



# 國立南科國際實驗高級中學雙語部

International Bilingual School at Tainan-Science-Park

## 家長及學生手冊



### IBST Parent/Student Handbook

(Updated on September 1, 2025)

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744094, Taiwan (R.O.C.)

**Website:** <https://ibst.nnkieh.tn.edu.tw/>

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## MISSION STATEMENT of IBST

The mission of the International Bilingual School at Tainan-Science-Park is to serve the bilingual needs of the international community found at the Southern Taiwan Science Park, and to motivate and prepare our multicultural students to become collaborative, creative individuals who think critically, communicate effectively, and become, as a result, lifelong learners and productive members of the global community.



## ADMINISTRATIVE ORGANIZATION

(Office Phone: 06-5052916)

**Director** : (ext. 7101)

1. Teachers Recruiting
2. Teacher/Staff Evaluation
3. Teaching Assignment
4. Department Policy and Administration
5. Faculty Meeting
6. Department Budgeting Control

**WASC Coordinator:**

- WASC Meetings
- WASC Self-study Report & Annual Report

**Academic Affairs Section Chief** : (ext. 7105)

1. Teaching Observation
2. Supervision of Class Instruction
3. AP Coordinator
4. Subject Teacher Meetings
5. Scheduling (Students, Teachers, Testing)
6. Electives/ VHS/ CSL/ ESL Program
7. Oversee Substitute Teaching
8. Supervise Curriculum Coordinator, Educational R&D Coordinator, and Equipment Coordinator

**Curriculum Coordinator:**

- Curriculum Meetings
- Curriculum Development

**Educational R&D Coordinator:**

- Academic Competitions (Internal and External)
- Class Substitution and Rescheduling

**Equipment Coordinator:**

- Teacher's Edition Selection/ Textbook Updates

- Budgeting/Selection/Arrangement/ Maintenance of Textbooks and Teaching Resources
- Teaching Tools, Subject Labs, Resource Room Management

**Registrar** : (ext. 7107)

1. Student Entrance & Transferring Policies and Procedures
2. Registration/ Enrollment
3. Graduation Requirements Review/Certificate
4. Grading Policies and Procedures
5. Providing College Board/Scholarship Relevant Information
6. Make-up Exams for Gr.9-Gr.12 Failed Courses
7. Academic Transcript Processing
8. College Fairs
9. Supervise MAP Coordinator, College Counselor, and Testing and Scholarship Coordinator

**MAP Coordinator**

- MAP Scheduling, Testing, and Data Analysis

**College Counselor:** (ext. 7216)

- Student/Parent Counseling on college Application
- Providing College Board/Scholarship Relevant Information

**Testing and Scholarship Coordinator:**

- Standardized Test Arrangement and Data Analysis (PSAT, SAT)
- Providing Scholarship Relevant Information/ Scholarship Applications

**Student Affairs Section Chief** : (ext. 7102)

1. Homeroom Teacher Supervision
2. School Calendar
3. Schoolwide Field Trips/Graduation Trip/Graduation Ceremonies
4. School Activities/ PE Activities and Contests
5. In-School Clubs
6. Budgeting/Selection/Arrangement/ Maintenance of Sports Equipment
7. Parent's Day
8. Supervise Activities Coordinator and Sanitation Coordinator

**Activities Coordinator:**

- Organizing Department Events
- Coordinating Off-Campus Activities
- Field Trip Programs

**Sanitation Coordinator:**

- Student Health Matters
- Campus Cleanliness Supervision and Arrangement
- School Lunch Coordination
- Health and Hygiene Promotion
- Cleaning Tools and Supplies

**Disciplinary Section Chief : (ext. 7108)**

1. Student Discipline and Guidance
2. Student/Parent Handbook
3. Student Attendance
4. New Student/Parent Orientation
5. Parent-Teacher Conferences
6. Department Assembly
7. Conduct Grading System
8. Dorm Students' Application & Care
9. Counseling Referral Arrangement
10. After School Clubs
11. Department Website Maintaining
12. Supervise Behavior Counselor and Interact Coordinator

**Behavior Counselor: (G1-G6 ext. 2828, G7-G12 ext. 8613, Special Ed ext. 6417)**

- Behavior/Emotional Counseling

**Interact Coordinator:**

- Coordinating Interact Club activities and events
- Facilitating community service projects and volunteer opportunities
- Advising and mentoring students involved in Interact
- Liaising with Nanke Rotary Club and other community partners

**Foreign Teachers' Liaison** : (ext. 7109)

1. Foreign Teachers' Orientation
2. Arrangement of Foreign Teachers' Settlement and Departure
3. Housing Application and Repair Contact
4. External/ Important/Emergent Message Translation
5. Filing Foreign Teachers' Documents (Work Permit/ARC, VISA, etc.)
6. Filing Foreign Teachers' Income Tax in Taiwan
7. Acting Bridge between Foreign Teachers and Administrators on School-based Issues.
8. Foreign Teachers' Official and Emergent Assistance

**Office Assistant** : (ext. 7106)

1. Student's ID Card & Schooling Certificate
2. Student Attendance Records
3. Major Test Papers Management
4. Department Expenditure Verification and Clearance
5. Official Documents Processing
6. Purchase of Textbooks/Equipment
7. Assistance of Registration
8. Notification of School Fees
9. Miscellaneous Administrative Support

|                       |
|-----------------------|
| <b>DAILY SCHEDULE</b> |
|-----------------------|

| Class                   | Time               |
|-------------------------|--------------------|
| Morning Hour (Optional) | 07:40 – 08:00 a.m. |
| Period 1                | 08:10 – 09:00 a.m. |
| Period 2                | 09:10 – 10:00 a.m. |
| Period 3                | 10:10 – 11:00 a.m. |
| Period 4                | 11:10 – 12:00 p.m. |
| Lunch                   | 12:00 – 12:25 p.m. |
| Cleaning                | 12:25 – 12:40 p.m. |
| Naptime                 | 12:40 – 01:10 p.m. |
| Period 5                | 01:10 – 02:00 p.m. |
| Period 6                | 02:10 – 03:00 p.m. |
| Period 7                | 03:10 – 04:00 p.m. |

**\*Wednesdays are partial days for all elementary school students. Students will be dismissed at 12:40 p.m. every Wednesday. Grade 1 and 2 will additionally be dismissed at 12:40 on Mondays and Fridays, and 2:10 p.m. on Thursdays.**

## GENERAL SCHOOL INFORMATION

### Civility/Character

IBST is committed to creating and maintaining a working and learning environment that is free of all types of fear and intimidation. Based upon our core belief that individuals are entitled to be treated with dignity and respect, it is the policy of IBST to promote mutual respect, civility, and orderly conduct among school employees, students, parents, any person on school grounds or at school activities and the public. Any individual entering IBST property or attending school district sponsored activities, including but not limited to extracurricular activities, board meetings, athletic events, shall treat others with dignity and respect. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free educational atmosphere for the school community with minimal disruptions. The school encourages positive communication and prohibits volatile, hostile or aggressive behaviors. IBST expects public cooperation with this endeavor.

### Emergency Procedures

In cooperation with local authorities, all precautions are taken for the safety and protection of students.

Fire, and earthquake drills are held periodically. It is important for students to move quickly and orderly. Specific directions are posted in all classrooms and hallways.

In the case of severe weather or other emergency, students will stay in the building in safe areas.

They are not released from school, unless notified by the Tainan City Government.

In the event of an emergency and school must be **closed**, information will be available at the following site:

<https://ibst.nnkieh.tn.edu.tw/index.php>

### Procedure for Leaving School Grounds

1. At least one day before leaving campus, the student's parent/guardian must contact IBST to secure an off-campus pass.
2. All off-campus passes must be approved by the administration and picked up in the IBST before leaving.
3. The student must sign out at the IBST Office. If the student returns before the end of his/her school day, they should sign in at the IBST Office.

**\*Any student leaving school grounds during the school day without following these procedures will be considered truant.** Students who need to leave school because of an illness will have a parent or guardian

contacted, by either the school nurse or the homeroom teacher, to come to school and pick up the student personally (see Attendance).

### **Gender Equity and Nondiscrimination**

It is the policy of IBST not to discriminate on the basis of gender in any program, activity, service, or benefit. No student shall on the basis of gender be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege, or advantage relating to educational or extra-curricular programs and activities.

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, sexual orientation, ethnicity, language barrier, religious beliefs, disability, or economic and social conditions, or actual or potential marital or parental status.

Any student may file a gender equity complaint or a discrimination grievance by consulting with the IBST Disciplinarian, or any staff member.

## **CO-CURRICULAR ACTIVITIES**

### **Activity Program**

IBST has a wide range of activities for student participation. The activities and after school clubs are subject to change every semester.

## **DAILY STUDENT LIFE**

### **Health Services**

IBST provides minimum services to students who become ill or injured while in school.

Emergency treatment is available through the office of Health Services. Students who become ill during the school day are to report to the nurse's office. If illness is such that the nurse requests that the student should be allowed to go home, school nurses or admins will contact the parents to pick up if necessary. In the emergency cases, students will be sent to the hospital that parents assigned in the emergency contact card.

### **Insurance**

IBST carries accident insurance for the individual student. This government compulsory policy which must be purchased by the student covers injury during school-sponsored, extra-curricular trips, and other out of school-supervised events.

### **Library**

All students may use the library during the regular class day. This includes during class with teacher supervision, or during their own time for independent research or study with the permission of their teacher or librarian. Each student presenting a IBST student I.D. may borrow three books for a two-week period. Students are

responsible for any materials checked out in their names. Teachers may place titles on a non-circulating reserve list for a specific period of time, thereby ensuring all students have equal access to certain library materials.

**Renewals-** Books may be renewed as needed, unless they are on reserve for another student. Some limits may be placed on high usage titles. When renewing a book, the borrower must present the book in person to the librarian in order to receive an extension. If a book is not renewed or returned by the end of the regular loan period, the borrower may not check out another item until the overdue book is returned or replacement is made for the lost book. Fines are not charged for overdue items, but a student's borrowing privileges may be revoked if materials are consistently overdue.

**Behavior-** While in the library, students are expected to conduct themselves in a responsible manner. Food and drinks are not allowed in the library. Loud talking is not appropriate as it is not conducive to library study. Students exhibiting any unacceptable behavior will be asked to leave the library and repeated conduct could result in library privileges being revoked.

**Notices-** In-school notices for overdue books are sent to students through their homeroom teachers or email.

**Book Damage or Loss-** Students are expected to pay for damaged or lost books. The cost will be determined by the current replacement cost of the book, plus processing fees. Students who do not meet these obligations lose further borrowing privileges.

### **Lost and Found**

Many articles are lost or misplaced during the school year. Storage of lost and found items are maintained in the IBST.

### **Reporting a Theft**

Immediately report any theft to your teacher and/or disciplinarian. Please note that IBST does not provide insurance against theft or loss of personal property and cannot reimburse students for such losses. You should be well advised not to bring valuables or large amounts of money to school.

### **School Counselor**

The school counselor serves those students experiencing personal problems, which may interfere with their full use of the educational program of the school. They work together with students, parents and school personnel to help make school a successful and useful experience. The school counselor meets with students individually and in groups to help students resolve a variety of problems such as: academic failure, truancy, family problems, alcohol/drug abuse, and crisis situations.

### **School Lunches**

IBST offers a hot lunch for each student with a vegetarian option. Lunch fees are paid every 2 months. School lunches are optional as some parents prefer to pack a lunch for their child. Lunch is eaten in the classroom and students must bring their own utensils.

### **Fee Payment Options**

Students can choose from a variety of payment options including bank counters, ATMs, Internet banking, Internet ATMs, Internet credit card payment (offered by 32 credit card-issuing banks including Bank of Taiwan, International Bank of Taipei, and Taishin Bank), convenience stores (7-11, Family-Mart, etc.) and post offices. We hope that these choices increase the convenience of payment.

### **Lunch Fee**

Lunch is available to all students daily for NTD\$40 or NTD\$50 (middle/ high school level) per lunch. All meal payments must be made in advance. Please indicate whether your child will be having lunch provided by the school this semester and return the form to the homeroom teacher within a week.

For more information or assistance, please call the school nutritionist at 505-2916 extension 2802 or IBST Students Affairs Section Chief at 505-2916 extension 7102.

### **Telephones, Messages, and Gifts for Students**

Emergency calls to a parent or guardian will be permitted in the school offices or classrooms with teacher approval. Telephone calls from parents or guardians to students should be made to the IBST Office or teacher's classrooms. Students will not be called to the phone except in an emergency. Important messages from parents will be taken and an attempt will be made to deliver them to students as soon as is convenient. Calls from any other person generally will not be accepted.

School phones are for school business only. With permission from a staff member, a phone in the IBST Office or classroom may be used.

All deliveries for students will be held in the IBST Office until the end of the school day.

Students will be notified by message during an appropriate class period.

### **Transportation**

#### **From Tainan Airport:**

Take a Taxi to National Nanke International Experimental High School (NNKIEH) directly. Tainan Airport website: <http://1207834007824.web66.com.tw/>

#### **From Kaohsiung Airport:**

Take Kaohsiung MRT to Kaohsiung Train Station. Take the train to Nanke Station. Then take the shuttle bus to NNKIEH.

### **High Speed Rail (HSR) Information**

Ride the HSR to Tainan Station and take the train to Nanke Station. Then take the shuttle bus to NNKIEH. For more information, please refer to Taiwan High Speed Rail Web site : <https://en.thsrc.com.tw/>

### Train Information

After arriving at the Nanke Station, take the STSP free shuttle bus to NNKIEH. For more information, please refer to Taiwan Railway Website: [https://tip.railway.gov.tw/tra-tip-web/tip?lang=EN\\_US](https://tip.railway.gov.tw/tra-tip-web/tip?lang=EN_US)

### Bus Information

The Southern Taiwan Science Park (STSP) provides free shuttle bus service on weekdays. Free shuttle bus does not operate during weekends and holidays. However, a free shuttle bus will provide service the day before workday. Shuttle buses will stop at public parking lots as requested. Departures after 17:00 move in an anti-clockwise direction. For detailed routes and timetable, please refer to the STSP Website:

<https://ibus.stsp.gov.tw/PAGE/RouteQuery/>



### Visitors

Parents may not park on campus nor may they enter the campus with their vehicle unless they have a parking permit. All visitors are required to register at the security desk at the main gate before entering.

### Video Security Camera and Electronic Monitoring Equipment

In order to promote student and staff safety and deter unauthorized access and destructive acts (e.g., theft and vandalism), NNKIEH authorizes the use of video security cameras and electronic monitoring equipment 24 hours a day, seven days a week on school property and in school buildings. Information obtained through video security cameras/electronic monitoring may be used to identify intruders and persons breaking the law, and enforce school policy, the Student Handbook and school rules (i.e. it may be used as evidence in disciplinary actions and criminal proceedings). The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and protecting students, staff, visitors, the school and property.

## STUDENTS' VEHICLES MANAGEMENT GUIDELINES

### 國立南科國際實驗高級中學雙語部學生車輛管理要點 International Bilingual School at Tainan-Science-Park Students' Vehicles Management Guidelines

114 年 1 月 7 日行政主管會議通過

Approved at the Administrative Supervisors Meeting on January 7, 2025

#### 一、目的 Purpose

基於學生騎機車、電動機車、電動自行車、自行車通學，為維護校區秩序及學生騎車安全，減少交通事故，養成學生良好之生活規律為目的。

The guidelines aim to ensure campus order and student safety while riding motorcycles, electric motorcycles, electric bicycles, or bicycles to school. They also seek to minimize traffic accidents and foster good habits among students.

## 二、申請時間及對象 **Application Period and Eligibility**

(一) 學生騎乘自行車應事先填寫附表一申請表(附表 1)，請依指定地點停放。

**Bicycles:** Students must submit the application form (Form 1) in advance and park at the permitted campus zones.

(二) 國高中年段學生騎乘機車、電動機車、電動自行車：

Motorcycles, Electric Motorcycles, and Electric Bicycles (**Middle and High School Students**):

1. 每學期開學後兩週內開放申請

Applications are open within two weeks after the start of each semester.

2. 經申請審查合格之學生製通行證後方得停放

Students with approved applications will receive a parking permit.

3. 申請期間如申請停放車輛數超過停車格數，則由總務主任、雙語部主任、生輔組長及相關人員審查，通過得以辦理申請。

If the number of applications exceeds the parking spaces available, a review will be conducted by the General Affairs Director, IBST Director, IBST Disciplinarian, and responsible staff to determine approval.

三、申請機車、電動機車、電動自行車停放，應具備之資格如下：

## **Eligibility for Parking Motorcycles, Electric Motorcycles, and Electric Bicycles**

(一) 電動自行車 **Electric Bicycles**：

1. 符合本辦法第二條實施對象之滿 14 歲以上高中及國中年段學生。**High school and middle school students** aged 14 or older meeting the guidelines in Section 2.

2. 檢驗合格之電動自行車(須於車身明顯處張貼交通部審驗合格標籤)，持有行車執照。

Must be certified (with a Ministry of Transportation approval label visibly displayed) and have a registration certificate.

3. 有效期間三十日以上之強制保險證。

Valid mandatory insurance of at least 30 days.

4. 禁止擅自變更電子控制裝置或原有規格。

No unauthorized modifications to electronic controls or original specifications.

5. 行駛速率不得超過每小時 25 公里。

Speed must not exceed 25 km/h.

6. 均需佩戴合格機車用安全帽，依法不得雙載。

Riders must wear certified helmets and cannot carry passengers by law.

7. 填寫附表二申請表（家長須親筆簽名）。

Submit the application form (Form 2) with a parent's signature.

(二) 排氣量 150cc（含）以下機車、電動機車：

**Motorcycles and Electric Motorcycles (150cc or less):**

1. 符合本辦法第二條實施對象之高中年段學生。  
**High school students** meeting the guidelines in Section 2.
2. 凡年滿 18 歲且持有機車個人之行車執照及駕駛執照。  
Must be 18 years or older with a valid driver's license and vehicle registration.
3. 有效期間三十日以上之強制保險證。  
Valid mandatory insurance of at least 30 days.
4. 禁止擅自變更電子控制裝置或原有規格。  
No unauthorized modifications to electronic controls or original specifications.
5. 均需佩戴合格機車用安全帽。  
Riders must wear certified motorcycle helmets.
6. 不得雙載，如有特殊需求專案申請。  
No passengers allowed unless with special approval.
7. 填寫附表三及四申請表（家長須親筆簽名）。  
Submit the application form (Form 3 and 4) with a parent's signature.

#### 四、管理規範 **Management Regulations**

##### (一) 騎乘車輛請依規定位置停放。

Park vehicles in designated areas according to regulations.

1. 騎乘機車、電動機車、電動自行車者須將本校「識別貼紙通行證」統一黏貼於車牌左上角明顯可見處。  
Affix the school-issued "Parking Permit Sticker" to the top left of the license plate.
2. 車輛進出入校區統一由本校規定之動線出入，進入校區後依校內速限慢行至停車棚，依規定停放車輛並保持停放整齊環境清潔。  
Enter and exit the campus through designated routes, maintain slow speeds within campus, and park vehicles neatly in the parking area, keeping the environment clean.
3. 為維護核准停放學生之權益，本校管理權責單位定時或不定時前往停車棚巡查管理。  
The school reserves the right to regularly or randomly inspect parking areas to ensure compliance.
4. 校園內騎乘僅開放上、放學時校門口至停放專區之區間（入校注意車速及行人），其餘時間及場地均不得騎乘。  
Riding within the campus is restricted to the route between the school gate and the parking area during arrival and dismissal times. No riding is allowed in other areas or at other times.
5. 禁止有危險騎乘、雙載、疾駛、嬉鬧或蛇行等行為。  
Dangerous riding, carrying passengers, speeding, playing around, or swerving is prohibited.
6. 學生騎乘車輛均須配戴安全帽，通學期間車輛不得外借或附載他人。  
Students must wear helmets while riding. Vehicles may not be loaned to others or used to carry passengers during commutes.
7. 本校停車空間僅提供停車位置，不負保管責任；對於車輛之財物及重要物品，車輛使用人或所有人應自行妥善保管，如發生任何損壞或遺失情事均由學生自行負責。  
The school provides parking spaces only and does not take responsibility for vehicle safety. Students must safeguard their belongings. Any damage or loss is the student's responsibility.
8. 本校可能因教育政策、校務發展、工程施作等因素而停止車輛停放，不得異議。  
Parking privileges may be revoked due to policy changes, campus development, or construction

without objection.

## 五、違規處理 **Violations and Penalties**

(一) 無照騎乘機車、電動機車，小過乙次。

Riding without a license: **Minor demerit.**

(二) 騎乘改造機車、改造電動機車、無合格標章之電動自行車者，小過乙次。

Riding modified vehicles or uncertified electric bicycles: **Minor demerit.**

(三) 校園內騎乘僅開放上、放學時校門口至停放專區之區間，違者警告兩次。

Riding outside permitted campus zones: **Two warnings.**

(四) 騎乘機車、電動機車、電動自行車未依本辦法申請核准者不得入校停放，違者警告乙次。

Parking without an approved permit: **One warning.**

(五) 騎乘車輛未戴安全帽，初次予以口頭警告，再犯者警告乙次。

Riding without a helmet: **Verbal warning for the first offense**, subsequent offenses: **One warning.**

(六) 車輛未依規定停放、機車、電動機車、電動自行車未張貼本校「識別貼紙通行證」，初次予以口頭警告，再犯者取銷入校停放資格，並記警告乙次。

Improper parking or failing to display the parking permit: **Verbal warning for the first offense**, subsequent offenses: **Revocation of parking privileges and one warning.**

六、本辦法經行政主管會報通過，經校長簽核後實施，修正時亦同。

These guidelines are effective upon approval by the Administrative Supervisors Meeting and signed by the Principal. Amendments will follow the same procedure.

## MONTHLY STAR PROGRAM

The Monthly Star Program is based on Character Education. IBST wants to cooperate these criteria into students' daily life. Any students who meet the criteria for the month can be nominated as a STAR and be awarded in assembly. Stories or related activities can be shared in class or in assembly.

