智能手表），尤其是具备通讯功能的设备。

赌博

校园内严格禁止任何形式的赌博活动。针对赌博行为的纪律处分将依据违规所造成的结果以及是否为首次违规而决定。

学校标识

未经鼎石市场及传播总监的直接书面批准，任何人不得使用鼎石学校的名称或标识。学校名称及标识不得用于个人营利目的，也不得出现在未经学校正式授权的任何网站上。

Lost and Found

During the school year, many personal items will be misplaced by students, visitors and staff. Items should be retrieved by looking in the lost property shelves on the 1st floor in the Primary School adjacent to the Security Office. Loss of valuable items should be reported to the Security Office. Found valuable items should be sent to the Security Office.

By the end of each semester, unclaimed non-school uniform items at Lost & Found shall be donated to recipients in need. Since many of the students' school dress items have nametags, we hope parents will utilize these labels to make it easier to return clothing to its owner.

Keystone Parent Teacher Association (PTA)

Keystone's PTA 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. In addition to an elected Executive Committee, there are grade level and (in the Primary School) class representatives.

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.

失物招领

在学年期间，学生、访客和工作人员常会不慎遗失个人物品。如需找回丢失的物品，可前往位于小学教学楼一楼、靠近安保办公室的失物招领架进行查看。若遗失贵重物品，务必向安保办公室报备。发现他人贵重物品时，应送交安保办公室处理。

每学期末，失物招领处中无人认领的非校服类物品会被捐赠给有需要的人。鉴于大部分校服上附有姓名标签，我们鼓励家长充分利用这些标签，以便更快地将衣物归还给失主。

鼎石家校委员会（PTA）

家校委员会（PTA）是鼎石学校的重要组成部分，其核心目标是增进学校、学生和教职员工的福祉。PTA致力于构建成员间的桥梁，并依据特定需求，协助学校组织特殊活动、体育与艺术项目、教育倡议以及教师感谢活动等事宜。

作为志愿者组织，PTA的宗旨在于促进学生在家庭、学校以及作为鼎石社区一分子的成长阶段中的智识、体魄和道德健康发展。家长与学校工作人员之间的协作与沟通是维系PTA生命力的关键。除了由选举产生的执委会，PTA还设有年级代表及（小学）班级代表等。

个人隐私与知识产权

个人隐私不仅是每个个体的一项基本权利，也体现了个体对其个人信息使用方式和目的的掌控权应受到尊重。

因此，严禁对包括学生、教职员工、学校资产、文件、展品、标识等在内的对象进行摄影或录像。

同时，在教学楼内外、校园内的公共或共享空间，未经许可不得对学生或社区成员进行拍摄或录音。

Communication

We believe staff, parents and children are entitled to a safe and protective environment in which to work and learn. All communications should be done in a respectful and meaningful way.

All staff members, children and parents, should be spoken to calmly and civilly.

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.

Residential Life

At our school, building character and fostering community in the residential setting is a fundamental aspect of the students' learning journey. Boarding starting in grade 9 is a requirement that enables students to develop independence, leadership, empathy, and global citizenship. The dormitories serve as a second home, where students are supported, guided, and challenged, preparing them not just for college life but also instilling a sense of belonging and ownership in a tight-knit community. Dorm parents play a crucial role in mentoring students, providing academic support, and ensuring a safe and stimulating environment where students can learn to be responsible, live harmoniously with others, and cultivate essential life skills.

For more information and details about residential life expectations, please refer to the residential life handbook.

沟通准则

我们坚信，所有教职员工、家长和学生都应享有一个安全、受保护的环境，以开展工作和学习。为此，我们倡导所有沟通应以尊重与平和的态度进行，确保每一次沟通都富有意义。

全体教职员工、学生及家长在交谈时均应礼貌相待。

无论是口头还是书面，任何形式的辱骂、侮辱性语言或对教职员工、家长及学生的人身攻击与威胁行为都是绝对不能容忍的。

寄宿生活

在鼎石，“塑造学生品德和社区归属感于寄宿生活之内外”是学生学习旅程中至关重要的组成部分。自九年级起，所有学生均需寄宿，旨在培养其独立性、领导力、同理心及全球公民意识。宿舍被视为学生的家外之家，在这里，学生们不仅接受支持与指导，同时也面临着挑战，这不仅有助于他们为未来的大学生活打下坚实基础，更在紧密团结的社区氛围中培育出强烈的归属感和主人翁精神。宿舍家长扮演着关键角色，他们不仅在学术上给予学生支持，还确保宿舍环境既安全又充满激励，让学生学会承担责任、与他人和谐相处，并掌握基本的生活技能。

如需了解寄宿生活的详细期望和规定，请参考《寄宿生活手册》。

Appendixes

Appendix 1: 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.