### Monthly Character

| <u>1<sup>st</sup> Semester</u> | <u>2<sup>nd</sup> Semester</u> |
|--------------------------------|--------------------------------|
| August– Tolerance              | February – Self discipline     |
| September – Friendly           | March – Citizenship            |
| October – Responsibility       | April – Appreciation           |
| November – Sportsmanship       | May – Positive                 |
| December – Consideration       | June – Enthusiastic            |
| January – Politeness           | July – Commitment              |

## ACADEMIC INFORMATION

# 國立南科國際實驗高級中學雙語部學生學習評量補充規定 International Bilingual School at Tainan Science Park Regulations and Supplementary Provisions of Grading Policy

113 年 8 月 29 日校務會議通過

Passed in the Schoolwide Staff meeting on August 29, 2024

### 第一條 Article 1

本補充規定依據下述法源訂定之：

This Supplementary Regulation is based on:

一、 高級中等學校學生學習評量辦法。

Regulations for Student Learning Assessment in Senior High Schools.

二、 國民小學及國民中學學生成績評量辦法。

Regulations for Student Performance Assessment in Elementary and Junior High Schools.

三、 臺南市國民小學學生成績評量補充規定。

Supplementary Provisions for Student Performance Assessment in Tainan City Elementary Schools.

### 第二條 Article 2

高級中等學校（以下簡稱學校）學生學習評量，應以了解學生學習情形，激發學生多元潛能，培養學生核心素養，促進學生適性發展為目的，並作為教師教學及輔導之依據。

The student learning assessment in senior high schools (hereinafter referred to as "schools") shall aim to understand students' learning situations, stimulate students' diverse potential, cultivate students' core competencies, and promote students' appropriate development. It shall also serve as a basis for teachers' instruction and guidance.

補充規定：Supplementary Provisions:

本校雙語部學生之成績評量，除法令另有規定外，悉依本補充規定辦理。

The performance assessment of students in IBST shall be conducted in accordance with these Supplementary Provisions, unless otherwise stipulated by law.

### 第三條 Article 3

學校學生學習評量，包括學業成績評量及德行評量。

Student learning assessments in schools include academic performance assessments and conduct evaluations.

### 第四條 Article 4

學生學業成績評量，採百分制評定，並得註記質性文字描述。

The assessment of students' academic performance shall be based on a percentage system, and qualitative descriptive annotations may be added.

學生學業成績評量參照學生身心發展及個別差異，並依照學科及活動性質，兼顧認知、技能及情意學習結果，採用多元方式考查，並於日常及定期為之；其各科目日常及定期學業成績評量之占分比率，由學校定之。

The assessment of students' academic performance shall consider students' physical and mental development, individual differences, and the nature of subjects and activities. It shall encompass cognitive, skill, and affective learning outcomes, using diverse assessment methods conducted both regularly and periodically. The ratio of daily and term assessments for each subject shall be determined by the school.

前項多元評量，得採筆試、作業、口試、表演、實作、實驗、見習、參觀、報告、資料蒐集整理、鑑賞、晤談、實踐、自我評量、同儕互評或檔案評量等方式辦理。

The aforementioned diverse assessments may include written tests, assignments, oral exams, performances, practical exercises, experiments, internships, visits, reports, data collection and organization, comprehension and appreciation, interviews, practical applications, self-assessments, peer evaluations, or portfolio assessments.

補充規定：Supplementary Provisions:

一、學業成績考查，其方式及比重如下：

The methods and weightings for the assessment of academic performance are as follows:

(一) 日常考查：百分之六十，進行多元評量考察。

Daily assessments: 60%. Students will be assessed through diverse evaluation methods.

(二) 定期考查：百分之四十。舉辦二次定期評量(每次百分之二十)。

Term assessments: 40%. Two periodic assessments will be conducted (each accounting for 20%).

(三) 學年學業成績是第一學期學業成績和第二學期學業成績的平均值。

The academic performance for the school year is the average of the academic performance from the first semester and the second semester.

| 第一學期 (1st Semester)                  | 第二學期 (2nd Semester)                  | 學年成績 (Semester Grade)                               |
|--------------------------------------|--------------------------------------|---|
| 日常考查 Daily 60%<br>定期考查 Term Exam 40% | 日常考查 Daily 60%<br>定期考查 Term Exam 40% | 兩學期平均值 Average of the grades from the two semester. |

二、學期成績總平均之計算為各科目學期學業成績乘以各該科目修習小時數所得之總和，再除以總修習小時數。

The calculation of the semester grade point average is the sum of the academic performance for each subject, multiplied by the number of class hours for that subject, divided by the total number of class hours.

三、各科學期成績經任課教師評定後送交註冊組後，不得逕自更改。但如發現試卷評分或成績計算有錯誤者得由任課老師會同註冊組查證屬實，經部門核定後始可更正。

Once the semester grades for each subject have been evaluated by the respective teachers and submitted to the registrar, they cannot be changed without authorization. However, if there are errors in the grading of the exam papers or in the calculation of grades, the subject teacher, along with the registrar, can verify and correct the errors after departmental approval.

註 1: 符合民小學及國民中學學生學習評量辦法第七條

Note 1: In accordance with Article 7 of the Regulations for Student Learning Assessment in Elementary and Junior High Schools

國民中小學學生學習評量時機，分為平時評量及定期評量二種。

The timing of student learning assessments in elementary and junior high schools is divided into daily assessments and term assessments

領域學習課程評量，應兼顧平時評量及定期評量；彈性學習課程評量，應以平時評量為原則，並得視需要實施定期評量。

For domain learning courses, assessments should include both daily assessments and term assessments. For flexible learning courses, regular assessments should be the primary method, with periodic assessments conducted as needed.

前項平時評量中紙筆測驗之次數，於各領域學習課程及彈性學習課程，均應符合第四條第四款最小化原則；定期評量中紙筆測驗之次數，國民小學一年級及二年級，每學期至多二次，國民小學三年級至國民中學三年級，每學期至多三次。

The number of paper-and-pencil tests in formative assessments for both domain and flexible learning courses should comply with the minimization principle specified in Article 4, Item 4. For summative assessments, the number of paper-and-pencil tests shall be up to two times per semester for first and second grades in elementary school, and up to three times per semester for third grade in elementary school through third grade in junior high school.

學生因故不能參加定期評量，經學校核准給假者，得補行評量；其成績以實得分數計算。

Students who cannot attend term assessments due to valid reasons and have been granted leave by the school may require supplementary evaluation, with their scores calculated based on actual performance.

日常生活表現以平時評量為原則，評量次數得視需要彈性為之。

Life skills performance is assessed based on daily evaluations, with the frequency of assessments adjusted flexibly as needed.

註 2: 符合臺南市國民小學學生成績評量補充規定第六點

Note 2: In accordance with Point 6 of the Supplementary Provisions for Student Performance Assessment in Tainan City Elementary Schools

領域學習課程之定期評量每學期二次至三次，且定期評量與平時評量占各領域學習課程學期成績百分之五十。

Term assessments for domain learning courses should be conducted two to three times per semester. Term assessments and daily evaluations each account for 50% of the semester grade for each subject area.

**第 五 條 Article 5**

學業成績評量之科目，依高級中等學校課程綱要（以下簡稱課程綱要）之規定。

The subjects for the assessment of academic performance shall be in accordance with the curriculum guidelines for senior high schools (hereinafter referred to as "curriculum guidelines").

每一科目學分之計算，以每學期每週修習一節或總修習節數達十八節，為一學分。

The calculation of credits for each subject is based on the guideline that one credit equals one period per week per semester, or a total of eighteen periods.

補充規定：Supplementary Provisions:

- 一、 本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

- 二、 1到8年級學生，透過校方認可之線上課程平台修習各式課程，修習之線上課程即使通過，因不適用學分制度，故無學分計算列入之需求。學生修習通過後之線上課程，未來將不得用來免修雙語部9到12年級之必修學分課程。

Students from grades 1 to 8, who take various courses through school-approved online course platforms, will not have their completed online courses counted for credit, as they are not applicable under the credit system. Online courses completed by students will not be used to exempt mandatory credits for IBST grades 9-12 in the future.

- 三、 9到12年級，每週4-6節/小時的課程每學期提供0.5學分，每學年1學分。每周少於4節/小時的課程每學期將獲得0.25學分，每學年0.5學分。個別科目成績將按學期給出，並且僅對及格成績給予學分。如果學生在第一學期或第二學期的某門科目不及格，但學年平均成績等於或高於六十分，則該學生仍可獲得學年學分。

For grades 9 through 12, courses offered for 4-6 periods/hours per week will earn 0.5 credits per semester and 1 credit per academic year. Courses offered for fewer than 4 periods/hours per week will earn 0.25 credits per semester and 0.5 credits per academic year. Individual subject grades will be given on a semester basis, and credits will only be awarded for passing grades. If a student fails a subject in either the first or second semester, but their annual average grade is 60 or higher, the student will still receive annual credit.

- 四、 如果9至12年級的學生參加補考後，所獲得的總學分少於學年所需學分的一半，則需要留級。但若學生寒暑假自行於校方認可之線上課程平台上修畢該科課程並取得學分，並於新學期開學前提出學分補修通過成績單，則學校會認可其成績和學分，本校成績單將註記該課程由校方認可之線上課程平台修畢並取得學分。

If a student in grades 9 through 12 obtains less than half of the required annual credits after attending re-assessment, they will need to repeat the grade. However, if a student completes and earns credits for a course through school-approved online course platforms during summer or winter break and submits a passing grade report for credit recovery before the start of the new semester, the school will recognize their grades and credits. The school transcript will note that the course was completed and credited through school-approved online course platforms.

## 第六條 Article 6

學生於定期學業成績評量時，因故不能參加全部科目或部分科目之評量，經學校核准給假者，學校得審酌其請假事由後，准予補行考試或採其他方式評量之；其評量方式、成績採計及登錄，由學校定之。

If a student is unable to participate in the assessment for all or part of the subjects during term evaluations due to valid reasons, and the leave is approved by the school, the school may, after considering the reason for the leave, allow make-up exams or use other forms for assessment. The methods of assessment, calculation, and recording of grades shall be determined by the school.

補充規定：Supplementary Provisions:

- 一、 每個學期皆有二次定期評量，學生因故缺考者皆不予提前考試，學生必須於返校當日於雙語部辦公

室報到，直至補考完(至多一天半)才能進教室。

There are two summative assessments each semester. **Students who miss an exam for any reason will not be allowed to take the exam in advance.** Students must report to the IBST office on the day they return to school and stay there until they have completed the makeup exam (up to one and a half days) before they can enter the classroom.

## 二、經學校核准給假者補行考試之成績計算如下：

For students granted leave by the school, the calculation of makeup exam grades is as follows:

(一) 公假：參加定期考察，成績核實給分或以其他方式評量。

Official Leave: For those attending periodic assessments, grades will be given based on actual performance or assessed through other means.

(二) 病假、喪假、產前假、娩假、流產假、育嬰假：學生須檢附相關證明，成績核實給分。

Sick Leave, Bereavement Leave, Prenatal Leave, Maternity Leave, Miscarriage Leave, Parental Leave: Students must provide relevant documentation, and grades will be given based on actual performance.

(三) 因事假缺考者：Personal Leave:

1. 其補考成績在六十分以下者，依實得分數計算。

For scores below 60, the actual score will be recorded.

2. 超過六十分者：

For scores above 60:

(1) 1到6年級學生，超過部分之分數以百分之八十計算。

For students in grades 1 to 6, the portion exceeding 60 will be calculated at 80%.

(2) 7到12年級學生，超過部分之分數以百分之七十計算。

For students in grades 7 to 12, the portion exceeding 60 will be calculated at 70%.

| Make-up Exam Grading Reference |                         |              |                         |              |
|--------------------------------|-------------------------|--------------|-------------------------|--------------|
|                                | G1-G6                   |              | G7-G12                  |              |
| original score                 | 20% penalty             | score earned | 30% penalty             | score earned |
| formula                        | $60 + (n - 60) * 0.8$   |              | $60 + (n - 60) * 0.7$   |              |
| 100                            | $60 + (100 - 60) * 0.8$ | 92           | $60 + (100 - 60) * 0.7$ | 88           |
| 90                             | $60 + (90 - 60) * 0.8$  | 84           | $60 + (90 - 60) * 0.7$  | 81           |
| 80                             | $60 + (80 - 60) * 0.8$  | 76           | $60 + (80 - 60) * 0.7$  | 74           |
| 70                             | $60 + (70 - 60) * 0.8$  | 68           | $60 + (70 - 60) * 0.7$  | 67           |
| 60                             | 60                      |              | 60                      |              |
| 50                             | 50                      |              | 50                      |              |

註 1: 符合臺南市國民小學學生成績評量補充規定第七點

Note 1: In accordance with Point 7 of the Supplementary Provisions for Student Performance Assessment in Tainan City Elementary Schools

學生於學校辦理定期評量時，因故請假缺考者，應於該學期結束前補考。學生定期評量無故缺考時，除不得補考外，學生缺考之定期評量成績應以零分計算。

When students are absent from a term examination due to approved leave, they must take a makeup exam before the end of the semester. If a student misses a summative examination without a valid reason, they will not be permitted to take a makeup exam, and their score for the missed assessment will be recorded as zero. 前項補考學校得另行命題，其成績計算方式如下：

For makeup exams, the school may provide different test questions. The calculation of grades is as follows:

一、因公、喪、病、產假或不可抗力事由請假缺考者，按實得分數計算。

For absences due to public duties, bereavement, illness, maternity leave, or force majeure, grades will be based on actual performance.

二、因事假缺考者，其補考成績在六十分以下者，依實得分數計算；超過六十分者，超過部分之分數以百分之八十計算。

For absences due to personal reasons, if the makeup exam score is below 60, it will be based on the actual score. If the score exceeds 60, the portion exceeding 60 will be calculated at 80%.

## 第七條 Article 7

學期學業成績總平均之計算，為各科目學期學業成績乘以各該科目學分數所得之總和，再除以總學分數。學年學業成績總平均之計算，以該學年度各學期學業成績總平均成績平均之。

The calculation of the semester grade point average (GPA) is the sum of the academic performance for each subject, multiplied by the number of class hours for that subject, divided by the total number of class hours. The annual GPA is calculated as the average of the semester GPAs for that academic year.

各科目學年學業成績之計算，以該學年度該科目各學期學業成績平均之；學生各科目學期學業成績，依第十條第二項規定應予補考者，其該科目學年學業成績之計算，以其該科目該學年各學期原成績或補考成績擇優登錄計算，不得與該科目重修或補修後之成績平均計算。

The calculation of the annual academic performance for each subject is the average of the semester academic performances for that subject in that academic year. For subjects in which students are required to take a makeup exam according to Article 10, Paragraph 2, the calculation of the annual academic performance for that subject will use either the original or the makeup exam score, whichever is higher. It cannot be averaged with the grades from retaken or supplementary courses.

各科目學期學業成績之計算，遇小數點時，採四捨五入法，取整數計算；學期、學年學業成績總平均及各科目學年學業成績之計算，取小數點後一位數，第二位數採四捨五入法進入第一位數。

When calculating the semester academic performance for each subject, rounding is applied: scores are rounded to the nearest whole number. For the calculation of the semester and annual GPAs and the annual academic performance for each subject, scores are rounded to the nearest tenth place, with the second decimal place rounded up if it is 5 or higher.

補充規定：

一、 每次定期評量後書面通知學生家長一次。

After each summative assessment, a written notification will be sent to the student's parents.

二、學科課程被歸類為以下其中一個類別:語言與文學、數學、社會、自然科學、選修課程。

Subject courses are classified into one of the following categories: Language and Literature, Mathematics, Social Studies, Science, Electives.

三、學生的學業表現以百分比表示，其中六十百分比是及格分數。百分比將四捨五入到小數點第一位。

Students' academic performance is expressed as a percentage, with 60% being the passing score.

Percentages are rounded to the nearest tenth place.

四、1到8年級學生，學業成績按照以下標準計算：

For students in grades 1 to 8, academic performance is given by the following scale:

|                |             |   |             |                |             |
|----------------|-------------|---|-------------|----------------|-------------|
| A <sup>+</sup> | 100 – 97.0  | A | 96.9 – 93.0 | A <sup>-</sup> | 92.9 – 90.0 |
| B <sup>+</sup> | 89.9 – 87.0 | B | 86.9 – 83.0 | B <sup>-</sup> | 82.9 – 80.0 |
| C <sup>+</sup> | 79.9 – 77.0 | C | 76.9 – 73.0 | C <sup>-</sup> | 72.9 – 70.0 |
| D <sup>+</sup> | 69.9 – 67.0 | D | 66.9 – 63.0 | D <sup>-</sup> | 62.9 – 60.0 |
| F              | 59.9 – 0    |   |             |                |             |

五、9到12年級學生: 學生的平均成績點數(Grade Point Average GPA)是透過加權平均計算的；將所獲得的總成績點數數除以所修課程的總門數。在進階(Honors)課程中獲得A、B、C或D分數的學生將額外獲得0.5成績點數，而在大學先修(A.P.)課程中獲得A、B、C或D分數的學生將額外獲得1.0成績點數。以下圖表顯示了進階(Honors)課程和大學先修(A.P.)課程的加權情況：

For students in grades 9 to 12, the Grade Point Average (GPA) is calculated through weighted averaging; the total grade points earned are divided by the total number of courses taken. Students who receive an A, B, or C in Honors courses will receive an additional 0.5 grade point, while those who receive an A, B, or C in Advanced Placement (A.P.) courses will receive an additional 1.0 grade point. The following chart shows the weighting for Honors and A.P. courses:

| Letter Grade     | A <sup>+</sup> | A           | A <sup>-</sup> | B <sup>+</sup> | B           | B <sup>-</sup> | C <sup>+</sup> | C           | C <sup>-</sup> | D <sup>+</sup> | D           | D <sup>-</sup> | F          |
|------------------|----------------|-------------|----------------|----------------|-------------|----------------|----------------|-------------|----------------|----------------|-------------|----------------|------------|
| Percentage Grade | 100<br>~ 97    | 96.9<br>~93 | 92.9<br>~90    | 89.9<br>~87    | 86.9<br>~83 | 82.9<br>~80    | 79.9<br>~77    | 76.9<br>~73 | 72.9<br>~70    | 69.9<br>~67    | 66.9<br>~63 | 62.9<br>~60    | 59.9<br>~0 |
| GPA (Standard)   | 4.3            | 4.0         | 3.7            | 3.3            | 3.0         | 2.7            | 2.3            | 2.0         | 1.7            | 1.3            | 1.0         | 0.7            | 0          |
| GPA (Honors)     | 4.8            | 4.5         | 4.2            | 3.8            | 3.5         | 3.2            | 2.8            | 2.5         | 2.2            | 1.8            | 1.5         | 1.2            | 0          |
| GPA(AP)          | 5.3            | 5.0         | 4.7            | 4.3            | 4.0         | 3.7            | 3.3            | 3.0         | 2.7            | 2.3            | 2.0         | 1.7            | 0          |

註 1:符合國民小學及國民中學學生學習評量辦法第十條

Note 1: In accordance with Article 10 of the Regulations for Student Learning Assessment in Elementary and Junior High Schools

國民中小學學生領域學習課程及彈性學習課程之平時及定期學習評量結果，應依評量方法之性質以等第、數量或質性文字描述記錄之。前項各領域學習課程及彈性學習課程之學習評量，至學期末，應綜合全學期各種評量結果紀錄，參酌學生人格特質、特殊才能、學習情形與態度等，評量及描述學生學習表現，並得視需要提出未來學習之具體建議。

The results of formative and summative learning assessments for domain learning courses and flexible learning courses should be recorded using grades, numerical values, or qualitative descriptions according to the nature of the assessment method. At the end of the semester, the assessment results for each domain and flexible learning course should be combined to evaluate and describe students' learning performance, taking into account their personality traits, special talents, learning conditions, and attitudes. Specific suggestions for future learning may be provided if necessary.

領域學習課程之評量結果，應以優、甲、乙、丙、丁之等第，呈現各領域學習課程學生之全學期學習表現；其等第與分數之轉換如下：

The assessment results for domain learning courses should be presented in grades, with the following grade-to-score conversions:

- 一、優等：九十分以上。A: 90 and above.
- 二、甲等：八十分以上未滿九十分。B: 80 to less than 90.
- 三、乙等：七十分以上未滿八十分。C: 70 to less than 80.
- 四、丙等：六十分以上未滿七十分。D: 60 to less than 70.
- 五、丁等：未滿六十分。F: Less than 60.

前項等第，以丙等為表現及格之基準。

A grade of D is considered the passing standard.

彈性學習課程評量結果之全學期學習表現，得比照第三項規定辦理。

The assessment results for flexible learning courses may be processed similarly to the third item.

學生日常生活表現紀錄，應就第三條第二款所列項目，分別依行為事實記錄之，並酌予提供具體建議，不作綜合性評價及等第轉換。

Records of students' daily life performance should be based on the items listed in Article 3, Item 2, and should include factual behavior records and specific suggestions without a comprehensive evaluation or grade conversion.

## 註 2:國民小學及國民中學學生學習評量辦法第十一條

Note 2: In accordance with Article 11 of the Regulations for Student Learning Assessment in Elementary and Junior High Schools

學校就國民中小學學生領域學習課程、彈性學習課程及日常生活表現之學習評量紀錄及具體建議，每學期至少應以書面通知學生及其法定代理人一次。

Schools should provide written notifications of learning assessment records and specific suggestions for domain learning courses, flexible learning courses, and daily routine performance to students and their legal guardians at least once per semester.

學校得公告說明學生分數之分布情形。但不得公開呈現個別學生在班級及學校排名。

Schools may announce the distribution of students' scores but must not publicly display individual students' rankings within the class or school.

直轄市、縣（市）主管機關應於每學期結束後一個月內，檢視所轄國民中小學學生之評量結果，作為其教育政策訂定及推動之參考。

Municipal and county (city) authorities should review the assessment results of students in elementary and junior high schools within their jurisdiction within one month after the end of each semester, to inform their educational policy formulation and implementation.

## 第 八 條 Article 8

學業成績以一百分為滿分，其及格基準規定如下：

The full score for academic performance is 100 points, with the passing standards as follows:

一、一般學生：以六十分為及格。

General students: 60 points is considered passing.

二、依各種升學優待辦法規定入學之原住民學生、重大災害地區學生、政府派赴國外工作人員子女、退伍軍人、僑生、蒙藏學生、外國學生、境外優秀科學技術人才子女及基於人道考量、國際援助或其他特殊身分經專案核定安置之學生：一年級以四十分為及格，二年級以五十分為及格，三年級以後以六十分為及格。

Indigenous students admitted under various preferential admission policies, students from major disaster areas, children of government employees working abroad, veterans, overseas Chinese students, Mongolian and Tibetan students, foreign students, children of outstanding scientific and technological talents from abroad, and students placed under humanitarian considerations, international aid, or other special statuses approved through special projects: Tenth grade: 40 points is considered passing. Eleventh grade: 50 points is considered passing. Twelfth grade and above: 60 points is considered passing.

三、依中等以上學校技藝技能優良學生甄審及保送入學辦法規定入學之學生：一年級、二年級以五十分為及格，三年級以後以六十分為及格。

Students admitted under the regulations for the selection and recommendation of students with outstanding technical and vocational skills in secondary and higher education: Tenth and eleventh grades: 50 points is considered passing. Twelfth grade and above: 60 points is considered passing.

四、依中等以上學校運動成績優良學生升學輔導辦法規定入學之學生：一年級、二年級以四十分為及格，三年級以後以五十分為及格。

Students admitted under the regulations for the guidance of students with outstanding athletic performance in secondary and higher education: Tenth and eleventh grades: 40 points is considered passing. Twelfth grade and above: 50 points is considered passing.

身心障礙學生之學業成績評量，應依特殊教育法相關規定辦理。

The evaluation of academic performance for students with disabilities shall be conducted in accordance with the relevant provisions of the Special Education Act.

補充規定：Supplementary Provisions:

一、依照科學園區高級中等以下學校雙語部或雙語學校學生入學辦法第3條第5項，園區學校得視實際需要舉辦語文測驗，經測驗及格者始得錄取，故雙語部學生只適用本條例第一項之規定。

According to Article 3, Paragraph 5 of the Admission Regulations for Students in the Bilingual Departments or Bilingual Schools of the Science Park Senior High Schools and below, schools in the

park may hold language tests as needed, and only those who pass the test will be admitted. Therefore, only the first paragraph stated in this regulation is applicable to IBST students.

- 二、身心障礙學生之學業成績評量，由學校依特殊教育法第十九條所定**個別化教育計畫**之評量方式定之。

The evaluation of academic performance of students with disabilities shall be determined by an **individualized education plan (I.E.P)** implemented by the school in accordance with Article 19 of the Special Education Act.

## 第九條 Article 9

學生因其居住地區或就讀學校發生災害防救法第二條第一款所定災害或其他重大變故情形，學校認有調整前條所定學業成績及格基準之必要者，得擬具計畫，經各該特定科目教學研究委員會及行政會議通過後調整之，並妥為保存；其調整後之成績及格基準，不得低於四十分。

If a student's residential area or school experiences a disaster as defined in Article 2, Paragraph 1 of the Disaster Prevention and Protection Act, or other major incidents, and the school deems it necessary to adjust the passing standards for academic performance as stipulated in the previous article, the school may draft a plan. This plan must be approved by the specific subject's teaching and research committee and the administrative meeting, and it must be properly preserved. The adjusted passing standard must not be lower than 40 points.

前項計畫之內容，應包括下列事項：

The content of the plan must include the following items:

- 一、適用調整學業成績及格基準之學生姓名、學號、年級、科別、班級與適用學期及學年。

The names, student numbers, grades, departments, classes, applicable semesters, and academic years of the students to whom the adjusted passing standards apply.

- 二、學校已實施之多元評量執行策略及學生學習補救措施。

The strategies for implementing multiple assessments and remedial measures for students that the school has already put into practice.

- 三、學生學習成就差異分析、學校學習評量調整方案及調整之必要性說明。

An analysis of the differences in student learning achievements, an explanation of the school's learning assessment adjustment plan, and the rationale for these adjustments.

## 第十條 Article 10

學生學期學業成績達第八條或前條所定及格基準之科目，授予學分。

Students will be awarded credits for subjects in which their semester academic performance meets the passing standards specified in Article 8 or the preceding article.

學生學期學業成績未達第八條或前條所定及格基準之科目，其成績達下列基準者，學校應予補考：

For subjects where students' semester academic performance does not meet the passing standards stipulated in Article 8 or the previous article, but reaches the following benchmarks, the school should provide a makeup exam:

- 一、及格基準分數為五十分至六十分者：四十分。

For passing standards between 50 and 60 points: 40 points.

二、及格基準分數為四十分至四十九者：三十分。

For passing standards between 40 and 49 points: 30 points.

前項補考科目，其補考所得之成績，達第八條或前條所定及格基準者，授予學分，並依及格基準分數登錄；未達及格基準者，不授予學分，並就原成績或補考成績擇優登錄。

For subjects that require a makeup exam, students who achieve the passing standard stipulated in Article 8 or the preceding article will be awarded credits, and the score will be recorded as the passing standard score. Those who do not meet the passing standard will not be awarded credits, and the better of the original score or the makeup exam score will be recorded.

學校每學期辦理補考，以一次為限。但學生因故不能參加補考，經學校核准給假者，學校得審酌其請假事由後，准予補行考試或採其他方式評量之。

The school will conduct makeup exams once per semester. However, if a student is unable to attend the makeup exam for a valid reason and is granted leave by the school, the school may, after considering the reason for leave, allow the student to take a makeup exam or use other assessment methods.

學生學年學業成績達第八條或前條所定及格基準之科目，該學年度各學期均授予學分；其各學期成績仍應以該學期實得分數登錄。

For subjects in which students achieve the passing standards stipulated in Article 8 or the preceding article for the academic year, credits will be awarded for each semester of that academic year. Each semester's score should still be recorded as the actual score achieved in that semester.

補充規定： Supplementary Provisions:

一、 本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

二、 9到12年級學生學期成績及格規準

Passing Standards for Students in Grades 9 to 12

(一) 學業成績以一百分為滿分，其及格基準規定如下: 均以六十分為及格。

The full score for academic performance is 100 points, with 60 points as the passing standard for all subjects.

(二) 學生學業成績不及格之科目，其成績達下列基準者，得於各該學期申請補考：一般學生四十分需補考。

For subjects in which students do not meet the passing standards but achieve the following benchmark, they may apply for a retake during the respective semester. General students must score at least 40 points to qualify for a retake.

(三) 補考之成績，依下列規定採計與登錄：

The results of the retake will be recorded according to the following rules:

1. 如果學生補考成績達到六十分或以上，學生將獲得六十分作為學期成績。

If a student scores 60 or above on the retake, 60 will be recorded as the semester grade.

2. 若學生補考成績低於六十分，科目成績將記錄為原不及格科目學期成績或補考成績中較高的數字。

If a student scores below 60 on the retake, the subject grade will be recorded as the higher of the original failing grade or the retake grade.

- (四) 學校每學期辦理補考，以一次為限。但學生因故不能參加補考，經學校核准給假者，學校得審酌其請假事由後，准予補行考試或採其他方式評量之。惟採其他方式評量需經部門行政單位核准後執行。

The school conducts retakes once per semester. However, if a student cannot attend the retake for a valid reason and is granted leave by the school, the school may, after considering the reason for the leave, allow the student to take a makeup exam or use other assessment methods. The implementation of alternative assessment methods requires approval from the relevant administrative unit.

- 三、有特殊情事者，可向教學組申請補考。

In special circumstances, students may apply for a retake through the academic affairs office.

## 第 十一 條 Article 11

學生於本法第四十二條規定之修業期限內，各學期學業成績未達第八條或第九條所定及格基準之科目，得申請重修。

Students who do not meet the passing standards set forth in Articles 8 or 9 for any subject within the study period stipulated in Article 42 of this law may apply for retakes.

課程綱要規定應修習之部定及校訂必修科目，未修習者應補修。轉學、轉科（學程）學生並得就應修習之部定必修及校訂必修以外科目，申請補修。

Subjects required by the curriculum guidelines and school regulations, if not taken, must be made up. Transfer students or students changing their field of study may apply to make up subjects other than those required by the curriculum guidelines and school regulations.

學校辦理重修、補修之方式，依下列規定順序為之：

The methods for conducting retakes and make-ups are as follows:

- 一、專班辦理：申請學生人數達十五人以上者，由學校開設專門班級，供學生修讀；每一學分不得少於六節。

Special Classes: If there are 15 or more applicants, the school will offer a special class for the students to take the course; each credit must include at least six periods.

- 二、自學輔導：申請學生未達前款所定人數者，由教師指定教材，供學生自行修讀，並安排面授指導及教學；每一學分之面授指導及教學節數，屬重修者，不得少於三節，屬補修者，不得少於六節。

Self-study Guidance: If the number of applicants is less than 15, the teacher will provide designated materials for students to study independently, and arrange for face-to-face guidance and teaching; each credit must include at least three periods of face-to-face guidance for retakes and at least six periods for make-ups.

- 三、隨班修讀：依學生能力及學校排課等因素，安排學生隨其他班級課程修讀。

Attending Classes with Other Grades: Depending on the student's ability and the school's schedule, students may attend classes with other grades to complete the course.

前項各款之實施時間、課程內容及實際授課節數，由學校定之。

The implementation time, course content, and actual teaching periods of the above methods will be determined by the school.

重修、補修及延長修業期限學生之學業成績評量，應依第四條規定辦理。

The academic performance evaluation for retakes, make-ups, and extended study periods shall be conducted in accordance with Article 4.

補充規定： Supplementary Provisions:

一、 本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

二、 9到12年級學生，如果學期成績低於六十分，得於校方認可之線上課程平台上重修該課程。修畢該科課程並通過後，本校成績單將註記該課程由校方認可之線上課程平台修畢，學生將獲得 六十分作為學期成績，學分便可計入畢業要求。

Students in grades 9 to 12 who have a semester grade below 60 may retake the course on a school-approved online course platform. Upon completion and passing of the course, the school transcript will note that the course was completed through the school-approved online platform, and the student will receive 60 as the semester grade, which will count towards graduation requirements.

三、 轉學學生依本部課程及畢業學分數規定之必修科目，未修習者應補修。當學生未通過必修科目時，將無法獲得該科目的學分。

Transfer students must make up for any required courses according to the department's curriculum and graduation credit requirements. If a student fails a required course, they will not receive credit for that course.

四、 選修課程學年成績在六十分以下，無需重複選修同一課程。然而，學生需要有足夠的選修課學分才能滿足畢業要求。

Elective courses with an annual grade below 60 do not need to be retaken. However, students must earn enough elective credits to meet graduation requirements.

五、 修習校方認可之線上課程平台課程者，須達該課程所規定的總時數，以滿足相對應之學分數。

Courses taken on a school-approved online course platform must meet the total required hours to satisfy the corresponding credits.

六、 重修課程申請與辦理時間，以暑假期間辦理為原則。

Applications for and conducting retakes should primarily be handled during the summer break.

## 第 十二 條 Article 12

學生依前條規定完成重修、補修後，其所得成績達第八條或第九條所定及格基準之科目，授予學分；未達及格基準者，不授予學分。

After students complete retakes or make-ups as per the previous article, if their grades meet the passing standards set in Articles 8 or 9, they will be awarded credits; if the grades do not meet the passing standards, no credits will be awarded.

前項重修、補修後之科目成績登錄，依下列規定辦理：

For grades of retaken or made-up courses, the following rules apply:

一、 重修：達第八條或第九條所定及格基準者，依所定之及格基準分數登錄；未達及格基準者，就重修前後成績，擇優登錄。

Retakes: If the grades meet the passing standards set in Articles 8 or 9, the grades will be recorded according to the passing standard. If the grades do not meet the passing standards, the better of the grades from before or after the retake will be recorded.

二、補修：依實得成績登錄。

Make-ups: The actual grades achieved will be recorded.

補充規定：Supplementary Provisions:

本條僅適用 9 到 12 年級學生，不適用 1 到 8 年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

### 第十三條 Article 13

學生各學年度第一學期取得之學分數，未達該學期修習總學分數二分之一者，第二學期得由學校輔導其減修學分；其減修之相關規定，由學校定之。

If the number of credits earned by a student in the first semester of an academic year is less than half of the total credits taken in that semester, the school may guide the student to reduce their credits for the second semester.

The school will set the relevant regulations for credit reduction.

休學學生申請提前一學期復學者，準用前項規定。

Students who apply to return from a leave of absence one semester earlier should follow the same regulations.

補充規定：Supplementary Provisions:

本條僅適用 9 到 12 年級學生，不適用 1 到 8 年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

### 第十四條 Article 14

學生各學年度取得之學分數，未達該學年度修習總學分數二分之一者，得重讀；該學年度取得之學分數，應包括該學年度結束前補考、重修及補修後取得之學分。

If the number of credits earned by a student in an academic year is less than half of the total credits taken in that academic year, they may be required to repeat the year. The credits earned in that academic year should include those obtained from make-ups, retakes, and remedial courses completed before the end of the academic year.

重讀時，學生成績以重讀之實得分數登錄；學生對於重讀前已修習且取得學分之科目，於各學期開學日前申請免修者，學校應准予免修，該科目原成績列入重讀學期之成績一併計算；未申請免修而自願再次選讀者，該科目成績，應就再次選讀之成績或原成績擇優登錄。對於重讀之學生，學校應給予適當之輔導。

During repetition, the student's grades will be recorded based on the actual grades earned during the repetition. Students who have previously taken and earned credits for certain subjects and wish to be exempted from retaking those subjects must apply for exemption before the start of each semester. The school should grant such exemptions, and the original grades will be included in the repeated semester's grades. For subjects that students voluntarily retake without applying for exemption, the better of the grades from the retake or the original grades will be recorded. The school should provide appropriate guidance to students repeating the year.

學校為協助學生取得畢業應修學分數，應針對學生各學期學分取得情形，提供預警措施並給予個別輔導。

To assist students in obtaining the required graduation credits, the school should provide warning measures and individual counseling based on each semester's credit achievements.

轉學生入學時、轉科（學程）學生轉科（學程）時及休學學生復學時，準用前三項規定。

The regulations for transfer students upon admission, students changing their field of study (program), and students returning from leave of absence should follow the provisions of the previous three articles.

補充規定：Supplementary Provisions:

一、 本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

二、 輔導申請重讀學生以全面重讀為原則，若無法適應課程，則輔導其改變學習環境。

Guidance for students applying for re-enrollment should follow a principle of comprehensive re-enrollment. If the student is unable to adapt to the curriculum, guidance should be provided to change the learning environment.

三、 學生因重讀而申請免修時，應經過免修課程鑑定通過，並於學校安排之適當場所進行自主學習，出缺席狀況由生輔組派員協助管理，並將其出缺席狀況列入學期德行成績考核。

When a student applies for exemption from courses due to re-enrollment, they must pass the exemption course evaluation and engage in self-directed learning at an appropriate location arranged by the school.

The student's attendance will be managed by the student support team, and their attendance will be included in the semester's moral conduct assessment.

四、 依據高級中等學校學生學籍管理辦法第19條，學校應於學生休學期滿一個月前，通知學生限期辦理復學，學生未於期限內辦理復學者，應辦理轉學或放棄學籍；第一次休學學生，未於期限內辦理復學、轉學或放棄學籍者，視為申請第二次休學；第二次休學學生未於期限內辦理復學、轉學或放棄學籍者，學校應廢止其學籍，並附具理由通知學生及其法定代理人。（依據上開辦法第17條第3點 休學每次以一學年為期，並以二次為限。）

According to Article 19 of the Regulations on Student Records Management for Senior Secondary Schools, the school must notify the student one month before the end of their leave of absence to process their re-enrollment. If the student does not re-enroll by the deadline, they must transfer or forfeit their student status. A first-time leave of absence that is not re-enrolled by the deadline will be treated as applying for a second leave of absence. If a student on a second leave of absence does not re-enroll, transfer, or forfeit their status by the deadline, the school will cancel their student status and notify the student and their legal guardian with reasons (as per Article 17, Item 3 of the above regulations: each leave of absence lasts one academic year and is limited to two instances).

## 第 十五 條 Article 15

學校應建置學生學習支援系統，並依日常及定期學業成績評量結果進行分析，作為學期中實施差異化教學及補救教學之依據，以輔導學生適性學習，發揮學生潛能；其實施基準及方式，由學校定之。

The school should establish a student learning support system and analyze the results of daily and periodic academic assessments. This analysis should serve as a basis for implementing differentiated and remedial teaching

throughout the semester to support students' individualized learning and unlock their potential. The standards and methods for implementation will be determined by the school.

## 第 十六 條 Article 16

新生與轉學生入學前、轉科（學程）學生轉科（學程）前及休學學生復學前，已修習且取得學分之科目，經審查符合課程綱要要求，或經測驗及格者，得列抵免修，其科目成績，依原成績或測驗成績登錄；未取得學分之科目，依第十一條規定辦理。

Before enrollment of new students, transfer students, or students returning from leave of absence, subjects for which they have already earned credits should be reviewed to ensure they meet the curriculum guidelines or have passed an assessment, allowing them to be credited or exempted. The subject grades should be recorded based on the original grades or assessment results. Subjects without earned credits should be handled according to Article 11.

前項審查、測驗及學分抵免規定，由學校定之。

The review, assessment, and credit exemption regulations for the above-mentioned cases will be determined by the school.

學生轉學、轉科（學程）經學校依第一項規定辦理學分抵免後，未符合第十四條第一項得重讀規定而申請重讀者，學校得視該生學習狀況與學校編班、班級人數等情形，依下列規定辦理：

After the school has processed credit exemptions for transfer students or those changing programs, if they do not meet the conditions for repeating as specified in Article 14, Paragraph 1, and apply for repetition, the school may handle their situation based on the student's learning status, class allocation, and class size as follows:

一、符合高級中等學校學生學籍管理辦法第十三條及第十四條第一款規定者，編入適當之年級。

Students who meet the conditions specified in Article 13 and Article 14, Paragraph 1 of the Regulations on Student Registration Management for Senior Secondary Schools will be placed in an appropriate grade.

二、符合高級中等學校學生學籍管理辦法第十四條第二款及第三款規定者，編入適當之年級、科（學程）。

Students who meet the conditions specified in Article 14, Paragraphs 2 and 3 of the Regulations on Student Registration Management for Senior Secondary Schools will be placed in an appropriate grade and program.

學生依高級中等學校學生學籍管理辦法第十條第一項規定借讀時，原學校應會同借讀學校審查借讀修習科目及學分；借讀期滿後，借讀學校應通知原學校依原學校之科目登錄其成績；未取得學分之科目，依本辦法第十一條規定辦理。

When a student is enrolled as a visiting student according to Article 10, Paragraph 1 of the Regulations on Student Registration Management for Senior Secondary Schools, the original school should collaborate with the visiting school to review the subjects and credits taken. After the visiting period ends, the visiting school should notify the original school to record the grades based on the original school's subject list. Subjects without earned credits should be handled according to Article 11 of these regulations.

補充規定： Supplementary Provisions:

一、本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

二、新生、轉學生申請抵免科目學分，應向雙語部註冊組提出申請，再經雙語部招生委員會依規定審

核。

New and transfer students applying for credit exemption should submit their application to the Bilingual Department's Registrar and then have it reviewed by the Bilingual Department's Admissions Committee according to regulations.

- 三、 依照科學園區高級中等以下學校雙語部或雙語學校學生入學辦法，學生需符合資格始得申請雙語部，故借讀不適用雙語部。

According to **the Admission Regulations for Students in the Bilingual Departments or Bilingual Schools of the Science Park Senior High Schools and below**, students who need to meet certain requirements are allowed to apply to IBST. Therefore, the regulation of visiting students does not apply to IBST.

### 第 十七 條 Article 17

資賦優異學生得依身心發展狀況、學習需要及意願，向學校申請縮短修業年限；其辦理方式，應依特殊教育學生調整入學年齡及修業年限實施辦法及其相關法規之規定辦理。

Outstanding students, based on their physical and mental development, learning needs, and willingness, may apply to the school to shorten their study period. The process should follow the regulations and related laws concerning adjustments to school entry age and study period for special education students.

### 第 十八 條 Article 18

學生取得依高級中等學校辦理學生國外學歷採認辦法規定採認之國外學歷，其在國外所修之科目成績，經學校審查符合課程綱要要求，或經測驗及格者，得採計成績或學分，其科目並得列抵免修。

Students who obtain overseas academic records recognized under the regulations for recognizing overseas academic records for senior secondary schools, and whose subject grades from abroad meet the curriculum requirements upon school review or pass an assessment, may have their grades or credits counted and subjects exempted.

學生經學校核准後，赴國內、外公民營事業機構職場或就業導向之職訓機構等場所進修、訓練、實習或學習，取得學習成就或教育訓練證明，經學校審查符合課程綱要要求者，得採計成績或學分，其科目並得列抵免修。

Students who have been approved by the school to pursue further studies, training, internships, or learning at public or private institutions or vocational training institutions, either domestically or abroad, and who obtain learning achievements or educational training certificates, may have their achievements or credits counted if they meet the curriculum requirements upon school review.

學校辦理前二項學生學歷、成績證明、學習成就或教育訓練之審查、測驗、學分採計及赴國外高級中等以上學校學習期間之認定，應依相關法規規定為之。

The school should handle the review, testing, credit calculation, and recognition of study periods at overseas senior secondary schools according to relevant regulations.

補充規定： Supplementary Provisions:

- 一、 本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

二、 新生、轉學生申請抵免科目學分，應向雙語部註冊組提出申請，再經雙語部招生委員會依規定審核。

New and transfer students applying for credit exemption should submit their application to the Bilingual Department's Registrar and have it reviewed by the Bilingual Department's Admissions Committee according to regulations.