附录

附录1：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，以展示其在这些方面的成长。如学生未能取得足够的进步，将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。

- 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.

- 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。

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.

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。

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.

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；
- 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

- 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.

- 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。

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。

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.

Appendix 2: 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.

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

附录2：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. 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

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《多伦多学区家庭家庭作业政策》： 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.

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。		

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.

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，以使学生了解内容与要求。	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。

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.

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. 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.

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，迟交或未完成情况家庭作业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，迟交或未完成情况家庭作业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情况家庭作业。	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情况任何家庭作业。	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。

Appendix 3:

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 not using 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 illegal purpose or activity.
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 it 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 the 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 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 the School IT Office can fix a school owned laptop. Keep our school provided technology in good working order, and free from stickers and decals. To protect equipment, the protection cover that comes with it 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 school hours. 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.

附录3：北京市鼎石学校信息技术合理使用规范（AUP）

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，不应在其他人员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，仅可在上学或放学后进行。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 and 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。不打开来源不明的链接、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），请安排在工作时间、或联系 IT 部门使用其它线路下载。

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 be viewed by anyone and could live forever online, even if deleted from that 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.

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。

Appendix 4: Keystone Academy Academic Integrity Policy

Effective date: June 2023

1. Keystone Academy Academic Integrity Policy

1.1 Policy Statement

As an IB world school we act in accordance with the guidance of IB's policies as stated in 'Academic Integrity'.

The shared values of all members of the Keystone Academy community – students, parents, teaching and non-teaching staff – 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 Ren (Compassion 仁), Yi (Justice 义), Li (Respect 礼), Zhi (Wisdom 智), and Xin (Honesty 信) in very practical ways.

These core values, rooted in the Confucian tradition, are at the heart of the academic notion of integrity - to show outwardly understanding that one has worked to develop internally:

- Ren 仁 Compassion: to generate a caring and supportive environment that allows community members to become advocates of a culture of integrity
- Yi 义 Justice: to provide fair and equal opportunities, present accurate reflection of one's achievements.
- Li 礼 Respect: to give due credit to ideas, words, and work of others, and respect those who have collaborated in that process.
- Zhi 智 Wisdom: to understand how knowledge is built and the ethical implications of all scholarly work and make wise choices.
- Xin 信 Honesty: to produce authentic and genuine individual and group work.

1.2 Purpose

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 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 clearly understand 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 its members.

1.3 Audience

Students, teaching and non-teaching staff, parents, and school administrators: academic integrity is a responsibility of the whole Keystone community.

附录4：鼎石学术诚信政策

生效日期：2023年6月

1. 鼎石学术诚信政策

1.1 政策说明

作为一所国际文凭组织认证的世界学校，我们遵守本“学术诚信政策”中所述的国际文凭组织的相关政策指导。

北京市鼎石学校社区的共同价值呼吁所有成员——学生、家长、教职员工——以最高的标准要求自己。学术作业不仅有助于增长知识和培养毅力，而且让学生有机会以实际行动来体现我们社区的价值观：仁、义、礼、智和信。

这些核心价值植根于儒家传统，是学术诚信理念的核心——自身内在修为的外显：

- 仁：创建一个充满关爱和支持的环境，使社区成员成为诚信文化、高尚风骨的倡导者。
- 义：提供公平和平等的机会，准确展现自己的成就。
- 礼：对他人的思想、言论和工作给予应有的肯定，并尊重在此过程中参与合作的人。
- 智：了解知识的形成过程和所有学术工作的伦理影响，并做出明智的选择。
- 信：创作真实可信的个人或团体作品。

1.2 目的

鼎石的学术诚信政策支持学生的学习和成长，有利于形成强大的学术凝聚力。我们深信，坚守最高的学术诚信标准需要鼎石所有教师、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个群体的互补作用和职责，以确保：

- 学生透彻领会学术诚信的重要意义，掌握完成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，培养良好的品德。

1.3 受众

学生、教师、行政员工、学生家长及学校管理人员：学术诚信是鼎石社区全体成员应共同担负的责任。

2. 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 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. 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 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.