## **第 十九 條 Article 19**

學校得與國內、外其他學校合作開設跨校選修之課程，或與國內、外大專校院合作開設預修課程或選修課程；其開設之課程，應納入學校課程計畫，並報各該主管機關備查。

Schools may collaborate with other schools, domestically or internationally, to offer cross-school elective courses, or cooperate with domestic or international colleges and universities to offer preparatory or elective courses. The courses offered should be incorporated into the school's curriculum plan and reported to the relevant authorities for record-keeping.

前項課程採數位遠距教學實施者，其課程實施與學業成績評量方式、學分採計、成績登錄及其他相關事項，由學校與合作之其他學校、大專校院協議後定之。

For courses implemented via digital distance education, the methods for course implementation, academic performance evaluation, credit calculation, grade recording, and other related matters shall be agreed upon by the school and the collaborating institutions.

### **第 十九 條 之一 Article 19-1**

依偏遠地區學校分級及認定標準核定之偏遠地區學校，或其他經中央主管機關核定之教育資源需要協助學校，其部定必修或校訂必修科目無法聘任合格教師實施教學者，經各該主管機關同意後，得與國內其他學校合作開設數位遠距教學課程。

Schools classified as remote areas according to the standards for remote area schools, or other schools approved by the central government authority in need of educational resource assistance, may, with the consent of the relevant authorities, collaborate with other domestic schools to offer digital distance education courses if they cannot hire qualified teachers for compulsory subjects.

前項數位遠距教學課程，其課程實施與學業成績評量方式、學分採計、成績登錄及其他相關事項，由學校與合作之其他學校協議後定之。

For digital distance education courses, the methods for course implementation, academic performance evaluation, credit calculation, grade recording, and other related matters shall be agreed upon by the school and the collaborating institutions.

### **第 十九 條 之二 Article 19-2**

學生居住地區或就讀學校所在地區，發生災害防救法第二條第一款所定災害、傳染病防治法第三條第一項所定傳染病，或其他重大變故時，學校得以數位遠距教學或其他適當方式實施教學，並辦理學習評量。

When a disaster specified in Article 2, Paragraph 1 of the Disaster Prevention and Protection Act, an infectious disease specified in Article 3, Paragraph 1 of the Infectious Disease Control Act, or other major changes occur in

the area where the student resides or the school is located, the school may use digital distance education or other appropriate methods to conduct teaching and administer learning assessments.

補充規定： Supplementary Provisions:

一、 本條僅適用9到12年級學生，不適用1到8年級學生。

This article applies only to students in grades 9 to 12 and does not apply to students in grades 1 to 8.

二、 **選修課程、數位遠距教學**，或國內、外其他學校合作開設跨校選修之課程及國內、外大專校院合作開設預修課程。其相關課程實施與學業成績評量方式、學分採計、成績登錄及相關事項，請參閱 [IBST Policy Regarding Elective and AP Courses](#)。

For **elective courses, digital distance learning**, cross-school elective courses offered in collaboration with domestic or overseas schools, and preparatory courses offered in collaboration with domestic or overseas colleges/universities, please refer to the [IBST Policy Regarding Elective and AP Courses](#) for details regarding the implementation of these courses, methods of academic performance assessment, credit calculation, grade recording, and other related matters.

## 第 二十 條 Article 20

學生修習課程綱要所定技術型高級中等學校彈性學習時間課程，符合下列各款規定，且於備查之學校課程計畫標註授予學分者，授予彈性學習時間學分：

Students who take flexible learning time courses at vocational senior high schools, meeting the following conditions, and are indicated for credit in the school's curriculum plan, will be awarded flexible learning time credits:

一、所修讀者為全學期授課之充實增廣或補強性課程。

The courses are substantial enrichment or reinforcement courses taught throughout the semester.

二、所得成績達第八條或第九條所定及格基準。

The grades obtained meet the passing standards specified in Article 8 or Article 9.

三、無第二十五條第一項所定缺課致成績零分之情形。

There is no occurrence of absences resulting in a zero score as specified in Article 25, Paragraph 1.

前項所得成績，得不登錄或以實得成績登錄。但不納入第七條第一項至第三項平均成績計算。

The grades obtained may either not be recorded or be recorded as the actual grades. However, they are not included in the calculation of average grades specified in Article 7, Paragraphs 1 to 3.

補充規定： Supplementary Provisions:

本條僅適用技術型高級中等學校彈性學習時間課程，不適用雙語部 1 到 12 年級學生。

This article applies only to vocational senior high school students and does not apply to IBST grades 1 to 12 students.

## 第 二十一 條 Article 21

德行評量，依學生行為事實作綜合評量，不評定分數及等第。

Moral conduct evaluation is a comprehensive assessment based on student behaviors, without assigning scores or grades.

德行評量項目如下：

The items for moral conduct evaluation are as follows:

一、日常生活綜合表現及校內外特殊表現。

Overall performance in daily life and special performances both inside and outside the school.

二、服務學習。

Service learning.

三、獎懲紀錄。

Records of rewards and punishments.

四、出缺席紀錄。

Attendance records.

五、具體建議。

Specific feasible suggestions.

## 第 二十二 條 Article 22

德行評量以學期為階段，由導師依前條第二項各款規定，參考各科目任課教師及相關行政單位提供之意見，依行為事實記錄，並視需要提出具體建議，經學生事務相關會議審議後，作為學生適性輔導及其他適性教育處置之依據。

Moral conduct evaluation is conducted on a semester basis by the homeroom teacher, who will refer to opinions from subject teachers and relevant administrators according to the provisions of the preceding article, record the behaviors, and provide specific suggestions if needed. This evaluation will be used as a basis for appropriate guidance and other suitable educational measures after review by student affairs meetings.

重修、補修學生及延長修業期限學生之德行評量，由學校依其修課情形，並參酌一般學生之規定定之。

For students who are repeating courses, making up for missed classes, or extending their study period, the moral conduct evaluation will be determined by the school based on their course situation and by referring to the general student regulations.

學生借讀期間之德行評量，由借讀學校依本辦法規定辦理；借讀期滿後，借讀學校應提供借讀學生德行評量項目紀錄予原學校登錄。

For visiting students, the moral conduct evaluation during the visiting period will be conducted by the visited school, and upon completion of the visiting period, the evaluation records will be provided to the original school for registration.

補充規定：Supplementary Provisions:

依照科學園區高級中等以下學校雙語部或雙語學校學生入學辦法，學生需符合資格始得申請雙語部，故借讀不適用雙語部。

According to **the Admission Regulations for Students in the Bilingual Departments or Bilingual Schools of the Science Park Senior High Schools and below**, students who need to meet certain requirements are allowed to apply to IBST. Therefore, the regulation of visiting students does not apply to IBST.

## 第 二十三 條 Article 23

德行評量之獎懲，依下列規定辦理：

Rewards and punishments in moral conduct evaluation are handled as follows:

一、獎勵：分為嘉獎、小功及大功。

Rewards: categorized into commendations, minor merits, and major merits.

二、懲處：分為警告、小過及大過。

Punishments: categorized into warnings, minor demerits, and major demerits.

學生之獎懲，應通知學生、導師、家長或監護人，並於學期結束時列入德行評量。

The rewards and punishments should be communicated to the student, homeroom teacher, and parents or guardians, and included in the moral conduct evaluation at the end of the semester.

第一項之獎懲項目、事由、程序、獎懲相抵及銷過之相關規定，由學校定之。

The specific regulations regarding the items, reasons, procedures for rewards and punishments, and the offsetting and cancellation of these records are determined by the school.

補充規定：Supplementary Provisions:

一、本條僅適用7到12年級學生，不適用1到6年級學生。(1-6年級學生應參照國民小學及國民中學學生獎懲準則辦理之)

This article applies only to students in grades 7 to 12 and does not apply to students in grades 1 to 6.

(Students in grades 1 to 6 should refer to the National Elementary and Junior High School Student Awards and Punishments Guidelines.)

二、請參照本校之「學生獎懲要點」及「改過遷善銷過實施辦法」。

Please refer to the school's "Student Rewards and Punishments Guidelines" and "Implementation Measures for Correcting Misconduct and Clearing Records."

## 第 二十四 條 Article 24

學生請假別，分為公假、事假、病假、婚假、產前假、娩假、陪產假、流產假、育嬰假、生理假及喪假；其請假規定，由學校定之。

Student leave types are categorized as follows: official leave, personal leave, sick leave, marriage leave, prenatal leave, maternity leave, paternity leave, miscarriage leave, parental leave, menstrual leave, and bereavement leave.

The regulations for these types of leave are established by the school.

學生缺課未經學校依請假規定核准給假者，為曠課。

Absences not approved by the school according to the leave regulations are considered as truancy.

德行評量之出缺席紀錄，依學生請假規定辦理。

Attendance records for moral conduct evaluation are managed according to the student's leave regulations.

補充規定：Supplementary Provisions:

請參照雙語部學生請假要點。

Please refer to the "Student Leave Guidelines of IBST.

## 第 二十五 條 Article 25

學生曠課及事假之缺課節數合計達該科目全學期總修習節數三分之一者，該科目學期學業成績以零分計算。但因學生或其家庭發生重大變故所請事假而缺課之節數，經提學生事務相關會議通過後，得不納入計算。

If a student's absences from class due to unexcused absences and personal leave amount to one-third of the total class hours for that subject during the semester, the semester grade for that subject will be recorded as zero.

However, absences due to significant personal or family emergencies, when approved by the relevant student affairs meeting, may be excluded from this calculation.

學生缺課致影響課業時，學校應視其情形提供預警措施，並給予個別輔導。

When a student's absences impact their academic performance, the school should provide warning measures and offer individual counseling based on the situation.

補充規定： Supplementary Provisions:

本條僅適用 10 到 12 年級學生，1 到 9 年級學生請參考第二十七條 (註 1:國民小學及國民中學學生學習評量辦法第十三條)。

This article applies only to students in grades 10 to 12. For students in grades 1 to 9, please refer to Article 27 (Note 1: **Article 13 of the National Elementary and Junior High School Student Learning Evaluation Guidelines**).

## 第 二十六 條 Article 26

學生除公假外，全學期缺課節數達修習總節數二分之一，或曠課累積達四十二節者，經提學生事務相關會議後，應依法令規定進行適性輔導及適性教育處置。

Except for official leave, if a student's total absences during the semester amount to half of the total class hours, or if the number of unexcused absences accumulates to 42 periods, the school, after presenting the case to the relevant student affairs meeting, should provide appropriate counseling and educational measures in accordance with legal regulations.

## 第 二十七 條 Article 27

學生學習評量結果，依下列規定處理：

Student learning evaluation results shall be handled according to the following regulations:

一、符合下列情形者，准予畢業，並發給畢業證書：

Students who meet the following conditions shall be granted graduation and issued a graduation certificate:

(一) 修業期滿，符合課程綱要所定畢業條件。

Completion of studies and fulfillment of graduation requirements as specified in the curriculum guidelines.

(二) 修業期間德行評量之獎懲紀錄相抵後，未滿三大過。

During the period of study, after considering the reward and punishment records from moral conduct evaluations, the student has not accumulated three or more major demerits.

二、修業期滿，修畢課程綱要所定應修課程，且取得一百二十個畢業應修學分數，而未符合前款規定

者，發給修業證明書。

During the period of study, after considering the reward and punishment records from moral conduct evaluations, the student has not accumulated three or more major demerits.

學生修畢實用技能學程分段課程，成績及格者，得向學校申請發給分段課程修業證明書。

Students who complete practical skills program courses in segments and pass the assessments may apply to the school for a certificate of completion for the segmented courses.

補充規定：Supplementary Provisions:

- 一、 本條補充規定之畢業應修學分數僅適用12年級畢業學生，6年級及9年級畢業學生僅須符合國民中小學學生學習評量辦法(註1)即可。

Supplementary provisions for graduation requirements apply only to 12th-grade graduates with 23 graduation credits. 6th and 9th-grade graduates need to comply with the 'Regulations for Student Learning Assessment in Primary and Junior High Schools' (Note 1).

- 二、 每週4-6節/小時的課程每學期提供0.5學分，每學年 1 學分。每周少於4節/小時的課程每學期將獲得 0.25 學分，每學年0.5學分。

Courses offered for 4-6 periods/hours per week will earn 0.5 credits per semester and 1 credit per academic year. Courses offered for fewer than 4 periods/hours per week will earn 0.25 credits per semester and 0.5 credits per academic year.

- 三、 選修課程成功完成後不得重複修讀。

Elective courses, once successfully completed, cannot be retaken.

- 四、 九至十二年級，必須完成至少一學分的美術和表演藝術選修課程。

From 9th to 12th grade, students must complete at least one credit in Fine and Performing Arts electives.

- 五、 修業期滿，修畢應修課程，9到12年級學生需完成四年中學學業並取得23個畢業應修學分數(如下表)，及符合教育部出缺勤規定，准予畢業，並發給畢業證書。

Upon completing the required courses and fulfilling the academic requirements, 9th to 12th-grade students must complete four years of secondary education and earn 23 graduation credits(see chart below), and meet the Ministry of Education's attendance regulations to be granted a diploma.

- (一) 10到12年級學生每學期須出席超過學校總天數的二分之一。

10th to 12th-grade students must attend more than half of the total school days

- (二) 7到9年級學生需要出席超過學校總天數的三分之二方可畢業。

7th to 9th-grade students must attend more than two-thirds of the total school days to graduate.

| 科目<br>Subjects | 修業期間<br>Years of Study | 每週節數<br>Periods Per week | 每年學分數<br>Credit earned For one year | 畢業所需學分數<br>Credits required for graduation |
|----------------|------------------------|--------------------------|-------------------------------------|--|
| Chinese        | 4                      | 5                        | 1                                   | 4  |
| English        | 4                      | 6                        | 1                                   | 4  |
| Social Studies | 4                      | 4                        | 1                                   | 3  |
| Math           | 4                      | 5                        | 1                                   | 3  |
| Science        | 3                      | 5                        | 1                                   | 3  |
| PE             | 4                      | 2                        | 0.5                                 | 2  |
| Electives      | 4                      | 4-6                      | 1                                   | 4  |
|                |                        | 2                        | 0.5                                 |  |
| Total          |                        |                          |                                     | 23   |

六、 未符合第二十七條及上述規定者，發給修業證明書。

If the requirements of Article 27 and the above regulations are not met, a certificate of completion will be issued.

七、 學生在收到成績單或考評後，如有異議，應在一週內向學校申請複查或說明。

Students who have objections to their transcripts or evaluations should apply for a review or explanation from the school within one week.

八、 10到12年級學生修業年限以三年為原則，至多五年為限

For students in grades 10 to 12, the standard duration of study is three years, with a maximum limit of five years.

九、 對於6、9和12年級的畢業班，學術相關的畢業獎項和表彰根據以下標準(請參閱國立南科國際實驗高級中學畢業獎項規定)。

For the graduating classes of **G6, G9, and G12, academic related graduation awards and recognition are based on the following criteria** (see NNKIEH Graduation Awards Guidelines).

(一) 6年級的學術相關畢業獎項是基於5到6年級第二學期期中成績。

Academic-related graduation awards for G6 are determined using the grades from the entire G5 year up to the third quarter of the G6 year.

(二) 9年級的學術相關畢業獎項是基於7到9年級第二學期期中成績。

Academic-related graduation awards for G9 are determined using the grades from G7 up to the third quarter of the G9 year

(三) 12年級的學術相關畢業獎項是基於10到12年級第二學期期中成績。

Academic-related graduation awards for G12 are determined using the grades from G10 up to the third quarter of the G12 year.

十、 實用技能學程分段課程不適用雙語部1到12年級學生。

Practical skills program courses in segments do not apply to IBST grades 1 to 12 students.

註 1：符合 國民小學及國民中學學生學習評量辦法第十三條

Note 1: In accordance with Article 13 of the "Regulations for Student Learning Assessment in Elementary and Junior High Schools"

國民中小學學生修業期滿，符合下列規定者，為成績及格，由學校發給畢業證書；未符合者，發給修業證明書：

Students who complete their studies and meet the following criteria shall be considered to have passed, and the school shall issue a graduation certificate. Those who do not meet the criteria shall be issued a completion certificate:

- 一、出席率及獎懲：學習期間授課總日數扣除學校核可之公、喪、病假及直轄市、縣（市）主管機關規範之假別，上課總出席率至少達三分之二以上，且經獎懲抵銷後，未滿三大過。

Attendance and Rewards/Punishments: The total number of school days during the semester, excluding approved public, funeral, and sick leave, as well as leave specified by municipal or county (city) authorities, must result in a total attendance rate of at least two-thirds. Additionally, after accounting for rewards and punishments, the student should not have more than three major demerits.

- 二、領域學習課程成績：

Subject Learning Course Performance:

- （一）國民小學階段：語文、數學、社會、自然科學、藝術、綜合活動、健康與體育七領域有四大領域以上，其各領域之畢業總平均成績，均達丙等以上。

Elementary School Stage: Among the seven domains (Language, Mathematics, Social Studies, Science, Arts, Integrated Activities, Health and Physical Education), students must have at least four domains with a graduation average score of at least "D" grade or above.

- （二）國民中學階段：語文、數學、社會、自然科學、藝術、綜合活動、科技、健康與體育八領域有四大領域以上，其各領域之畢業總平均成績，均達丙等以上。

Junior High School Stage: Among the eight domains (Language, Mathematics, Social Studies, Science, Arts, Integrated Activities, Technology, Health and Physical Education), students must have at least four domains with a graduation average score of at least "D" grade or above

註 2：符合臺南市國民小學學生成績評量補充規定第十四點

Note 2: In accordance with Point 14 of the "Supplementary Regulations for Student Performance Assessment in Tainan City Elementary Schools"

學生修業期滿，符合下列規定者，為成績及格，由學校發給畢業證書；未符合者，發給修業證明書。

Students who complete their studies and meet the following criteria shall be considered to have passed, and the school shall issue a graduation certificate. Those who do not meet the criteria shall be issued a completion certificate:

- 一、中華民國一百零八年八月一日以前入學國民小學之學生：

For students who enrolled in elementary schools before August 1, 2019:

- （一）學習期間授課總日數扣除學校核可之公、喪、病假，上課總出席率至少達三分之二以上。 二

The total number of school days during the learning period, excluding approved public, funeral, and sick leave, must result in a total attendance rate of at least two-thirds.

(二) 七大學習領域有四大學習領域以上畢業總平均成績丙等以上。

Among the seven learning domains, students must have at least four domains with a graduation average score of "C" grade or above.

二、 中華民國一百零八年八月一日以後入學國民小學之學生：

For students who enrolled in elementary schools after August 1, 2019:

(一) 學習期間授課總日數扣除學校核可之公、喪、病假，上課總出席率至少達三分之二以上。

The total number of school days during the learning period, excluding approved public, funeral, and sick leave, must result in a total attendance rate of at least two-thirds.

(二) 領域學習課程成績：語文、數學、社會、自然科學、藝術、綜合活動、健康與體育七領域有四大領域以上，其各領域之畢業總平均成績，均達丙等以上。

Subject Learning Course Performance: Among the seven domains (Language, Mathematics, Social Studies, Science, Arts, Integrated Activities, Health and Physical Education), students must have at least four domains with a graduation average score of "D" grade or above.

## **第 二十八 條 Article 28**

學生重讀、轉學或復學時，因中央主管機關發布新課程綱要，致其適用之畢業條件已變更者，由學校從寬就變更前後畢業條件擇一適用，並進行學分抵免及核計。

When students repeat a year, transfer schools, or return to school, if the central government authority has issued a new curriculum outline resulting in changes to the applicable graduation requirements, the school shall apply one of the requirements from before or after the change more and carry out credit transfer and calculation accordingly.

## **第 二十九 條 Article 29**

學生學習評量之結果，應妥為保存及管理，並維護個人隱私及權益；其評量資料之蒐集、處理及利用，應依個人資料保護法及其相關法規之規定辦理。

The results of student learning assessments shall be properly preserved and managed, with respect for individual privacy and rights. The collection, processing, and use of assessment data shall be handled in accordance with the Personal Data Protection Act and relevant regulations.

## **第 三十 條 Article 30**

學校依本辦法規定，自行訂定之學生學習評量補充規定，應經校務會議通過後實施，修正時亦同。

Any supplementary regulations regarding student learning assessments formulated by the school according to these regulations shall be implemented after being approved by the School Faculty Meeting. Amendments to these regulations shall follow the same procedure.

## **第 三十一 條 Article 31**

本補充規定經校務會議通過後施行。

These supplementary provisions shall be implemented after being approved by the School Faculty Meeting.

## MAP Growth Assessment

**Introduction** Beginning 2015, IBST students in the grade 2-8 will be required to take the Measure of Academic Progress-Growth, henceforth known as MAP Growth. MAP Growth will be administered three times a year: Fall, Winter and Spring. These assessments are used to measure individual student's progress or growth in school. The questions reflect the CA Common Core standards taught at IBST. The MAP Growth assessment is not timed; however, it usually takes students about one hour to complete each MAP test.

**Summary** MAP Growth assessment is designed to target a student's academic performance in Mathematics, Reading and Language Usage. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows or can do. When taking the MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions will become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

**Results** The MAP Growth assessment uses a scoring scale called the RIT to measure student achievement and growth. RIT stands for Rasch Unit, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. RIT scores range from 100 to 300. Students typically start at 180 to 200 levels in the third grade and progress to the 220-260 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.

### **Quick Facts:**

|                        |  |
|------------------------|--|
| <b>ASSESSMENT TYPE</b> | Adaptive Computerized Test                               |
| <b>GRADE RANGE</b>     | 2-8  |
| <b>SUBJECTS</b>        | Reading, Language Usage and Mathematics                  |
| <b>ADMINISTRATION</b>  | Fall, Winter, Spring                                     |
| <b>TEST TIME</b>       | Approximately 50 minutes per each of the three subjects. |

## ATTENDANCE

### **Attendance Policy**

The administration and teaching staff at NNKIEH agree that punctual and regular attendance is essential to a student's success in school. Regular attendance is also a mark of a mature sense of responsibility. Unfortunately, circumstances may arise that make it impossible for a student to

attend school. When such an absence does occur, it is necessary for the student to seek out and complete assignments. However, it is important for students to realize that completing make-up work does not replace the actual experience of being in class. It is not possible to make up the learning experiences that come through listening to a full explanation of the facts and concepts, participating in classroom discussions, and processing the ideas and questions of others. Therefore, regular daily attendance must be a priority of each and every student at NNKIEH.