3. Roles and Responsibilities: A partnership of the whole community

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 Classroom Teachers:

- Teachers are up to date with school policies and IB documentation, so there are consistent supportive approaches to further aid student understanding of good practices and expectations.
- For citations and referencing, subject teachers are aware of 'why', 'what', 'how' and 'when' to cite. Where appropriate, there are common approaches and resources across departments to further support teacher understanding.
- Teachers scaffold skills as appropriate, guide students in developing skills, and follow processes to help act with academic integrity and avoid malpractices.
- In their written course overviews and in classroom discussion, teachers are explicit about their expectations for academic integrity and what that looks like in their subject area. 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 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.

2. 学术诚信的定义

秉持学术诚信，即创作真正属于自己的原创学术作品，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，始终要参考前人的创意、概念和作品形式，并且时常要与他人合作。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。

鼎石作为世界广大的“学术共同体”的一份子，鼎石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何时何处借鉴他人创意做出明确的说明。我们认为，学习并不止于学习知识，还关乎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原创度。这包括但不限于：大学申请文书、学校集会上的演讲演示，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。

3. 角色和责任：全校社区成员携手合作

鼎石学生家长：

- 学生家长要熟悉鼎石学校的学术诚信政策，以帮助孩子达到学校要求。
- 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。

鼎石任课教师：

- 教师必须了解学校政策和国际文凭组织文件的最新内容，在帮助学生理解政策的要求和良好的做法上保持一致性。
- 对于引用和参考文献，任课教师必须知道“为什么”引用、引用“什么”、“如何”引用以及“何时”引用。各学科组应在适当的时候采用共同的方法和资源来进一步支持教师的理解。
- 任课教师适时帮助学生逐渐搭建技能，遵循相关程序，以帮助学生保持学术诚信，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。学科组内要分享学术诚信要求，并明确告知学生、家长和管理层。
- 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，既要营造支持关爱的课堂氛围，又要坚持严格的要求。

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 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 to provide themselves with opportunities to work with teachers through difficulties.
- Students must be resilient to help themselves further develop academically. It is appropriate that academic work is often difficult; perseverance and honest reflection is central to the development of their understanding and their character.
- Use self-management strategies to effectively complete assignments in the allotted time period.
- Refrain from any form of academic malpractice, and if they feel under pressure they are to communicate with a member of staff for support.
- 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 community members.
- Ensure that all teachers receive sufficient training and promote academic integrity as an integral part of the professional development.
- Ensure that expectations of academic integrity 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.
- Responsible for turning academic misconduct incidents into teaching and learning opportunities, in order to promote good practices.

鼎石图书馆馆员：

- 图书馆馆员要与任课教师通力合作，培养适用于不同学科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调研技能，为学术诚信提供支持。
- 图书馆馆员要与学校管理层、课程项目协调员、任课教师及家校委员会紧密合作，组织相关培训，明确传达和维护学术诚信要求。
- 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：

- 学生提交的作业应代表自己的原创想法和真实技能，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。
- 在学习过程中保持坚韧的心志。学术作业时时常会让人感到困难，这是正常的，而学生坚持不懈且诚实地展现自己的能力对于其学术能力的发展和品德培养至关重要。
- 运用自我管理策略，在规定时间内有效地完成作业。
- 坚持不进行任何形式的学术不端行为。若感到有压力，应与鼎石教职员交流，寻求帮助。
- 不要让同学陷于不得不忽视或参与学术不端行为的境地。
- 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：

- 确保全体社区成员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，应与家長、学生和任课教师及时沟通，告知以学校的正式处理程序。
- 负责确保所有教学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，各学科组提供的资源及支持都基于这些准则。
- 确保所有必需资源，如规章、政策及学科指南等，均有纸质版与电子版，且容易获得。
- 如有学术不端行为发生，应及时了解和处理。
- 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。

4. Examples of Academic Malpractice

We are also an IB world school and where appropriate act in accordance with the guidance of IB's Policies on Academic Integrity.