### **Valid Causes of Absenteeism and Reporting an Absence**

NNKIEH considers the following circumstances to be valid causes for a student's absence:

1. Official Leave:

- a. Performing a public service as a representative of the school.
- b. Participating in activities or competitions as a representative of school.
- c. If students have to take official leave, the instructors will have to fill out the official leave form. The official leave form must first be approved by homeroom teachers and the disciplinary section chief and then sent to the principal.

2. Sick or Personal Leave:

- a. For sick leaves, notify the disciplinary section chief (505-2916 ext. 7108) or the homeroom teacher (505-2916 + ext.) at least before class begins (8:10 am) on the day of leave. For personal leaves, notify the disciplinary section chief (505-2916 ext. 7108) or the homeroom teacher (505-2916 + ext.) at least one (1) day before the leave day.
- b. Sick leave form must be signed by parent or guardian and returned to the Disciplinary section chief within 1 week of absence.
- c. Students that need to take more than 3 days sick leave are required to fill out a leave form signed by a parent or guardian and submit written medical documentation.
- d. Students that need to leave school because of an illness will have a parent or guardian contacted, by either the school nurse or the homeroom teacher, to come to school and pick up the student personally.  
Students living in the dormitory - The parent or guardian of a student living in the dormitory will be notified to pick up the student personally.
- e. Students will only be permitted to take leave during an important activity or midterm or final exam period in the case of bereavement leave or illness of the student. Students will only be allowed to take sick leave without penalty (see midterm and final exams) with medical documentation. Once the student has submitted the sick leave form and medical documentation to the academic affairs section, the student will be allowed to take the make-up exam.

3. Death in the Family (Bereavement Leave)

- a. Leave form signed by parent or guardian
- b. If you cannot come to school personally to fill out the leave form, you must phone school before the leave day.

4. Maternity leave: According to the bureau of education, Maternity leave is considered excused absence.

~ Notes: Poor attendance may result in a grade of zero or-for Grade 7 to Grade 12 students.~

### **Unexcused Absences (Truancy)**

A student is considered unexcused or truant when absent without valid cause for a school day or any portion of a school day. If a student's absence is unexcused he/she will not be allowed to make up work for credit and will receive no credit for any work or tests that were missed. Examples of unexcused absences are failure to inform the Bilingual Department Office (IBST) within a week, oversleeping, missing the bus, car trouble, working or employment interviews.

### **Responsibilities**

It shall be the PARENT/GUARDIAN'S RESPONSIBILITY to:

1. Decide whether the cause of absence is a sufficient reason to warrant the student missing valuable instruction time.
2. Inform the Bilingual Department Office of any valid absence within a week of the absence with necessary documentation.

It shall be the STUDENT'S RESPONSIBILITY to:

1. Make arrangements for makeup work with the individual teachers to determine make up work and their deadline.

It shall be IBST's RESPONSIBILITY to:

1. Monitor the student's attendance.
2. Inform parents/guardians of any attendance problems.

### **Tardy Policy**

On time arrival for class is a value we want to instill in our students. Tardiness is not acceptable because it disrupts class, hurts the morale of the students who are on time, reflects a negative attitude toward the class, creates disruptive problems in the halls, and develops a habit which may make future employment difficult. Students will be considered tardy if they are not in the classroom, prepared for class, after the bell has stopped ringing.

A student is considered tardy if less than 10 minutes late to class. If a student is more than 10 minutes late to class without an excused tardy pass, his/her absence will be regarded as unexcused.

|                                 |
|---------------------------------|
| <h2><b>CODE OF CONDUCT</b></h2> |
|---------------------------------|

Student's conduct performance will be reported every semester. IBST issues different types of merits and demerits. We hope this will help our students better understand the rules and become a welcome and successful learner at school. As encouragement, students who maintain exceptional character and conduct will be awarded at the school assembly or be mentioned in the conduct grade report card. Students who fail to comply with school regulations, depending on the individual issue, will be issued a warning, a minor demerit or a major demerit (approved by school-wide Reward & Punishment Committee).

Rules and regulations are necessary for the development and maintenance of an orderly and safe school environment that is conducive to teaching and learning. As a result, certain behaviors are recognized as being inappropriate and unacceptable at school, on school property, and within the jurisdiction of the school district.

## **General Procedure for Student Issues**

### General Issues

1. Teacher/Student Conference
2. Teacher-Assigned Discipline (Parent Contacted)
3. Teacher/Parent/(Student) Conference

### Moderate Issues

1. Disciplinarian/Student Conference
2. Disciplinarian/Counselor/Parent/(Student) Conference

### Severe Issues

1. Director/Parent/ (Student) Conference
2. Principal/Director/ Parent/ (Student) Conference

The Code of Conduct applies to any student of IBST when the student is (1) on school grounds before, during, or after school hours and at any other time when the school is being used by a school group; (2) off school grounds at a school activity, function or event at home or away; (3) traveling to or from school or an activity, function or event; or (4) anywhere, if the conduct may reasonably be considered to be a threat or attempted intimidation of a staff member, or an interference with school purposes or an educational function.

### **Special Note**

THIS HANDBOOK IDENTIFIES ANTICIPATED STANDARDS OF ACCEPTABLE BEHAVIOR AND OUTLINES THE GENERAL CONSEQUENCES WHICH WILL OCCUR WHEN SAID STANDARDS ARE NOT MET. THESE ARE GUIDELINES TO BE INTERPRETED BY SPECIALLY TRAINED, PROFESSIONAL STAFF MEMBERS AT IBST. EACH INCIDENT WILL BE CONSIDERED ACCORDING TO THE INDIVIDUAL MERITS OF THE CASE. AS IN ANY SET OF REGULATIONS CONCERNING PROCEDURAL OPERATION, IT IS NOT POSSIBLE TO SPECIFY EVERY CONCEIVABLE SITUATION. THUS, A STUDENT MAY BE DISCIPLINED FOR UNACCEPTABLE CONDUCT EVEN IF SUCH CONDUCT IS NOT SPECIFIED IN THIS HANDBOOK. THE LEVEL OF DISCIPLINE SET OUT IN THIS HANDBOOK ARE GUIDELINES ONLY, AND DISCIPLINE IN A SPECIFIC CASE MAY BE GREATER OR LESSER THAN INDICATED IN THIS HANDBOOK. SCHOOL RULES PUBLISHED IN THIS HANDBOOK ARE SUBJECT TO SUCH CHANGES AS MAY BE NEEDED TO ENSURE CONTINUED COMPLIANCE WITH MOE (MINISTRY OF EDUCATION), NATIONAL OR LOCAL REGULATIONS AND ARE SUBJECT TO SUCH REVIEW AND ALTERATION AS BECOMES NECESSARY FOR THE ROUTINE OPERATION OF THE SCHOOL.

# TEACHER GUIDANCE AND STUDENT DISCIPLINE GUIDELINES

## 國立南科國際實驗高級中學教師輔導與管教學生要點

National Nanke International Experimental High School

### Teacher Guidance and Student Discipline Guidelines

113 年 3 月 12 日行政會議討論通過

Discussed and approved in the administrative meeting on March 12, 2024

113 年 6 月 28 日校務會議討論通過

Discussed and approved in the school affairs meeting in June 28, 2024

#### 第一條 依據

##### Article 1 Basis

國立南科國際實驗高級中學（以下簡稱本校）為輔導與管教學生，依據教師法第三十二條及教育部「學校訂定教師輔導與管教學生辦法注意事項」，訂定本校「教師輔導與管教學生要點」（以下簡稱本要點），落實教育基本法規定，積極維護學生之學習權、受教育權、身體自主權及人格發展權，且維護校園安全與教學秩序。

Based on the provisions of Article 32 of the Teachers Act and the "Notice on School-established Regulations for Teacher Guidance and Student Management" issued by the Ministry of Education, National Nanke International Experimental High School (hereinafter referred to as "the School") has formulated the "Teacher Guidance and Student Management Guidelines" (hereinafter referred to as "these Guidelines"). These Guidelines are established to implement the provisions of the Basic Education Act, actively safeguarding students' rights to learning, education, bodily autonomy, and personality development, as well as maintaining campus safety and educational order.

#### 第二條 定義

##### Article 2 Definitions

本要點所列名詞定義如下：

The terms listed in these guidelines are defined as follows:

- 一、教師：指教師法第三條所稱於公立及已立案之私立學校編制內，按月支給待遇，並依法取得教師資格之專任教師。

Teacher: Refers to full-time teachers within the establishment of public schools and registered private schools, who receive monthly salaries and hold teaching qualifications in accordance with Article 3 of the Teachers' Act.

- 二、管教：指教師基於第四條之目的，對學生須強化或導正之行為，所實施之各種有利或不利之集體或個別處置。

Student Discipline: Refers to various collective or individual measures, favorable or unfavorable, implemented by teachers based on the purpose outlined in Article 10, aimed at strengthening or correcting student behavior.

- 三、處罰：指教師於教育過程中，為減少學生不當或違規行為，對學生所實施之各種不利處置，包括合法之處罰及違法之處罰；違法之處罰包括體罰、霸凌、不當管教及其他違法處罰（參照附表一）。

Punishment: Refers to various unfavorable measures implemented by teachers during the educational process to reduce improper or misconduct behavior of students. This includes legal and illegal punishments; illegal punishments include corporal punishment, bullying, inappropriate discipline, and other illegal punishments (refer to Annex I).

四、體罰：指教師法施行細則規定之體罰。

Corporal Punishment: Refers to corporal punishment as stipulated in the enforcement regulations of the Teachers' Act.

五、霸凌：指校園霸凌防制準則規定之霸凌。

Bullying: Refers to bullying as defined in the Guidelines for Preventing Campus Bullying.

六、不當管教：指教師對學生採取之管教措施，違反輔導管教相關法令之規定，而使學生身心受到侵害之行為。

Inappropriate Discipline: Refers to disciplinary measures taken by teachers against students that violate the provisions of counseling and disciplinary laws and regulations, resulting in harm to the physical and mental well-being of students.

七、其他違法處罰：指其他使學生身心受到侵害之違法行為，包括涉及刑事法律及違反教師專業倫理相關行政法規之行為。

Other Illegal Punishments: Refers to other illegal actions that cause harm to the physical and mental well-being of students, including those involving criminal laws and violations of administrative regulations related to professional ethics for teachers.

### 第三條 教師以外輔導管教人員之準用規定

#### Article 3 Provision on the Application of Counseling and Disciplining Regulations to Personnel Other Than Teachers

本校教師以外輔導管教人員（包括兼任教師、代理教師、代課教師、教官或校安人員、學務創新人員、實際執行教學之教育實習人員、專業輔導人員、運動教練、社團指導老師及其他輔導管教人員），準用教育部「學校訂定教師輔導與管教學生辦法注意事項」及本要點之規定，辦理輔導與管教學生事宜，以落實教育基本法及相關法令規定，積極維護學生學習權、受教育權、身體自主權及人格發展權，並維護校園安全及教學秩序。

Personnel other than teachers responsible for counseling and disciplining (including part-time teachers, substitute teachers, acting teachers, drill instructors or school safety personnel, educational innovation personnel, educational interns engaged in actual teaching, professional counselors, sports coaches, club advisors, and other counseling and disciplining personnel) shall apply the provisions of these guidelines and the regulations for teacher counseling and disciplining students in each school to handle student counseling and disciplining matters. This is to ensure the implementation of the Basic Education Act and relevant laws and regulations, actively uphold students' rights to learn, receive education, bodily autonomy, and personality development, and maintain campus safety and teaching order.

前項準用人員於執行輔導與管教學生前，宜先經適當之學生權利與校園法律實務、輔導諮商及正向管教等專業知能培訓，學校並應安排其接受相關在職訓練，俾能積極導引學生適性發展、協助培養其健全人格，創造友善校園文化及環境。

Before engaging in counseling and disciplining students, the aforementioned personnel should undergo appropriate training in student rights and campus legal practices, counseling and guidance, and positive discipline. Schools should arrange for them to receive relevant in-service training so that they can actively guide students towards adaptive development, assist in fostering their healthy personalities, and create a friendly campus culture and environment.

### 第四條 輔導與管教學生之目的

#### Article 4 Objectives of Counseling and Disciplining Students

教師輔導與管教學生之目的，包括：

The objectives of teacher counseling and disciplining students include:

- 一、 增進學生良好行為及習慣，減少學生不良行為及習慣，以促進學生身心發展及身體自主，激發個人潛能，培養健全人格並導引適性發展。

Enhancing students' good behavior and habits, reducing negative behaviors and habits, promoting students' physical and mental development, fostering bodily autonomy, stimulating individual potential, cultivating a healthy personality, and guiding adaptive development.

- 二、 培養學生自尊尊人、自治自律之處世態度。

Cultivating students' attitudes of self-esteem, respect for others, and self-discipline.

- 三、 維護校園安全，避免學生受到霸凌及其他危害。

Maintaining campus safety and preventing students from being bullied or harmed.

- 四、 維護教學秩序，確保班級教學及學校教育活動之正常進行。

Maintaining teaching order and ensuring the normal conduct of classroom teaching and school educational activities.

#### 第五條 平等原則

##### Article 5 Principle of Equality

教師輔導與管教學生，非有正當理由，不得為差別待遇。

Teachers, in counseling and disciplining students, shall not discriminate against students without justifiable reasons.

#### 第六條 比例原則

##### Article 6 Principle of Proportionality

教師採行之輔導與管教措施，應與學生違規行為之情節輕重相當，並依下列原則為之：

The counseling and disciplining measures adopted by teachers should be proportionate to the severity of the student's misconduct, and they should adhere to the following principles:

- 一、 採取之措施應有助於目的之達成。

The measures taken should contribute to achieving the objectives.

- 二、 有多種同樣能達成目的之措施時，應選擇對學生權益損害較少者。

When multiple measures can achieve the same objectives, the one causing the least harm to students' interests should be chosen.

- 三、 採取之措施所造成之損害不得與欲達成目的之利益顯失均衡。

The harm caused by the measures taken should not be disproportionate to the benefits intended to be achieved.

#### 第七條 輔導與管教學生應審酌情狀

##### Article 7 Consideration of Circumstances in Counseling and Disciplining Students

教師輔導與管教學生應審酌個別學生下列情狀，以確保輔導與管教措施之合理有效性：

Teachers, in counseling and disciplining students, should consider the following circumstances of individual students to ensure the rationality and effectiveness of counseling and disciplining measures:

- 一、 行為之動機與目的。

Motives and purposes of behavior.

- 二、 行為之手段與行為時所受之外在情境影響。

Means of behavior and external influences at the time of behavior.

三、行為違反義務之程度與所生之危險或損害。

Degree of violation of obligations and the risk or harm caused.

四、學生之人格特質、身心健康狀況、生活狀況與家庭狀況。

Personality traits, physical and mental health, living conditions, and family situations of students.

五、學生之品行、智識程度與平時表現。

Conduct, intellectual level, and usual performance of students.

六、行為後之態度。

Attitude after the behavior.

前項所稱行為包含作為及不作為。

The term "behavior" in the above refers to both actions and inactions.

#### 第八條 輔導與管教學生之基本考量

#### Article 8 Basic Considerations in Counseling and Disciplining Students

教師輔導與管教學生，應先了解學生行為之原因，針對其原因選擇解決問題之方法，採取輔導及正向管教措施，並視狀況調整或變更。

Teachers, in counseling and disciplining students, should first understand the reasons behind student behavior, choose problem-solving methods based on these reasons, adopt counseling and positive disciplinary measures, and adjust or change them according to the situation.

教師輔導與管教學生之基本考量如下：

The basic considerations for teachers in counseling and disciplining students are as follows:

一、尊重學生之學習權、受教育權、身體自主權及人格發展權。

Respect for students' rights to learn, receive education, bodily autonomy, and personality development.

二、輔導與管教方式應考量學生身心發展之個別差異，符合學生之人格尊嚴。

Counseling and disciplinary methods should consider individual differences in students' physical and mental development and respect students' dignity.

三、啟發學生自我察覺、自我省思及自制能力。

Inspire students' self-awareness, self-reflection, and self-control.

四、對學生所表現之良好行為與逐漸減少之不良行為，應多予讚賞、鼓勵及表揚。

Good behavior exhibited by students and the gradual reduction of negative behaviors should be praised, encouraged, and commended.

五、應教導學生，未受鼓勵或受到批評指責時之正向思考及因應方法，以培養學生承受挫折之能力及堅毅性格。

Teach students positive thinking and coping methods when not encouraged or criticized, to cultivate their ability to cope with setbacks and develop resilient characters.

六、不得因個人或少數人之行為而處罰其他或全體學生。

Punishment should not be imposed on other or all students because of the behavior of individuals or a minority.

七、對學生受教育權之合理限制應依相關法令為之，且不應完全剝奪學生之受教育權。

Reasonable limitations on students' right to education should be in accordance with relevant laws and regulations and should not completely deprive students of their right to education.

八、不得以對學生財產權之侵害（如罰錢等）作為輔導與管教之手段。但要求學生依法賠償對公物

或他人物品之損害者，不在此限。

Using infringement of students' property rights (such as fines) as a means of counseling and discipline is prohibited. However, requiring students to compensate for damage to public property or others' belongings is not subject to this restriction.

#### 第九條 處罰之正當法律程序

##### Article 9 Proper Legal Procedures for Punishment

本校或本校教師處罰學生，應視情況適度給予學生陳述意見之機會，以了解其行為動機與目的等重要情狀，並適當說明所針對之須導正行為、實施處罰之理由及措施。

Schools or teachers punishing students should provide students with the opportunity to state their opinions appropriately according to the situation to understand important circumstances such as their motives and purposes of behavior, and to explain the reasons and measures for correcting behavior and implementing punishment.

學生對於教師之處罰措施提出異議，教師認為有理由者，得斟酌情形，調整所執行之處罰措施；必要時，得將學生移請學生事務處（以下簡稱學務處）或輔導處（室）處置。

If students object to a teacher's punishment measures and the teacher deems the objection reasonable, they may adjust the punishment measures accordingly. If necessary, students may be referred to the Student Affairs Office or Counseling Office for disposition.

教師應依學生或其法定代理人或實際照顧者之請求，說明處罰過程及理由。

Teachers should, upon request from students, their legal guardians, or actual caregivers, explain the punishment process and reasons.

#### 第十條 對學生與其法定代理人之資訊公開及溝通

##### Article 10 Information Disclosure and Communication with Students and Their Legal Guardians

本校應對學生及其法定代理人公開學校所訂之教師輔導與管教學生要點、校規、有關學生權益之法令規定、權利救濟途徑等相關資訊。

Schools should disclose to students and their legal guardians information such as the regulations for teacher counseling and disciplining students, school rules, relevant legal provisions regarding student rights, and avenues for seeking remedies.

學生之法定代理人或本校家長會對本要點及其他相關事項有不同意見時，得向學校提出意見。

When legal guardians or the school's parent association have different opinions on the regulations for teacher counseling and disciplining students or other related matters, they may express their opinions to the school.

本校於接獲意見時，應溝通協調及說明理由；認為前項所提意見有理由時，應予修正或調整；認為無理由時，應提出說明。

Upon receiving opinions, the school should communicate, coordinate, and explain reasons; if the opinions are deemed reasonable, adjustments or changes should be made; if the opinions are deemed unreasonable, explanations should be provided.

#### 第十一條 個人或家庭資料之保護

##### Article 11 Protection of Personal or Family Data

教師因輔導與管教學生所取得之個人或家庭資料，非依法律規定，不得對外公開或洩漏。

Teachers, in counseling and disciplining students, shall not disclose or leak personal or family data obtained from students unless required by law.

學生或其法定代理人得依政府資訊公開法、行政程序法第四十六條、個人資料保護法及相關規定，向本校申請閱覽學生個人或家庭資料。但以主張或維護其權利或法律上利益確有必要者為限。

Students or their legal guardians may apply to the school to access student personal or family data in accordance with the Government Information Disclosure Act, Article 46 of the Administrative Procedure Act, the Personal Data Protection Act, and relevant regulations. However, this is limited to cases where it is necessary to assert or protect their rights or legal interests.

## 第十二條 對學生之輔導

### Article 12 Counseling for Students

教師應以通訊、面談或家訪等方式，對學生實施生活輔導，必要時做成記錄；遇有學生身心狀況特殊，需要專業協助時，教師應主動要求輔導單位或其他相關單位協助。

Teachers should provide life counseling to students through communication, interviews, or home visits, and when necessary, make records. In cases where students have special physical or mental conditions and require professional assistance, teachers should actively request assistance from counseling units or other relevant entities.

## 第十三條 學校對教師之協助

### Article 13 School Assistance for Teachers

學校應注重教師之學生權利教育訓練，整合內、外部資源協助教師實施班級經營及正向管教，辦理教師在職教育及宣導，強化相關法令素養，營造友善校園環境。

Schools should prioritize education and training for teachers on student rights, integrate internal and external resources to assist teachers in classroom management and positive discipline, conduct in-service education and advocacy for teachers, enhance understanding of relevant laws and regulations, and create a friendly campus environment.

## 第十四條 低學業成就學生之處理

### Article 14 Handling of Students with Low Academic Achievement

學生學業成就偏低，而無第十五條各款所列行為者，教師除予以成績考核外，應瞭解其學業成就偏低之原因（如是否因學習能力不佳、動機與興趣較低、學習方法無效、情緒管理或時間管理不佳、不良生活習慣或精神疾病干擾所致），並針對成因採取有效之輔導與管教方式（如各種鼓勵、口頭說理、口頭勸戒、通知法定代理人或實際照顧者、補救教學等）。但不得採取處罰措施。

For students with low academic achievement who do not engage in the behaviors listed in Article 21, teachers should not only assess their academic performance but also understand the reasons for their low academic achievement (such as poor learning abilities, low motivation and interest, ineffective learning methods, poor emotional or time management, unhealthy lifestyle habits, or interference from mental illness). Teachers should then adopt effective counseling and disciplinary methods based on the causes (such as various forms of encouragement, verbal reasoning, verbal admonishment, notifying legal guardians or actual caregivers, and remedial teaching). However, punitive measures should not be taken.