Keystone Academy is also a unique new world school that is guided primarily by 'Keystone Vision Statement', our 'Five Values' and 'Three keystones'.

As such, where appropriate, we also set our own definitions to further reflect these.

Academic Malpractice includes, but is not limited to:

- Plagiarism
- Collusion
- Submission of externally commissioned work
- Duplication
- Breaches that threaten the integrity of the exam
- Not following teacher instructions

Cheating and Collusion

- a. Giving or receiving information about the content or format of a quiz or test in advance, or giving or receiving answers during a quiz or test.
- b. Attempting to gain unfair advantage by referring to notes, outlines, calculators, translators, etc. during quizzes or tests, 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 to alter substantially the content and quality of your written work without explicit communication with the teacher.
- f. Seeking assistance from resources outside of the Keystone community without prior authorization from your teacher.
- g. Submitting another student's work as your own.
- h. Using a calculator, translator, or other electronic device in a manner inconsistent with your teacher's directions.

Plagiarism

- a. Knowingly submitting the ideas or work of others, including Artificial Intelligence, as your own and without proper citation.
- b. Paraphrasing extensively without proper attribution and citation.
- c. Using images, data, artwork, maps, videos or other audio/visual property without proper citations.

Duplicating work

- d. 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.

All suspected student malpractices are to be reported to the Division Offices.

4. 学术不端行为示例

我们是一所国际文凭组织认证的世界学校，遵守国际文凭组织的学术诚信政策。

北京市鼎石学校也是一所独特的、新世界学校，主要以“鼎石愿景声明”、我们的“五项共同价值”和“三座基石”为指导。

因此，我们也会适时设定自己的定义，进一步反映以上内容。

学术不端包括但不限于：

- 剽窃
- 集体作弊
- 提交由他人帮助完成的作业
- 作业一稿两投
- 考试违规行为
- 其他不遵守老师指令的行为

个人作弊和集体作弊

- a 考前传递或收受关于测验或考试内容或形式的信息；考试过程中传递或收受试题答案。
- b 测验或考试过程中，在教师未经明确许可的情况下，试图采用参考笔记、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，允许校外辅导老师大量修改作业内容，以提高书面作业的质量。
- 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 将其他学生的作业以自己的名义提交。
- h 以不符合任课教师规定的方式使用计算器、翻译器或其他电子设备。

剽窃

- a 在没有标明出处的情况下，故意将他人（包括人工智能）的创意和文章当成自己的作品上交。
- b 大量改写他人文章段落，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。

作业一稿两投

- d 在不同的课上提交内容相同或内容大致相同的作品，无论作品是打分或不打分作业。

鼎石努力在课堂上营造支持学生的有利学习氛围，我们强烈呼吁学生在觉得考试准备不充分或者不能按时交作业时，坦诚地与任课教师沟通。我们希望学生以有利于培养良好品德的方式来提高自己的知识水平和能力素养。对学生而言，承认自己暂时的不足，接受相对稍微不理想的结果，然后在下次更加努力，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、其他同学和老师的不尊重。

所有涉嫌不端的行为都将报告给学生所在学部办公室。

5. Consequences of Academic Malpractice at Keystone Academy

In cases of academic malpractice, procedures laid out in the Keystone Academy community handbook will be followed and a student record will be kept for all future references.

6. 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.

7. 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 grades 10, 11 and 12 and the Chinese citation of citing reference materials unless otherwise stated by the teacher.]

5. 鼎石学校学术不端行为的处理

对于学术不端行为，将遵照鼎石学校社区手册中规定的程序处理，并保留学生记录，以观后效。

6. 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，帮助他们在学业和品德培养上不断取得进步。本政策声明并非出于不信任学生或者惩罚学生，而是要说明支持学生走向成功所需的诚信、高学术标准和相关要素。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，需要全体教职员工的通力合作。学生的个人成功代表着我们所有人共同努力的成功。

7. 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针对10、11及12年级的规范，以及《文后参考文献著录规则》。

Appendix 5: Artificial Intelligence (AI) Guidelines

Effective from June 2024

1. Guiding Principles

At Keystone Academy, we embrace a dynamic and ever-changing world, recognizing the importance of AI technologies in fostering a progressive learning environment. Our commitment to ethical AI integration is driven by the need to equip students with advanced skills for a global and diverse community, while steadfastly upholding our Five Shared Values of compassion, honesty, justice, respect, and wisdom.

2. AI Considerations

Artificial intelligence has the potential to transform education systems and enhance teaching and learning. These include:

- **Productivity:** Automation of administrative tasks, allowing more time to focus on teaching and learning.
- **Personalization:** Providing personalized learning experiences through adaptive learning platforms that cater to individual student needs and pace.
- **Data Insights:** Offering insights into student performance through data analysis, enabling targeted interventions for improved learning outcomes.
- **Creativity:** Enhancing creativity by enriching their learning experience through interactive and immersive multimedia exploration.

While AI has the potential to revolutionize educational practices, there are several critical/ethical concerns that schools, educators, students and parents should carefully consider.

- **Data Privacy:** The use of AI involves handling student data, therefore ensuring proper protection and privacy is crucial.
- **Bias and Accuracy:** Since algorithms can sometimes reflect existing prejudices or produce substandard and erroneous material, critical thinking is essential when evaluating AI-generated content to guard against inadvertently perpetuated biases, ensuring quality, and verifying accuracy.
- **Ethics and Transparency:** The ethical use of AI in education necessitates clear guidelines and transparency to govern its application.
- **Adapting to Change:** As AI technology rapidly evolves, there is a pressing need for continuous professional development and training to equip the education community with appropriate knowledge and skills.

3. Agreements for Promoting the Responsible Use of AI

As part of the Keystone community, all stakeholders collectively commit to the responsible use of AI, ensuring it complements our educational ethos rooted in our Five Shared Values. The school will integrate AI into our curriculum responsibly, teachers will mentor students in navigating AI ethically, students will engage with AI to enrich their learning experiences, and parents will support this initiative, all to prepare for a future where AI is prevalent, while preserving the integrity of our diverse and global community.

Role of School

- **Curricular Integration of AI:** The school is dedicated to infusing AI tools and concepts across various disciplines, ensuring that students learn to use AI responsibly. By incorporating AI into the curriculum, students can cultivate critical thinking abilities and digital proficiency essential for an AI-driven future.
- **Professional Development:** Teachers play a pivotal role in guiding students on the ethical and responsible navigation of AI. The school commits to fostering collaborative learning communities and ensuring timely and relevant training for teaching and learning with AI.
- **Student Empowerment through AI:** The school will encourage students to actively interact with AI technologies to enhance their educational experiences. Through hands-on projects, collaborative initiatives, and AI-enhanced learning resources, students will deepen their comprehension of AI's capabilities and constraints.
- **Parental Involvement and Support:** Parents are valued partners in endorsing the school's mission to incorporate AI responsibly. The school will equip parents with resources and information to aid their understanding of AI's role in education, empowering them to engage in meaningful dialogues with their children regarding AI ethics and usage.
- **Future-Ready:** The school has a responsibility to stay current with developments in artificial intelligence, ensuring that all stakeholders are equipped with current knowledge and skills relevant to this rapidly evolving field and connecting with other educational communities to learn, serve, share and grow.
- **Data Privacy:** The school is responsible for ensuring the proper protection and privacy of student data, especially when utilizing AI technologies, by implementing data security measures to safeguard information effectively.

附录5：人工智能指南

生效日期：2024年6月

指导原则

在北京市鼎石学校，我们拥抱这个充满活力、日新月异的世界。在这样一个不断进取的学习环境中，人工智能技术至关重要。我们致力于把人工智能与伦理道德相结合，旨在让学生掌握全球和多元社区所需的先进技能，同时坚定不移地维护我们的五大共同价值观：仁、义、礼、智、信。

人工智能的使用考量

人工智能有潜力改变教育体系，提高教学质量。其中包括：

- 生产力：行政任务自动化管理，从而有更多时间专注于教学。
- 个性化：通过适应性学习平台提供个性化学习体验，满足学生的个人需求和进度。
- 数据洞察：通过数据分析深入了解学生的表现，从而采取有针对性的干预措施，提高学习效果。
- 创造力：通过交互式和沉浸式多媒体探索，丰富学生的学习体验，提升创造力。