前項之輔導無效時，教師認為應進一步輔導時，得以書面申請學校輔導處（室）處理，必要時並應尋求社政或輔導相關機構支援或協助。

If counseling as described above proves ineffective and teachers believe further counseling is necessary, they may submit a written request to the school's counseling office for handling. If necessary, they should seek support or assistance from social welfare or counseling-related organizations.

#### 第十五條 應輔導與管教之違法或不當行為

##### Article 15 Illegal or Improper Behavior Requiring Counseling and Discipline

學生有下列行為之一者，本校及教師應施以適當輔導或管教：

If a student exhibits any of the following behaviors, the school and teachers should provide appropriate counseling or discipline:

一、違反法律、法規命令或地方自治法規。

Violating laws, regulations, orders, or local ordinances.

二、違反依合法程序制定之校規。

Violating school rules established through legitimate procedures.

三、危害校園安全。

Endangering campus safety.

四、妨害班級教學及學校教育活動之正常進行。

Disrupting the normal conduct of classroom teaching and school educational activities.

#### 第十六條 訂定校規、班規之限制

##### Article 16 Restrictions on Establishing School and Class Rules

本校校規應經校務會議通過。

School rules must be approved by the school affairs meeting.

本校校規、班規、班會或其他班級會議所為決議，不得訂定對學生罰錢或其他侵害財產權之規定。

School rules, class rules, decisions made in class meetings, or other class meetings shall not include provisions that impose fines on students or violate their property rights.

除為防止危害學生安全或防止疾病傳染所必要者外，本校不得限制學生髮式，或據以處罰，以維護學生身體自主權及人格發展權，並教導及鼓勵學生學習自主管理。

Except when necessary to prevent harm to student safety or the spread of disease, schools may not restrict students' hairstyles or use them as grounds for punishment, in order to uphold students' bodily autonomy and personality development, and to teach and encourage students to manage themselves independently.

本校班規、班會或其他班級會議所為決議，與法令或校規牴觸者無效。

Any resolutions made in class rules, class meetings, or other class meetings that conflict with laws or regulations shall be deemed invalid.

#### 第十七條 教師之一般管教措施

##### Article 17 General Disciplinary Measures by Teachers

教師基於導引學生發展之考量，衡酌學生身心狀況後，得採取下列一般管教措施：

In consideration of guiding student development and after considering students' physical and mental conditions, teachers may take the following general disciplinary measures:

一、適當之正向管教措施（參照附表二）。

Appropriate positive disciplinary measures. (Refer to Appendix II)

二、口頭糾正。Verbal correction.

三、在教室內適當調整座位。Adjusting seating arrangements in the classroom as appropriate.

四、要求口頭道歉或書面自省。Requesting oral apologies or written reflections.

五、列入日常生活表現紀錄。Recording daily performance.

六、通知法定代理人或實際照顧者，協請處理。

Notifying legal guardians or actual caregivers for assistance.

七、要求完成未完成之作業或工作。Requesting completion of unfinished assignments or tasks.

八、適當增加作業或工作。Appropriately increasing assignments or tasks.

九、要求課餘從事可達成管教目的之措施（如學生破壞環境清潔，要求其打掃環境）。

Requesting participation in after-school activities that achieve disciplinary objectives (such as cleaning the environment if a student damage it).

十、限制參加正式課程以外之學校活動。

Restricting participation in school activities outside formal curriculum.

十一、經法定代理人或實際照顧者同意後，留置學生於課後輔導或參加輔導課程。

With the consent of legal guardians or actual caregivers, detaining students for after-school counseling or participation in counseling courses.

十二、要求靜坐反省。Requesting silent reflection.

十三、要求站立反省。但每次不得超過一堂課，每日累計不得超過兩小時。

Requesting standing reflection. However, this should not exceed one class period each time and a total of two hours per day.

十四、在教學場所一隅，暫時讓學生與其他同學保持適當距離，並以兩堂課為限。

Temporarily positioning students in a corner of the classroom away from other classmates for a maximum of two class periods.

十五、經其他教師同意，於行為當日，暫時轉送其他班級學習。

With the consent of other teachers, temporarily transferring students to another class for the day.

十六、其他符合第二章規定之管教目的及原則，且未使學生身心受到侵害之行為。

Other behaviors that align with the objectives and principles of Chapter 2 of this regulation and do not harm students physically or mentally.

教師得視情況，若於學生下課時間實施前項管教措施，並應給予學生合理之休息時間。

Teachers should provide students with reasonable rest periods if implementing disciplinary measures during their breaks.

學生反映經教師判斷，或教師主動發現，有下列各款情形之一者，應調整管教方式或停止管教：

If a student exhibits any of the following circumstances as judged by the teacher or discovered by the teacher proactively, adjustments to disciplinary methods or cessation of discipline should be made:

一、學生身體確有不適。The student is physically unwell.

二、學生確有上廁所或生理日等生理需求。

The student needs to use the restroom or has physiological needs such as menstrual periods.

三、管教措施有違反第一項規定之虞。

There is a risk of violating the provisions of the first paragraph in disciplinary measures.

教師對學生實施第一項之管教措施後，審酌對學生發展應負之責任，得通知法定代理人或實際照顧者，並說明採取管教措施及原因。

After implementing disciplinary measures under the first paragraph, teachers should consider the responsibility they owe to the student's development, notify legal guardians or actual caregivers, and explain the disciplinary measures taken and the reasons behind them.

## 第十八條 教師之強制措施及阻卻違法事由

### Article 18 Teacher's Use of Force and Reasons for Blocking Illegal Acts

學生有下列行為，非立即對學生身體施加強制力，不能制止、排除或預防危害者，教師得採取必要之強制措施，不予處罰：

If a student engages in any of the following behaviors and immediate use of force is necessary to prevent, eliminate, or mitigate harm, teachers may take necessary measures without being punished:

一、攻擊教師或他人，毀損公物或他人物品，或有攻擊、毀損行為之虞時。

Attacking teachers or others, damaging public or private property, or exhibiting potential for attack or destruction.

二、自殺、自傷，或有自殺、自傷之虞。

Attempting suicide or self-harm, or exhibiting potential for suicide or self-harm.

三、無正當理由攜帶或不當使用第二十五條第二項第一款所列違禁物品，有侵害他人生命或身體之虞。

Carrying or improperly using prohibited items listed in Article 31, Paragraph 2, Item 1, posing a risk of harm to others' lives or bodies without justified reasons.

四、其他現在不法侵害他人生命、身體、自由、名譽或財產之行為。

Engaging in other unlawful acts that currently harm others' lives, bodies, freedoms, reputations, or properties.

教師依法令之行為，不予處罰。

Actions taken by teachers in accordance with laws shall not be subject to punishment.

教師業務上之正當行為，以及為維持教學秩序和教育活動正常進行之必要管教行為，不予處罰。

Actions taken by teachers in the course of their duties, as well as necessary disciplinary actions to maintain teaching order and normal conduct of educational activities, shall not be subject to punishment.

教師對於現在不法之侵害，而出於防衛自己或他人權利之行為，不予處罰。但防衛行為過當者，得減輕或免除其處罰。

Actions taken by teachers in defense against present unlawful attacks against themselves or others' rights shall not be subject to punishment. However, excessive defense may result in reduced or waived punishment.

教師因避免自己或他人生命、身體、自由、名譽或財產之緊急危難而出於不得已之行為，不予處罰。但避難行為過當者，得減輕或免除其處罰。

Actions taken by teachers in emergencies to avoid imminent danger to their own or others' lives, bodies, freedoms, reputations, or properties shall not be subject to punishment. However, excessive measures to avoid danger may result in reduced or waived punishment.

教師有第一項至前項不予處罰之情形時，亦不得予以不利之成績考核。

When teachers encounter situations described in the first to preceding paragraphs, they may not negatively assess students' performance.

## 第十九條 學務處及輔導處（室）之特殊管教措施

### Article 19 Special Disciplinary Measures by the Student Affairs Office and Counseling Office (Room)

依第十七條所為之管教無效或學生明顯不服管教，顯已妨害現場活動，教師得要求學務處或輔導處（室）派員協助，將學生帶離現場；情況急迫時，學務處或輔導處（室）應派員協助處理，非有正當理由不得拒絕；有危害他人生命、身體之虞時，得強制帶離現場，並尋求校外相關機構協助處理。

If disciplinary measures taken in accordance with Article 17 are ineffective or if students clearly resist discipline and disrupt ongoing activities, teachers may request assistance from the Student Affairs Office or

Counseling Office (Room) to remove the student from the scene. In urgent situations, the Student Affairs Office or Counseling Office (Room) must provide assistance without undue delay. When there is a risk of harm to others' lives or bodies, the student may be forcibly removed from the scene, and assistance may be sought from relevant external organizations for handling.

就前項情形，教師應告知已實施之輔導管教措施或提供輔導管教紀錄，供其參考。

In such cases, teachers should inform about the counseling and disciplinary measures implemented or provide counseling and disciplinary records for reference.

各處室人員將學生帶離現場後，得安排學生前往圖書館、輔導處（室）或其他適當場所，參與適當之活動，或依規定予以輔導與管教。

After being removed from the scene by personnel from the respective offices, students may be directed to the library, Counseling Office (Room), or other appropriate places to participate in suitable activities or receive counseling and discipline according to regulations.

學務處或輔導處（室）於必要時，得基於協助學生轉換情境、宣洩壓力之輔導目的，衡量學生身心狀況，在學務處或輔導處（室）人員指導下，請學生進行適合適量之活動或運動項目，但不應基於處罰之目的為之；若發現學生身體確有不適，應即調整或停止。

When necessary, the Student Affairs Office or Counseling Office (Room) may, for the purpose of helping students adapt to new situations and relieve stress, assess students' physical and mental conditions and guide them to engage in suitable and moderate activities or sports under the guidance of personnel from these offices. Such activities should not be intended as punishment. If a student shows signs of physical discomfort, adjustments should be made or the activity should be stopped promptly.

## 第二十條 法定代理人或實際照顧者之協助輔導管教措施

### Article 20 Assistance in Counseling and Disciplinary Measures by Legal Guardians or Actual Caregivers

學務處或輔導處（室）依第十九條實施管教，須法定代理人或實際照顧者到校協助處理者，應請其配合到校，協助本校輔導該學生及盡管教之責任。

If the Student Affairs Office or Counseling Office (Room) implements disciplinary measures according to the preceding point and requires the presence of legal guardians or actual caregivers for assistance, they should be asked to cooperate and assist the school in counseling the student and fulfilling the responsibility of discipline.

本校於學生有重大違規事件，應依家庭教育法規定，通知其法定代理人或實際照顧者；並提供相關家庭教育諮商或輔導等服務。法定代理人或實際照顧者拒絕配合時，應聯繫社政單位進行家庭訪視或協助處理。

For major violations by students in junior high schools and below, in accordance with the Family Education Act, legal guardians or actual caregivers should be notified, and relevant family education counseling or guidance services should be provided. If legal guardians or actual caregivers refuse to cooperate, social welfare agencies should be contacted for home visits or assistance in handling the situation.

## 第二十一條 學校之特殊管教措施

### Article 21 Special Disciplinary Measures by the School

學務處認為學生違規情節重大，擬採取下列各款措施時，應依本校學生獎懲相關規定，簽會導師及輔導處（室）提供意見，經學生獎懲委員會討論議決後，始得為之。但情況急迫，應立即移送警察機關處置者，不在此限：

When the Student Affairs Office deems that a student's violation is significant and intends to take any of the following measures, it should follow the relevant regulations on student rewards and punishments, seek opinions

from the homeroom teacher and Counseling Office, and, after deliberation and decision by the Student Rewards and Punishments Committee or relevant committees, proceed accordingly. However, in urgent situations requiring immediate police intervention, such measures should be taken without delay:

一、交由其法定代理人或實際照顧者帶回管教。

Returning the student to their legal guardian or actual caregiver for disciplinary action.

二、規劃參加高關懷課程。

Planning participation in a high-care course.

三、聯繫社政及相關單位協助提供心理治療、社會工作、家庭諮商及其他專業服務。

Contacting social welfare and relevant agencies to provide psychological therapy, social work, family counseling, and other professional services.

四、送請少年輔導單位輔導。

Referring to the juvenile counseling unit for counseling.

五、移送警察機關處置。

Referring to the police for handling.

六、移送司法機關處置。

Referring to the judiciary for handling.

學生獎懲委員會應保障當事人學生與其法定代理人或實際照顧者發言之權利，並充分討論及記載先前已實施各項管教措施之教育效果。

The Student Rewards and Punishments Committee and related committees should ensure the rights of the student and their legal guardian or actual caregiver to speak and fully discuss and record the educational effects of previously implemented disciplinary measures.

本校除採取第一項所定處置外，必要時，應聯繫社政單位協助處理。

Apart from the measures specified in the first point, the school should, when necessary, contact social welfare agencies for assistance.

學生家庭為脆弱家庭，或難以期待發揮輔導管教功能之家庭時，得不採取第一項第一款之帶回管教措施，而應聯繫社政單位協助處理或尋求其他校內外兒少保護資源。

When a student's family is vulnerable or unable to provide effective guidance and discipline, the measure of returning the student to their legal guardian or actual caregiver, as specified in the first point, may not be taken. Instead, the school should contact social welfare agencies for assistance or seek other child protection resources within or outside the school.

學生交由法定代理人或實際照顧者帶回管教，每次以五日為限，並應於事前進行家訪，或與法定代理人或實際照顧者面談，以評估其效果。帶回管教期間，本校應與學生保持聯繫，繼續予以適當之輔導；必要時，本校得終止帶回管教之處置；帶回管教結束後，本校得視需要予以補課。

When students are returned to their legal guardian or actual caregiver for disciplinary action, the period should not exceed five days each time. Prior to this, a home visit or interview with the legal guardian or actual caregiver should be conducted to assess its effectiveness. During the disciplinary period, the school should maintain contact with the student and continue to provide appropriate guidance. If necessary, the school may terminate the disciplinary action. After the disciplinary action ends, makeup classes may be provided as needed.

## 第二十二條 高關懷課程之實施

### Article 22 Implementation of High-Care Courses

為有效協助校園之中輟及高關懷群個案，本校應視需要，開設高關懷課程。

To effectively assist students at risk of dropping out and those requiring high-care support, the school should, as needed, offer high-care courses.

學務處或輔導處（室）認為學生違規情節重大，擬採取參加高關懷課程之處置時，應依本校規定，經學生獎懲委員會或高關懷課程執行小組議決後，始得為之。

When the Student Affairs Office or Counseling Office deems that a student's violation is significant and intends to arrange participation in a high-care course, it should follow the school's regulations and proceed only after deliberation and decision by the Student Rewards and Punishments Committee, relevant committees, or the High-Care Course Implementation Team.

本校得設高關懷課程執行小組，由校長擔任召集人，業務承辦處室主任擔任執行秘書，小組成員得包括本校各處室主任、相關業務組長、家長會代表、導師等。執行小組應定期開會，每學期應召開二次以上會議，規劃、執行及考核相關業務，並改進相關措施。

The school may establish a High-Care Course Implementation Team, with the principal as the convener and the director of the responsible office as the executive secretary. The team may include directors of various offices, relevant business unit leaders, parent representatives, and homeroom teachers. The team should hold regular meetings, convene meetings at least twice per semester, plan, implement, and evaluate relevant initiatives, and improve related measures.

高關懷課程編班以抽離式為原則，依學生問題類型之不同，以彈性分組教學模式規劃安排課程（如學習適應課程、生活輔導課程、體能或服務性課程、生涯輔導課程等），每週課程以五日為限，每日以七節以下為原則。

High-care courses should adopt a withdrawal-based enrollment principle. Depending on the type of student issues, courses should be flexibly grouped and arranged in a modular teaching format (such as adaptive learning courses, life counseling courses, physical or service-oriented courses, career counseling courses, etc.). The weekly course load should not exceed five days, and each day should have fewer than seven sessions.

高關懷課程之師資，依實際需要，經執行小組議決後，由校長聘請校內外開設相關課程或活動專長之人員擔任。

Regarding the staffing of high-care courses, relevant personnel with expertise in relevant courses or activities, both internal and external to the school, may be hired by the principal after deliberation by the implementation team as per actual needs.

本校應視實際開設班別，設專責教師擔任導師工作，以每班一名為原則。

Each class should ideally have one dedicated teacher.

## 第二十三條 校園安全檢查之限制

### Article 23 Restrictions on Campus Security Inspections

為維護校園安全，本校發現或接獲檢舉、通報有下列各款情形之一者，得對學生身體、其隨身攜帶之私人物品（如書包、手提包等）或專屬學生私人管領之空間（如抽屜、上鎖之置物櫃等），進行必要之校園安全檢查：

To maintain campus security, the school may conduct necessary campus security inspections if any of the following circumstances are discovered, reported, or reported:

一、特定身分學生有危害他人生命、身體之虞。

Specific students pose a risk to the lives or bodies of others.

二、前款以外學生涉嫌犯罪或攜帶第二十五條第一項各款及第二項第一款所列違法或違禁物品時，學務處應與校長、接獲通報之教職員工、導師或家長代表，以電子通訊或當面討論等方式進行緊急會商，認該生有危害他人生命、身體之虞者，應對該生進行檢查。

Students, excluding those mentioned in the preceding item, are suspected of committing crimes or carrying illegal or prohibited items as listed in Article 31, Paragraph 1, Subparagraphs 1 and Paragraph 2, Subparagraph 1. The Student Affairs Office should hold an emergency consultation via electronic communication or face-to-face discussion with the principal, relevant faculty or staff, homeroom teachers, or parent representatives. If it is determined that a student poses a risk to the lives or bodies of others, the student should be subjected to inspection.

三、其他法規明文規定之情形。

Other circumstances explicitly stipulated by regulations.

前項第一款所稱特定身分學生，指下列各款之學生：

The term "specific students" mentioned in Subparagraph 1 refers to students falling under the following categories:

一、少年法院審理中或裁定交付保護管束執行期間，並經本校校園安全檢查會議決議，有危害他人生命、身體之虞者。

During the trial or execution of protective custody by the juvenile court, and after deliberation and decision by the school's campus security inspection meeting, it is determined that they pose a risk to the lives or bodies of others.

二、有少年偏差行為預防及輔導要點第二條第一項所稱偏差行為，並經本校校園安全檢查會議決議，有危害他人生命、身體之虞者。

Those classified as deviant behaviors according to Article 2, Paragraph 1, Subparagraph 1 of the Act for Prevention and Control of Juvenile Delinquency, and after deliberation and decision by the school's campus security inspection meeting, it is determined that they pose a risk to the lives or bodies of others.

前項各款特定身分學生，應由本校校園安全檢查會議審議認定或變更認定；其參與人員，應以有權知悉該款特定身分學生名單之本校人員、有關之司法人員或社工人員為限。

The determination or change of designation of specific student status mentioned in the preceding paragraph should be deliberated and decided by the school's campus security inspection meeting.

參與本校校園安全檢查會議、緊急會商及執行校園安全檢查之所有人員，對特定身分學生及被安全檢查學生之個人資料，均負保密義務，並依個人資料保護法等相關規範辦理。

Only personnel authorized to know the list of specific students, relevant judicial personnel, or social workers should participate. All personnel participating in the school's campus security inspection meeting, emergency consultations, and campus security inspections must maintain confidentiality regarding the personal information of specific students and students subject to security inspections and comply with relevant regulations such as the Personal Data Protection Act.

本校得依學生宿舍管理規定，進行學生宿舍之定期或不定期檢查，檢查時不得對學生身體進行檢查。

Schools at all levels may conduct regular or irregular inspections of student dormitories in accordance with dormitory management regulations, but physical examinations of students should not be conducted during inspections.

## 第二十四條 校園安全檢查之進行方式

### Article 24 Conduct of Campus Security Inspections

為維護校園安全及學生之身體自主權、人格發展權，本校應參考教育部校園安全檢查操作手冊，訂定相關規定，由學務處依規定進行下列各款之安全檢查：

In order to maintain campus security and respect students' rights to bodily autonomy and personality development, schools should refer to the Ministry of Education's Campus Security Inspection Manual and establish relevant regulations. The Student Affairs Office should conduct the following security checks according to regulations:

- 一、必要之校園安全檢查：本校應指定二位以上人員進行檢查，並依被檢查學生意願，得由一至二位當時在校之本校教職員或學生陪同；他人生命、身體有遭受緊急危害之虞時，免除陪同人員。

Necessary campus security inspections: The school should designate two or more personnel to conduct the inspection. Depending on the student's wishes, one to two school faculty or students present on campus at the time may accompany the inspection; if there is an imminent risk to someone's life or body, the requirement for accompanying personnel may be waived.

- 二、對學生宿舍之定期或不定期檢查：本校進行檢查時，應有二位以上之學生家長代表陪同。

Regular or irregular inspections of student dormitories: During inspections, there should be two or more student' parent representatives accompanying the inspection.

本校指定人員進行前項第一款之檢查時，被檢查之學生本人希望在場時，應同意其在場。

When conducting inspections as specified in the first point, if the student being inspected wishes to be present, their presence should be allowed with their consent.

本校進行第一項之檢查時，應全程錄影，檢查結束後，應記錄檢查結果並保存；本校及有權調閱或保管本條影像資料之人員，應負保密義務。

During the first point's inspection, the entire process should be recorded on video. After the inspection, the results should be documented and preserved. Personnel authorized to access or store the recorded footage should maintain confidentiality.

前項之影像資料及檢查結果紀錄，本校應保存至少三年；有相關之申訴、再申訴、行政爭訟及其他法律救濟程序進行時，本校應保存至該等救濟程序確定後至少六個月。但法律另有規定者，從其規定。

The recorded footage and inspection result records should be retained by the school for at least three years. If there are related appeals, administrative litigation, or other legal remedies in progress, the school should retain the records for at least six months after the conclusion of such proceedings. However, if the law specifies otherwise, the law shall prevail.

本校之錄影設備、資料保存備份方式及影像資料調閱，應參考教育部校園安全檢查操作手冊規定辦理。

The setup of recording equipment, data backup methods, and access to video data should comply with the Ministry of Education's Campus Security Inspection Manual.