虽然人工智能有可能彻底改变教育实践，但学校、教育工作者、学生和家长应该仔细考虑几个关键的道德问题。

- 数据隐私：人工智能的使用涉及到学生数据的处理，因此，采取适当措施来保护隐私至关重要。
- 偏见和准确性：算法可能会反映现有的偏见或产生不合格、甚至错误的内容，因此，在评估人工智能生成的内容时，必须进行批判性思考，防止无意中延续偏见，并确保质量，验证其准确性。
- 道德与透明度：教育领域内，人工智能的道德使用需要明确的指导及透明的规范。
- 适应变化：人工智能技术发展迅速，迫切需要持续的职业发展培训，使教育者掌握适当的知识与技能。

促进负责任地使用人工智能的协议

作为鼎石社区的一部分，所有相关者共同承诺负责任地使用人工智能，确保其符合我们根植于“五大共同价值观”的教育精神。学校将人工智能纳入课程，教师在伦理层面上指导学生使用人工智能，学生利用人工智能丰富学习体验，家长支持我们的举措。所有这些，都是为了迎接人工智能时代的到来，同时维护我们多元化与全球化社区的完整性。

学校的作用

- 课程整合：学校致力于将人工智能工具和概念融入各个学科，确保学生学会负责任地使用人工智能。培养学生的批判性思考能力和数字技术素养，对人工智能驱动的未来至关重要。
- 职业发展：在伦理层面上指导学生以负责任的方式使用人工智能方面，教师们发挥着关键作用。学校致力于营造一个协作学习的社区，确保及时提供与人工智能相关的教学培训。
- 赋能学生：学校鼓励学生积极与人工智能技术互动，提升教育体验。通过实际操作、合作项目和经人工智能强化的学习资源，学生将加深对人工智能能力和局限的理解。
- 家长支持：家长是学校将人工智能融入教学的重要合作伙伴。学校将为家长提供资源和信息，帮助他们了解人工智能在教育中的作用，并促进家长与孩子就人工智能的伦理和应用，开展有意义的对话。
- 面向未来：学校有责任紧跟人工智能发展的步伐，确保相关各方具备最新的知识和技能，并与其他教育社区建立联系，共同学习、服务、分享和成长。
- 数据隐私：学校有责任确保学生数据安全，维护学生隐私，特别是在使用人工智能技术时，采取安全措施有效保护信息。

Role of Teachers

- **Mentor/Facilitator:** Teachers guide students in their use of AI tools and technologies. They provide instruction, support, and resources to ensure students' effective engagement with AI. They educate students on AI literacy skills, digital citizenship, critical thinking and problem-solving skills.
- **Learning Designers:** Teachers curate and integrate AI tools, including AI data-driven systems, to enhance and personalize the learning experience. They choose resources that adapt and align with curriculum goals and seamlessly incorporate them into teaching methodologies, learning environments, assessments and feedback to meet individual student needs and preferences effectively.
- **Role Model:** Teachers demonstrate AI literacy skills and digital citizenship by upholding ethical standards, demonstrating critical thinking, ensuring data privacy and creativity when using AI tools.
- **Lifelong Learner:** Teachers continuously engage in professional development and sharing to stay updated on AI advancements, emerging tools, and best practices. They seek opportunities to enhance their AI knowledge and skills to effectively support student learning by connecting with other learning communities.

Role of Students

- **Citizen:** Students are encouraged to use AI tools responsibly and ethically, fostering a community where technology is applied with integrity and respect for others. They should understand the implications of their interactions with AI, ensuring their usage promotes fairness and privacy.
- **Critical Thinker:** Students should question the accuracy, bias, and potential limitations of AI systems before accepting their outputs as definitive and incorporating into their work.
- **Open-Minded:** AI has multiple applications in various subjects and fields. Students should be aware of the benefits and think open-mindedly about exploring AI tools when learning.
- **Responsible:** When students are assigned tasks or exams, they should clarify with their teachers if they can incorporate AI tools or technologies. This ensures that they adhere to the guidelines set by the curriculum and the teacher.

Role of Parents

- **AI-Informed Collaborator:** Parents should engage in learning about AI technology and stay updated on the current benefits and challenges associated with its use in education. They participate in training, workshops and forums offered by the school to ensure that they can share ideas and partner in the development of their children as ethical and digital citizens.
- **Communicator:** The school values parents' opinions and concerns and thus parents are encouraged to provide feedback, ask questions, and raise issues related to AI using appropriate communication channels.
- **Principled:** Parents act as mentors for their children and should model the appropriate use of AI in everyday life. They also provide guidance when supporting their children in the appropriate use of AI in their learning at home.

This document is Version 2 and was authored by the AI task force May 2024. The team consisted of Baldeep Sawhney, Catherine de Levay, Dong Ai, Dorothy Mubweka, Jingming Kacy Song, Sandra Chow, Steve Stander, Xiaoxu Elaine Yin, Yanxi Celia Yang, Yichen Martin Ding, Yingzhi Leona Shen and Yuan Veronica Zhao.

4. Acknowledging Use of AI

The AI Task Force Committee acknowledges the use of ChatGPT 3.5 and ChatGPT 4.0 to generate ideas and insights. The prompts used during the process include but not limited to:

- "Teacher's role and expectation while using AI"
- "Write a sentence about how school's have the responsibility to stay current with information about AI as a role and responsibility of the school."

Building on the generative texts, the committee members collaboratively re-wrote the output from these prompts.

教师的作用

- 导师或促进者：教师指导学生使用人工智能工具和技术。他们教授、支持和并提供资源，以确保学生有效地使用人工智能。教师们的指导包括人工智能的基本素养与技能、数字公民意识，培养学生批判性思考和解决问题的能力。
- 学习设计师：教师在教学中策划并融合人工智能工具（包括人工智能数据驱动系统），以增强个性化学习体验。教师选择适合且符合课程目标的资源，并将其融入教学方法、学习环境、评估和反馈之中，以有效满足学生的个性化需求和偏好。
- 示范：在使用人工智能工具的过程中，教师坚持道德标准，展现人工智能素养技能和数字公民意识。教师以身作则，展现自身的批判性思考能力，保护数据隐私，激发创造性。
- 终身学习：教师不断参与职业发展，分享知识与经验，以了解人工智能领域的最新发展、新兴工具和最佳实践。他们寻求机会提高自己的知识和技能，与其他学习社区建立联系，有效支持学生的学习。

学生的作用

- 数字公民素养：我们鼓励学生负责任地、合乎道德地使用人工智能工具，营造一个诚信、尊重他人的技术环境。他们应了解自己与人工智能互动的影响，维护公平，保护隐私。
- 批判性思考：在接受、应用人工智能系统的输出结果前，学生应该质疑其准确性，警惕偏见与潜在的局限。
- 开放心态：人工智能在各个学科和领域都有广泛的应用。学生应了解人工智能的益处，以开放心态探索人工智能工具。
- 责任感：当学生接到任务或准备考试时，他们应该向教师咨询、求证是否可以使用人工智能工具或技术，确保遵守课程和教师制定的规范。

家长的作用

- 了解人工智能的合作者：家长应积极学习人工智能技术，了解其在教育领域应用的优势和挑战。家长参加学校提供的培训、研讨会和论坛，以分享想法，家校合力，共同把孩子培养成为有道德感、负责任的数字公民。
- 沟通者：学校重视家长的意见和顾虑。我们鼓励家长通过适当的沟通渠道反馈，咨询，以及提出与人工智能相关的问题。
- 原则性：家长是孩子的良师益友，应在日常生活中示范如何适当地使用人工智能。子女在家学习时，家长提供人工智能方面的指导。

致谢

本文件为第二版，由人工智能工作组于2024年5月编撰完成。

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人工智能使用声明

AI任务委员会曾使用ChatGPT 3.5和ChatGPT 4.0来生成思路和见解。在这个过程中使用的提示包括但不限于：

- “教师在使用AI时的角色和期望”
- “写一句话，说明学校有责任及时了解人工智能信息，这是学校的职责和责任。”

得益于AI的辅助，委员会成员们共同撰写了文本。



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