本校所屬教育主管機關基於職權要求或學生申訴評議委員會、學生再申訴評議委員會、訴願審議委員會、法院調查案件需要時，本校有配合提供影像資料之義務。

When the education authority to which the school belongs requests or when there is a need for investigation by student appeals committees, student appeals review committees, appeals review committees, or courts, the school has an obligation to cooperate and provide video data.

本校依第二十三條或本條規定所為之校園安全檢查，縱使未發現第二十五條第一項或第二項各款所列違法物品或違禁物品，仍為合法之安全檢查。

Campus security inspections conducted by schools in accordance with the provisions of Article 23 or this article, even if no illegal or prohibited items listed in Article 25, Paragraph 1 or Paragraph 2 are found, are still considered lawful security inspections.

## 第二十五條 違法或違禁物品之處理

### Article 25 Handling of Illegal or Prohibited Items

教師發現學生攜帶或使用下列違法物品時，應儘速通知學校，由本校立即通知警察機關處理。但情況急迫時，得視情況採取必要之處置：

When a teacher discovers a student carrying or using the following illegal items, they should promptly notify the school, which should immediately notify the police. However, in urgent situations, necessary measures may be taken depending on the circumstances:

- 一、槍砲彈藥刀械管制條例所稱之槍砲、彈藥、刀械。

Firearms, ammunition, or weapons as defined by the Firearms and Knives Control Act.

- 二、毒品危害防制條例所稱之毒品、麻醉藥品及相關之施用器材。

Drugs, narcotics, or related drug paraphernalia as defined by the Narcotics Hazard Prevention Act.

教師發現學生攜帶或使用下列違禁物品時，應交由本校予以暫時保管，並由本校視其情節，通知法定代理人或實際照顧者領回。但本校認為下列物品，有依相關法律規定沒收或沒入之必要者，應移送相關權責單位處理：

When a teacher discovers a student carrying or using the following prohibited items, the school should temporarily confiscate them and, based on the severity of the situation, notify the legal guardian or actual caregiver to retrieve them. However, if the school deems it necessary to confiscate or seize the following items according to relevant laws, it should refer them to the relevant authorities for handling:

- 一、前項以外有危害他人生命、身體之虞之刀械、化學製劑或其他危險物品。

Weapons, chemical agents, or other dangerous items posing a risk to the lives or bodies of others, excluding those listed in the preceding item.

- 二、猥褻或暴力之書刊、圖片、影片或其他物品。

Obscene or violent books, periodicals, images, videos, or other materials.

- 三、菸、酒、檳榔或其他有礙學生健康之物品。

Tobacco, alcohol, betel nuts, or other items detrimental to student health.

- 四、其他法令規定之違禁物品。

Other prohibited items as specified by law.

教師或本校發現學生攜帶前二項各款以外之物品，有妨害學習、教學或校園安全之虞者，得予暫時保管，於無妨害學習、教學或校園安全之虞時，返還學生或通知法定代理人或實際照顧者領回。

If a teacher or the school discovers a student carrying items other than those listed in the first two points, which pose a threat to learning, teaching, or campus security, they may temporarily confiscate them. Once there is no longer a threat to learning, teaching, or campus security, the items should be returned to the student or the legal guardian or actual caregiver should be notified to retrieve them.

教師或本校為暫時保管時，應負妥善管理之責，不得損壞。但法定代理人或實際照顧者接到本校通知後，未於通知書所定期限內領回者，本校不負保管責任，並得移由警察機關或其他相關機關處理。

When a teacher or the school temporarily confiscates items, they are responsible for proper management and must not damage the items. However, if the legal guardian or actual caregiver fails to retrieve the items within the specified period mentioned in the notification, the school will not be responsible for their safekeeping and may transfer them to the police or other relevant authorities for handling.

## 第二十六條 學生對公物之賠償

### Article 26 Student Liability for Public Property Damage

學生毀損公物應負賠償責任時，由本校通知法定代理人或實際照顧者辦理。

When students are responsible for damaging public property, the school should notify the legal guardian or actual caregiver to handle the matter.

## 第二十七條 身心障礙或精神疾病學生之轉介措施

### Article 27 Referral Measures for Students with Disabilities or Mental Illness

教師實施輔導與管教時，發現學生有身心障礙或精神疾病者，應將輔導與管教紀錄，連同書面申請書送本校輔導處（室），斟酌情形安排學生接受心理諮商，或依法定程序接受特殊教育或治療。

When teachers provide counseling and discipline and find that students have disabilities or mental illnesses, they should submit the counseling and discipline records along with a written application to the school counseling office. Depending on the situation, students may be arranged to receive psychological counseling or receive special education or treatment according to legal procedures.

## 第二十八條 學生之追蹤輔導及長期輔導

### Article 28 Tracking Counseling and Long-term Counseling for Punished Students

教師、學務處及輔導處（室）對因重大違規事件受處罰學生之追蹤輔導，應依學生輔導法及相關法令處理。

Teachers, Student Affairs Offices, and Counseling Offices should handle the tracking counseling of students who have been punished for serious violations according to the Student Counseling Act and relevant laws.

## 第二十九條 脆弱家庭學生之處理

### Article 29 Handling of Students from Vulnerable Families

教師輔導與管教學生過程中，發現學生可能處於脆弱家庭時，應通報本校。

During the counseling and discipline process, if teachers suspect that a student may come from a vulnerable family, they should report it to the school.

本校應採取晤談評估等方式，辨識學生是否處於脆弱家庭，建立預警系統，建構其篩檢及轉介處遇之機制，以預防兒童少年保護、家庭暴力及性侵害事件之發生，並得於事件發生時，啟動校園危機處理機制，有效處理。

The school should employ methods such as discussions and assessments to identify whether the student is from a vulnerable family, establish an early warning system, construct mechanisms for screening and referral, prevent the occurrence of child protection, family violence, and sexual abuse incidents, and activate campus crisis management mechanisms when incidents occur, effectively handling them.

本校知悉學生因家庭因素，致有未獲適當照顧之虞，或學生之法定代理人或實際照顧者因忽視教養，致學生有偏差行為、受保護管束處分或刑之宣告時，應視個案情狀依兒童及少年福利與權益保障法或少年事件處理法等相關規定通報各該主管機關，請求相關機關（構）應依法處置，並負保密義務，及依個人資料保護法等相關規範辦理。

When the school becomes aware that a student may not receive appropriate care due to family factors, or when the student's legal guardian or actual caregiver neglects their upbringing, leading to the student's deviant behavior, protection, or sentencing, the school should report to the relevant competent authority according to the circumstances of the case, requesting the relevant agency (entity) to handle it according to the law, maintain confidentiality, and handle it in accordance with relevant regulations such as the Personal Data Protection Act.

## 第三十條 法令規定之通報義務

### Article 30 Obligation to Report According to Legal Requirements

教師在輔導與管教學生過程中，應依兒童及少年福利與權益保障法等相關法律規定，及校園安全及災害事件通報作業要點辦理通報；並依法保密，注意維護學生秘密及隱私。

During the counseling and discipline of students, teachers should handle reports according to relevant laws such as the Child and Youth Welfare and Rights Act and the campus safety and disaster event reporting procedures, maintain confidentiality, and pay attention to protecting student secrets and privacy.

### 第三十一條 禁止體罰及霸凌學生

#### Article 31 Prohibition of Corporal Punishment and Bullying of Students

依教育基本法第八條第二項規定，教師輔導與管教學生，不得有體罰及霸凌學生之行為。

According to Article 8, Paragraph 2 of the Basic Education Act, teachers providing counseling and discipline to students are prohibited from using corporal punishment or bullying against students.

### 第三十二條 禁止違法處罰學生

#### Article 32 Prohibition of Illegally Punishing Students

教師輔導與管教學生，得採規勸或糾正之方式，並應避免違法處罰學生。

Teachers providing counseling and discipline to students may use advice or correction methods, and they should avoid illegally punishing students.

### 第三十三條 禁止行政違法行為

#### Article 33 Prohibition of Administrative Violations

教師輔導與管教學生時，應避免有構成行政罰法律責任或國家賠償責任之行為。

When teachers provide counseling and discipline to students, they should avoid behaviors that constitute administrative penalties or state compensation liability.

### 第三十四條 禁止民事違法行為

#### Article 34 Prohibition of Civil Law Violations

教師輔導與管教學生時，應避免有侵害學生權利，構成民事侵權行為損害賠償責任之行為。

When teachers provide counseling and discipline to students, they should avoid actions that violate students' rights and constitute civil tort liability.

### 第三十五條 教師違法處罰學生之懲處

#### Article 35 Punishment for Teachers' Illegal Punishment of Students

教師有體罰、霸凌、不當管教或其他違法處罰學生之行為者，本校應按情節輕重，依教師法、教師成績考核辦法及相關規定，予以適當之懲處或其他處罰。

When teachers engage in behaviors such as corporal punishment, bullying, improper discipline, or other illegal punishment of students, the school should, according to the severity of the situation, impose appropriate punishment or other penalties in accordance with the Teacher's Law, teacher performance evaluation regulations, and relevant provisions.

### 第三十六條 應提供學生申訴途徑

#### Article 36 Provision of Student Complaint Channels

本校應依教育基本法第十五條及相關法令規定，提供學生對本校之輔導與管教措施提出申訴之救濟途徑，以保障學生之學習權、受教育權、身體自主權及人格發展權，增進校園和諧。

The school should provide students with channels for appealing the counseling and discipline measures of the school in accordance with Article 15 of the Basic Education Act and relevant laws, to safeguard students' rights to learn, receive education, bodily autonomy, and personality development, and promote harmony on campus.

### 第三十七條 申訴之提起

#### Article 37 Filing a Complaint

學生對本校有關其個人之懲處、管教措施或決議，認為違法或不當致損害其權益者，應依高級中等教育法及相關法令之規定，向本校提出申訴。

If students believe that the punishment, disciplinary measures, or decisions made by the school concerning them are illegal or unfair and have caused harm to their interests, they should file a complaint with the school in accordance with the provisions of the National Education Act, Senior High School Education Act, Special Education Act, and relevant laws.

### 第三十八條 學校之協助處理紛爭

#### Article 38 School Assistance in Handling Disputes

經當事人請求或必要時，本校應協助教師處理紛爭。

Upon request from the parties involved or when necessary, the school should assist teachers in handling disputes.

教師因合法管教學生，與法定代理人或實際照顧者發生爭議、行政爭訟或其他司法訴訟時，本校應依教師之請求，提供必要之協助。

When teachers engage in legal discipline of students and disputes, administrative litigation, or other judicial proceedings arise with legal guardians or actual caregivers, the school should provide necessary assistance upon the teacher's request.

### 第三十九條 學校提供所需之設施及用品

#### Article 39 Provision of Necessary Facilities and Supplies by the School

教師實施輔導與管教工作所需之設施（如諮商處所）、校園安全檢查設備（如錄影設備）、違法物品保管設備（如密封夾鏈袋、保管盒、保管櫃）、安全檢查錄影資訊設備（如電腦、儲存設備）及文件表單（如輔導管教記錄表、家長通知書、學生獎懲委員會審議申請表、獎懲委員會裁決書、獎懲委員會裁決通知函、學生申訴單），應由本校行政單位統一提供之；其中提供學生或法定代理人使用之文件表單，應公開於本校網站，並以適當方式宣導。

Facilities required for teachers to carry out counseling and discipline work (such as counseling rooms), campus security inspection equipment (such as recording equipment), equipment for storing illegal items (such as sealed zipper bags, storage boxes, cabinets), safety inspection recording information equipment (such as computers, storage equipment), and documents and forms (such as counseling and discipline record forms, parent notification letters, student disciplinary committee review application forms, disciplinary committee verdicts, disciplinary committee decision notification letters, student complaint forms) should be provided uniformly by the school's administrative units. Forms provided for students or legal guardians' use should be made public on the school's website and disseminated appropriately.

### 第四十條 本要點之訂定程序

#### Article 40: Procedure for Formulating these Guidelines

本要點應經校務會議通過後，由校長發布實施，修正時亦同。

These Guidelines shall be promulgated and implemented by the principal after being passed by the School Faculty Meeting. The same procedure shall apply when amendments are made.

附表一、教師違法處罰措施參考表

Appendix I Teacher's Illegal Punishment Reference Table

| 違法處罰之類型<br>Types of Illegal Punishment | 違法處罰之行為態樣例示<br>Examples of Patterns of Illegal Punishment   |
|--|---|
| 體罰<br>Physical punishment              | 教師親自對學生身體施加強制力之體罰，例如毆打、鞭打、打耳光、打手心、打臀部或責打身體其他部位等。 Teachers personally using physical force to punish students, such as hitting, whipping, slapping, hitting the ears, hitting the palms, hitting the buttocks, or hitting other parts of the body.   |
|  | 教師責令學生對自己身體施加強制力之體罰，例如命學生自打耳光等。 Teachers instructing students to inflict physical force on themselves, such as ordering students to slap themselves.  |
|  | 教師責令第三者對學生身體施加強制力之體罰，例如命學生互打耳光等。 Teachers instructing third parties to apply physical force to students, such as instructing students to slap each other.   |
|  | 教師責令學生採取特定身體動作之體罰，例如交互蹲跳、半蹲、罰跪、蛙跳、兔跳、學鴨子走路、提水桶過肩、單腳支撐地面、上下樓梯或其他類似之身體動作等。 Teachers instructing students to perform specific physical actions as punishment, such as squat jumps, half squats, kneeling punishments, frog jumps, bunny hops, walking like a duck, carrying buckets over their shoulders, single-leg supports on the ground, going up and down stairs, or similar physical movements.  |
| 霸凌<br>Bullying                         | 校園霸凌防制準則規定之霸凌。 Bullying as defined by campus bullying prevention guidelines.  |
| 不當管教<br>Improper discipline            | 指教師對學生採取之管教措施，違反輔導管教相關法令之規定，而使學生身心受到侵害之行為，例如站立反省每次超過一堂課，每日累計超過兩小時，或對學生罰錢或非暫時保管之沒收或沒入學生物品。 Acts by teachers that violate relevant laws and regulations on counseling and discipline, causing physical and mental harm to students, such as standing in reflection for more than one class period each time, accumulating more than two hours per day, or imposing fines on students or confiscating or seizing students' belongings without temporary custody. |
| 其他違法處罰<br>Other illegal punishments    | 涉及刑事法律之公然侮辱、誹謗、強制、恐嚇等行為，及違反與教師專業倫理相關之行政法規（例如性別平等教育法、兒童及少年福利與權益保障法），使學生身心受到侵害之違法行為。 Acts that involve criminal offenses such as public insult, defamation, coercion, intimidation, and violations of administrative regulations related to professional ethics of teachers (such as the Gender Equality Education Act, Child and Youth Welfare and Rights Act), causing physical and mental harm to students.  |

本表僅屬舉例說明之性質，其未列入之情形，符合法定要件者，仍為違法處罰。 The contents of this table are for illustrative purposes only. Instances not listed here that meet the legal criteria still constitute illegal punishment.

附表二、適當之正向管教措施

Appendix II Appropriate positive disciplinary measures

| 正向管教措施   | 例示  |
|--|---|
| <p>與學生溝通時，先以「同理心」技巧了解學生，也讓學生覺得被了解後，再給予指正、建議。</p> <p>When communicating with students, start by using the "empathy" technique to understand them, making them feel understood before providing correction and advice.</p>   | <p>一、「你的好朋友找你打電玩，你似乎很難拒絕；但是，如果繼續用太多時間玩電玩，你也知道會有很多問題發生。怎麼辦？讓老師和同學一起來幫助你。」</p> <p>"Your good friend asks you to play video games, and it's hard for you to refuse. However, you know that spending too much time playing video games can lead to many problems. What should you do? Let the teacher and classmates help you."</p> <p>二、「老師了解你受委屈、很生氣，所以你忍不住罵出三字經；但是，罵完三字經，對你自己、對別人有沒有好處？還是帶來更多麻煩？」</p> <p>"The teacher understands that you feel wronged and very angry, so you can't help but curse. But after cursing, does it benefit you or others? Or does it bring more trouble?"</p>   |
| <p>告訴學生不能做出某種行為，清楚說明或引導討論不能做的原因。而當他不再做出該行為時，要儘速且明確地對他不再做該行為加以稱讚。</p> <p>Tell students what behaviors are not acceptable, clearly explaining or guiding discussions about the reasons why these behaviors are not acceptable. When they stop engaging in such behavior, promptly and clearly praise them for not doing it anymore.</p>  | <p>「上課時，在沒有舉手並被邀請發言時，請你不要講話。」</p> <p>"During class, please refrain from speaking unless you raise your hand and are invited to speak."</p> <p>「因為如果你講話，老師講課的時間就不夠，老師也會分心，課就會講不完或講不清楚，同學可能聽不懂。」</p> <p>"Because if you speak, the teacher's teaching time will be interrupted, the teacher will also be distracted, and the lesson may not be completed or clear, and classmates may not understand."</p> <p>「想想看，如果你很想聽課，却有同學不斷講話，你會受到什麼影響？」</p> <p>"Think about it, if you really want to listen to the class, but there are classmates who keep talking, how would you be affected?"</p> <p>「以前你上課常隨便講話，但今天你沒有隨便講話，你很有禮貌（或很會替別人著想）。」</p> <p>"In the past, you used to speak casually during class, but today you didn't speak casually, you were very polite (or considerate of others)."</p>                                     |
| <p>除具體協助學生了解不能做某種不好行為及其原因外，也要具體引導學生去做某種良好行為，並且具體說明原因或引導學生討論要做這種好行為的原因，並且，當他表現該行為時，明確地對他的行為加以稱讚。</p> <p>In addition to helping students understand why certain negative behaviors are unacceptable, provide specific guidance on engaging in positive behaviors. Explain the reasons behind these behaviors or guide discussions on why engaging in these positive behaviors is important. When they demonstrate these behaviors, praise them explicitly.</p> | <p>「當你要講話時，請你注意場合與發言程序。」</p> <p>"When you want to speak, please pay attention to the occasion and the speaking procedure."</p> <p>「如果老師講課時，每個同學都可以任意講話，你認為這樣好嗎？有什麼壞處？相反地，如果大家都能不隨便講話，則有什麼好處、壞處呢？」</p> <p>"If during the teacher's lecture, every student can speak freely, do you think it's good? What are the disadvantages? On the contrary, if everyone can refrain from speaking casually, what are the benefits and drawbacks?"</p> <p>「○○同學要講話時，會先舉手問老師，很有禮貌；○○同學，在老師開始上課後，就不再講話，會很認真地看著老師，讓老師很高興，很想好好教給你們最好的！」</p> <p>"When student A wants to speak, he/she will raise his/her hand and ask the teacher, which is very polite; student B, after the teacher starts the class, will not speak anymore and will look at the teacher very seriously, which makes the teacher very happy and eager to teach you the best!"</p> |
| <p>利用討論、影片故事或案例討論、角色演練及經驗分享，協助學生了解不同行為的後果（對自</p>   | <p>請同學在生活中觀察紀錄打人的事件與被打的人的反應及感受，老師帶著學生一起討論；也請同學分享被打的經驗，並討論打人的短</p>   |

|  |  |
|--|--|
| <p>己或他人的正負向影響），因而認同行為能做或不能做及其理由，以協助學生學會自我管理。Utilize discussions, video stories or case studies, role-playing, and sharing experiences to help students understand the consequences of different behaviors (both positive and negative effects on themselves and others). This helps students understand the reasons behind acceptable and unacceptable behaviors, assisting them in learning self-management skills.</p>   | <p>期及長期的好處和壞處；師生一起看控制生氣的示範影片，學習如何控制生氣的步驟。</p> <p>Please observe and record incidents of hitting in daily life and the reactions and feelings of the person being hit, and discuss them with the students. Also, please share experiences of being hit and discuss the short-term and long-term benefits and drawbacks of hitting; watch demonstration videos on controlling anger together with students, and learn steps to control anger.</p>  |
| <p>用詢問句啟發學生思考行為的後果（對自己或對他人的短期與長期好處與壞處），以增加學生對行為的自我控制能力；並給予學生抉擇權，用詢問句與稱讚來鼓勵學生做出理性的抉擇，以鼓勵學生的自主管理。</p> <p>Use questioning to prompt students to consider the consequences of their actions (both short-term and long-term benefits and drawbacks for themselves or others), thereby increasing their self-control abilities regarding behavior. Give students the freedom to choose, encourage them to make rational choices using questions and praise, and promote student self-management.</p> | <p>「你可以繼續每天打電玩打到半夜；但對你的身體、功課以及你和爸媽的關係有什麼壞處？如果你能節制與安排玩電玩的時間，對你有什麼好處？」"What are the disadvantages to your body, schoolwork, and your relationship with your parents if you continue playing video games late into the night? What are the benefits to you if you can moderate and schedule your gaming time?"</p> <p>「玩電玩有什麼好處？這些好處可不可以用其他的活動或做其他事情取代？」</p> <p>"What are the benefits of playing video games? Can these benefits be replaced by other activities or doing other things?"</p> <p>「想想看，玩電玩一時的好處、壞處；更長遠的好處、壞處，你如何決定？老師可以協助你一起思考與規劃，作出對自己、對別人都較好的決定。但最重要的，你自己要想清楚，做好決定，並負責任；老師相信你，也期待你做出最有智慧的決定。」</p> <p>"Think about the short-term benefits and drawbacks of playing video games, as well as the longer-term ones. How do you decide? The teacher can help you think and plan together to make better decisions for yourself and others. But most importantly, you need to think carefully, make good decisions, and take responsibility; the teacher believes in you and expects you to make the wisest decisions."</p> |
| <p>注意學生所做事情的多元面向，在對負向行為給予指正前，可先對正向行為給予稱讚，以促進師生正向關係，可增加學生對負向行為的改變動機。</p> <p>Take into account the various aspects of what students do. Before correcting negative behavior, it's advisable to first praise positive behavior to foster a positive teacher-student relationship, which can increase students' motivation to change negative behavior.</p>  | <p>一、「關於你大聲叫罵同學、罵學校這件事，老師可以了解你對同學、學校很關心，這是很好的，以後你還是要繼續關心同學！但是，你的方法是不當的，可能會傷害別人，可能會使別人討厭你，也會違反校規，可不可以改用別的方法來表達你的關心或你的生氣？」</p> <p>"Regarding your loud yelling at classmates, and criticizing the school, the teacher understands that you care about your classmates and the school, which is good, and you should continue to care about your classmates! However, your method is inappropriate, it may hurt others, make them dislike you, and also violate school rules. Can you use other methods to express your concern or anger?"</p> <p>二、「關於你亂貼海報這件事，老師了解你想表達意見，這是很好的，你也很有創意；但是，你不依規定貼海報，可能會使校園凌亂，而且也違規了；可不可以用別的方法來表達意見與創意而不違規？」</p> <p>"Regarding your randomly posting posters, the teacher understands that you want to express your opinions, which is good, and you are also very creative. However, not following the rules for posting posters may make the campus messy and also violate regulations. Can you use other</p>  |

|   |  |
|---|--|
|   | methods to express your opinions and creativity without breaking the rules?"   |
| 針對不對的行為或不好的行為加以糾正；但也要具體告訴學生是「某行為不好或不對」，不是「學生整個人不好」。<br>Address incorrect or undesirable behavior with correction, but also be specific in telling students that it's "certain behavior that is not good or right," not that "the student as a whole is not good." | 「你生氣時容易出手打同學，對自己、對同學都不好；但老師並不認為你整個人都不好，老師了解你有時也會幫一些人的忙；希望你發揮會替別人著想、幫忙別人的優點，以後不再打人。」<br>"When you get angry, you tend to hit classmates, which is not good for yourself or your classmates. However, the teacher does not think that you are a bad person overall; the teacher understands that sometimes you also help others. I hope you can show your kindness and help others more often in the future, and refrain from hitting people." |

## GUIDELINES FOR STUDENT REWARDS AND DISCIPLINARY MEASURES

### 國立南科國際實驗高級中學雙語部獎勵管教與獎懲實施規定 International Bilingual School at Tainan-Science-Park Implementation Guidelines for Student Rewards and Disciplinary Measures

114 年 1 月 2 日雙語部學生獎勵管教及獎懲委員會會議審議  
Reviewed by the Bilingual Department Rewards and Discipline Committee Meeting on January 2, 2025

114 年 1 月 7 日主管會議審議  
Reviewed at the Administration Meeting on January 7, 2025

114 年 1 月 20 日校務會議通過  
Approved by the School Affairs Meeting on January 20, 2025

114 年 6 月 30 日校務會議修正  
Approved by the School Affairs Meeting on June 30, 2025

### 國小年段學生獎勵與管教實施規定 Elementary Level

#### 壹、依據 Basis

- 一、教育部 113 年 08 月 01 日施行之「[國民小學及國民中學學生獎懲準則](#)」。

The "Guidelines for Student Rewards and Punishments in Elementary and Junior High Schools," implemented by the Ministry of Education on August 1, 2023.

- 二、本校 113 年 6 月 28 日訂定之「教師輔導與管教學生要點」。

The "Guidelines for Teacher Guidance and Discipline of Students," established by the school on June 28, 2023.

#### 貳、目的 Purpose

- 一、鼓勵學生敦品勵學，表彰學生優良表現。

To encourage students to cultivate moral character and excel academically, and to recognize outstanding achievements.

- 二、養成學生良好生活習慣，建立崇尚法治及符合社會規範之精神。

To develop good life habits in students and instill respect for the rule of law and social norms.

- 三、引導學生身心發展及向上精神，啟發學生自治自律與反省能力。

To guide students' physical and mental development, inspire self-governance, self-discipline, and the ability to reflect.

- 四、維護校園學習環境秩序，確保學校教育活動之正常施行。

To maintain a conducive campus learning environment and ensure the normal implementation of

educational activities.

### 參、獎管規定 Rewards and Discipline Regulations

#### 一、學校獎勵管教或獎懲學生，非有正當理由，不得為差別待遇。

The school shall not subject students to differential treatment without justifiable reasons when implementing rewards, discipline, or punishments.

#### 二、學校管教學生，應審酌學生下列情狀，並確保管教措施之合理有效性：

When disciplining students, the school shall consider the following to ensure reasonableness and effectiveness:

(一)行為之動機及目的。 The motivation and purpose of the behavior.

(二)行為之手段及行為時所受之外在情境影響。

The means of behavior and external influences at the time.

(三)行為違反規定之程度及所生之危險或損害。

The severity of the violation and potential danger or harm caused.

(四)學生之人格特質與身心健康、生活及家庭狀況。

The student's personality, mental and physical health, lifestyle, and family circumstances.

(五)學生之品行、智識程度及平時表現。

The student's conduct, level of knowledge, and usual performance.

(六)行為後之態度。 The student's attitude following the behavior.

#### 三、獎勵措施：Rewards:

(一)師長口頭嘉勉。 Verbal commendation by teachers.

(二)書面獎勵。 Written recognition.

(三)公開場合表揚。 Public acknowledgment.

(四)登載於學校刊物。 Publication in school newsletters or magazines.

(五)頒發獎狀或獎章。 Issuance of certificates or medals.

(六)頒發獎品或獎金。 Presentation of gifts or monetary rewards.

(七)推舉為學習楷模。 Nomination as a role model.

(八)其他適當之獎勵。 Other appropriate rewards.

#### 四、管教措施：Disciplinary Measures:

教師基於導引學生發展之考量，衡酌學生身心狀況後，得採取下列一般管教措施：Teachers, based on the consideration of guiding students' development and their physical and mental status, may adopt the following general disciplinary measures:

(一)適當之正向管教措施。 Appropriate positive reinforcement.

(二)口頭糾正。 Verbal correction.

(三)在教室內適當調整座位。 Adjustment of seating in the classroom.

(四)要求口頭道歉或書面自省。 Requiring verbal apologies or written self-reflection.

(五)列入日常生活表現紀錄。 Recording in daily performance reports.

(六)通知法定代理人或實際照顧者，協請處理。

Informing the student's legal guardian or caregiver for assistance.

(七)要求完成未完成之作業或工作。 Completing unfinished assignments or tasks.

(八)適當增加作業或工作。 Appropriately increasing assignments or tasks.

(九)要求課餘從事可達成管教目的之措施。

Requiring participation in corrective activities after school hours.

(十)限制參加正式課程以外之學校活動。

Restricting participation in extracurricular school activities.

(十一)經法定代理人或實際照顧者同意後，留置學生於課後輔導或參加輔導課程。

With guardian or caregiver consent, keeping the student for after-school counseling sessions.

(十二)要求靜坐反省。Requiring seated reflection.

(十三)要求站立反省。但每次不得超過一堂課，每日累計不得超過二小時。

Requiring standing reflection, not exceeding one class period per session or two hours per day in total.

(十四)在教學場所一隅，暫時讓學生與其他同學保持適當距離，並以二堂課為限。Temporarily distancing the student from classmates within the classroom, limited to two class periods.

(十五)經其他教師同意，於行為當日，暫時轉送其他班級學習。

With the consent of another teacher, temporarily transferring the student to another class for learning on the same day.

(十六)其他符合輔導管教相關法令規定之管教目的及原則，且未使學生身心受到侵害之行為。

Other actions compliant with counseling and disciplinary laws and principles, without causing harm to the student's physical or mental well-being.

#### 五、學輔人員之特殊管教措施：Special Disciplinary Measures by Student Support Personnel

(一)管教無效或學生明顯不服管教，顯已妨害現場活動，教師得要求雙語部生輔組或輔導室派員協助，將學生帶離現場；情況急迫時，學輔人員協助處理，非有正當理由不得拒絕；有危害他人生命、身體之虞時，得強制帶離現場，並尋求校外相關機構協助處理。

If standard discipline is ineffective or the student blatantly defies authority and disrupts activities, teachers may request assistance from the Bilingual Department's Student Support or Counseling Office. In urgent situations, support staff are required to assist unless justified otherwise. If there is a risk to life or safety, the student may be forcibly removed, and external agencies contacted.

(二)教師應告知已實施之輔導管教措施或提供輔導管教紀錄，供學輔人員參考。

Teachers must inform the support personnel of prior disciplinary actions or provide related records.

(三)學輔人員將學生帶離現場後，得安排學生前往圖書館、輔導室或其他適當場所，參與適當之活動，或依規定予以輔導與管教。

Students removed from the scene may be placed in appropriate locations (e.g., library, counseling office) for activities or guidance.

(四)於必要時，得基於協助學生轉換情境、宣洩壓力之輔導目的，衡量學生身心狀況，在學輔人員指導下，請學生進行適合適量之活動或運動項目，但不應基於處罰之目的為之；若發現學生身體確有不適，應即調整或停止。

Under support personnel's supervision, students may engage in suitable activities for stress relief, provided it is not punitive. Adjustments or cessation must occur if physical discomfort arises.

#### 六、學校之特殊管教措施：Special School Disciplinary Measures

學輔人員認為學生違規情節重大，擬採下列各款學校之特殊管教措施時，應依本校雙語部國小年段學生獎勵管教相關規定，簽會導師及輔導室提供意見，經雙語部學生獎勵管教及獎懲委員會(以下簡稱雙語部獎管獎懲會)討論決議後，始得為之。但情況急迫，應立即移送警察機關處

置者，不在此限：

When Student Support Personnel determine that a student's misconduct is a serious violation and intend to implement any of the following special disciplinary measures, they must follow the relevant regulations for rewards and discipline for elementary students in the bilingual department. Opinions from the homeroom teacher and the counseling office must be obtained through a formal process, and the decision must be discussed and resolved by the Bilingual Department's Student Rewards, Discipline, and Sanctions Committee (hereinafter referred to as the "Bilingual Department Rewards and Discipline Committee"). However, in urgent situations requiring immediate referral to the police, this requirement does not apply.

(一)交由其法定代理人或實際照顧者帶回管教。

Returning the student to their legal guardian or caregiver for discipline.

(二)規劃參加高關懷課程。Enrollment in high-concern counseling programs.

(三)聯繫社政及相關單位協助提供心理治療、社會工作、家庭諮商及其他專業服務。Coordination with social services for professional interventions (e.g., psychological therapy, family counseling).

(四)送請少年輔導單位輔導。Referral to juvenile counseling agencies.

(五)移送警察機關處置。Reporting to the police.

(六)移送司法機關處置。Referral to judicial authorities.

雙語部獎管獎懲會應保障當事人學生與其法定代理人或實際照顧者發言之權利，並充分討論及記載先前已實施各項管教措施之教育效果。學校除採取第一項所定處置外，必要時，應聯繫社政單位協助處理。

The Bilingual Department Rewards and Discipline Committee shall ensure the right of the student involved and their legal guardians or actual caregivers to express their opinions. It must also fully discuss and document the educational effectiveness of the disciplinary measures previously implemented. In addition to taking the measures specified in the preceding clause, the school should, when necessary, contact social welfare units for assistance.

學生家庭為脆弱家庭，或難以期待發揮輔導管教功能之家庭時，得不採取帶回管教措施，而應聯繫社政單位協助處理或尋求其他校內外兒少保護資源。

If the student's family is considered vulnerable or unable to provide adequate guidance and discipline, the school may choose not to implement the measure of returning the student to their caregiver for discipline. Instead, it should seek assistance from social welfare units or other internal and external child protection resources.

學生交由法定代理人或實際照顧者帶回管教，每次以五日為限，並應於事前進行家訪，或與法定代理人或實際照顧者面談，以評估其效果。帶回管教期間，學校應與學生保持聯繫，繼續予以適當之輔導；必要時，學校得終止帶回管教之處置；帶回管教結束後，學校得視需要予以補課。

When a student is returned to their legal guardian or actual caregiver for discipline, the duration shall be limited to five days per instance. Prior to implementing this measure, the school should conduct a home visit or have a meeting with the guardian or caregiver to assess its effectiveness. During the period of suspension, the school shall maintain contact with the student and continue to provide appropriate guidance. If necessary, the school may terminate the at-home discipline measure. After the conclusion of the at-home discipline, the school may arrange make-up classes as needed.

肆、本實施規定經校務會議通過後，陳校長核定後實施，修正時亦同。

These guidelines take effect upon approval by the School Faculty Meeting and the authorization of the Principal.  
Revisions follow the same process.

## 中學年段學生獎懲實施規定 Middle and High School Level

壹、依據：Basis:

- 一、教育部「[國民小學及國民中學學生獎懲準則](#)」及本校教師輔導與管教學生辦法訂定。(國中年段)

These regulations are based on the Ministry of Education's "Guidelines for Rewards and Punishments for Elementary and Junior High School Students" and the school's rules for student guidance and discipline. (**Junior High Section**)

- 二、高級中等教育法第 51 條、教育部「[高級中等學校訂定學生獎懲規定注意事項](#)」及本校教師輔導與管教學生辦法訂定。(高中年段)

These regulations are based on Article 51 of the Senior High School Education Act, the Ministry of Education's "Guidelines for High Schools to Establish Student Reward and Punishment Regulations," and the school's rules for student guidance and discipline. (**Senior High Section**)

貳、目的：Purpose

- 一、鼓勵學生敦品勵學，表彰學生優良表現。

To encourage students to cultivate integrity and diligence while recognizing outstanding performance.

- 二、養成學生良好生活習慣，建立崇尚法治及符合社會規範之精神。

To foster good habits, promote respect for the rule of law, and uphold social norms.

- 三、引導學生身心發展及向上精神，啟發學生自治自律與反省能力。

To guide students' physical and mental development, inspiring self-discipline and reflection.

- 四、維護校園學習環境秩序，確保學校教育活動之正常施行。

To maintain campus order and ensure the proper conduct of school activities.

參、學校獎勵管教或獎懲學生，非有正當理由，不得為差別待遇。

Schools must not engage in differential treatment when rewarding, disciplining, or punishing students without a justified reason.

- 一、學校管教及獎勵懲處學生，應審酌下列情形，以作為獎懲輕重之標準，並確保管教或懲處措施之合理有效性：

When disciplining and rewarding students, schools must consider the following factors as criteria for determining the severity of rewards or punishments and ensuring the fairness and effectiveness of disciplinary actions:

- (一) 國中年段：Junior High Level:

1. 行為之動機及目的。The motivation and purpose behind the behavior.
2. 行為之手段及行為時所受之外在情境影響。The methods employed and external circumstances influencing the behavior at the time.
3. 行為違反規定之程度及所生之危險或損害。The degree to which the behavior violated regulations and the risks or damages caused.
4. 學生之人格特質與身心健康、生活及家庭狀況。The student's personality, mental and physical health, lifestyle, and family background.
5. 學生之品行、智識程度及平時表現。  
The student's character, intelligence level, and usual performance.
6. 行為後之態度。The student's attitude following the behavior.

(二) 高中年段：Senior High Level:

1. 年齡之長幼。Age and maturity.
2. 年級之高低。Grade level.
3. 身心之狀況。Mental and physical condition.
4. 智商之差異。Intelligence differences.
5. 動機與目的。Motivation and purpose.
6. 態度與手段。Attitude and methods.
7. 行為之影響。Impact of the behavior.
8. 家庭之因素。Family factors.
9. 平日之表現。Usual performance.
10. 初犯或累犯。Whether it was a first offense or a repeat offense.
11. 行為後之表現。Post-behavior conduct.
12. 其他因素。Other relevant factors.

二、 前項所定行為，包括作為及不作為。學生之獎懲種類如下：

The behaviors mentioned above include both actions and inactions. The categories of student rewards and punishments are as follows:

(一) 獎勵：嘉獎、小功、大功及其他獎勵。

Rewards: Commendation, Minor Merit, Major Merit, and other rewards.

(二) 懲罰：警告、小過、大過。

Punishments: Warning, Minor Demerit, and Major Demerit.

三、 獎勵標準：Reward Criteria:

(一) 行為表現良好，不合於嘉獎以上獎勵之學生，應予當面口頭嘉勉。

Students demonstrating good behavior that does not qualify for a higher reward may receive verbal praise.

(二) 有下列情形之一者，應予嘉獎：**Commendation** is awarded for:

1. 服裝儀容整潔，合於規定，足為同儕模範者。

Neat attire, adhering to school regulations, and serving as a role model.

2. 禮節周到足為同儕模範者。Exemplary manners.
3. 參加團體活動表現優異者。Outstanding participation in group activities.
4. 節儉樸素足為同儕模範者。Frugality and simplicity, serving as a model for peers.
5. 與同學互助合作者。Cooperative and helpful behavior toward classmates.
6. 值勤特別盡職者。Diligence and excellence in duties.
7. 主動為公服務者。Volunteering for public service.
8. 勸告同學向上者。Encouraging peers to improve.
9. 運動比賽時表現體育道德者。Demonstrating sportsmanship during competitions.
10. 領導同學為團體服務者。Leading classmates in group services.
11. 愛護公物有具體行為者。Protecting public property with concrete actions.
12. 生活言行較前進步，有事實表現者。

Improvement in personal conduct with tangible results.

13. 在車船上讓座於師長、老弱、婦孺者。

Offering seats to elders, the infirm, or women on public transport.

14. 其他優良行為合於記嘉獎者。Other exemplary behaviors meriting commendation, subject to evaluation by instructors and counselors.

前項第 14 款得由簽獎老師會同學生輔導人員審酌之。

The provision in Item 14 of the preceding section may be reviewed jointly by the recommending teacher and student counseling personnel.

(三) 有下列情形之一者，應予記小功：**Minor Merit** is awarded for:

1. 代表學校參加校外活動，增進校譽者。

Representing the school in external activities, enhancing its reputation.

2. 行為誠正，足以表現校風，有具體事實者。

Upright conduct exemplifying school values.

3. 擔任班級幹部負責盡職，成績優良者。Excellent performance as a class officer.

4. 維護公物，使團體利益不受損害者。

Preserving public property for collective benefit.

5. 參加正當休閒活動，成績優良者。

Excellent performance in legitimate leisure activities.

6. 見義勇為能維護團體或同學利益者。

Courageously safeguarding the interests of peers or groups.

7. 敬老扶幼有顯著之事實表現者。

Demonstrable acts of respect for elders and care for children.

8. 檢舉弊害經查明屬實者。Reporting malpractice, verified as accurate.

9. 其他優良行為合於記小功者。

Other commendable actions meriting a minor merit, subject to evaluation.

前項第 9 款得由簽獎老師會同學生輔導人員審酌之。

The provision in Item 9 of the preceding section may be reviewed jointly by the recommending teacher and student counseling personnel.

(四) 有下列情形之一者，應予記大功：**Major Merit** is awarded for:

1. 提供優良建議，並能率先力行，增進校譽者。Proposing excellent suggestions and leading by example to enhance the school's reputation.
2. 愛護學校或同學，確有特殊事實表現，增進校譽者。Demonstrating exceptional care for the school or peers, enhancing the school's reputation.
3. 代表學校參加校外比賽成績特優者。  
Achieving outstanding results in external competitions representing the school.
4. 參加各項服務，成績特優者。Excelling in various services.
5. 檢舉重大弊害、揭發不法活動，經查明屬實者。  
Reporting major malpractice or uncovering illegal activities, verified as accurate.
6. 長期表現孝順父母，尊敬師長，友愛兄弟姊妹或同學，有特殊事實者。Long-term demonstration of filial piety, respect for teachers, and camaraderie with peers.
7. 經常幫助別人，為善不欲人知，經查明屬實，值得表揚者。  
Frequently helping others with altruistic intent, verified as true.
8. 有特殊義勇行為，並獲得優良之表揚。  
Performing acts of extraordinary courage and being publicly recognized.
9. 有特殊優良行為，堪為全校學生之模範者。  
Displaying exceptional behavior, serving as a model for all students.
10. 其他優良行為合於記大功者。Other exemplary acts meriting a major merit, subject to approval by the Rewards and Punishments Committee and the principal.

前項第 10 款，應經由學校獎懲委員會會議通過，報請校長核定後公布。

The provision in Item 10 of the preceding section may be reviewed jointly by the recommending teacher and student counseling personnel.

#### 四、懲處標準：Disciplinary Standards:

(一) 學生生活行為偶犯錯誤，情節輕微，未達記警告以上之處罰者，應以正向管教及輔導方式予以反省機會。

For minor infractions of student behavior with no need for punishment above a warning, positive discipline and counseling should be provided to encourage reflection.

(二) 有下列情形之一者，應予警告：

A Warning will be issued for any of the following circumstances:

##### 甲、公共安全與秩序：**Public Safety and Order:**

1. 因過失或故意損壞公物或他人私物，情節輕微者。Causing minor damage to public property or others' belongings, whether intentionally or negligently.

2. 違反學校行動電話管理辦法，情節輕微者。  
Violating the school's mobile phone usage policy in minor cases.
3. 在公共場所高聲喧嚷影響秩序，經勸導仍不改正者。Disrupting order in public places with loud noise and refusing to correct after being warned.
4. 無正當理由，未依時完成公共服務，經勸導無效，影響公共事務之推動者。  
Without a legitimate reason, failing to complete public service on time, and continuing to do so despite repeated advisement, thereby affecting the progress of public affairs.
5. 上課不遵守課堂秩序影響他人學習，經勸導仍未改正者。  
Disrupting class and affecting others' learning by not following classroom rules, and failing to correct the behavior despite repeated advisement.
6. 升降旗及各項集會，違反集會秩序(使用 3C 產品、嘻鬧、任意走動)，影響他人權益或團體活動進行，經勸導仍不改正，情節輕微者。  
During flag-raising ceremonies and assemblies, violating order (such as using electronic devices, fooling around, or walking around at will), thereby affecting others' rights or the progress of group activities, and failing to correct the behavior despite advisement—when the situation is considered minor.
7. 無正當理由不服從師長、糾察隊或班級幹部執行公共事務之糾正，經勸導仍未改正者。  
Without valid reason, refusing to comply with instructions or corrections from teachers, student patrols, or class officers during the execution of public duties, and failing to correct the behavior despite advisement.
8. 因嬉戲、追逐、打鬧、衝突、將人抬起等事件，造成個人、旁人受傷或引發人員危安情形，情節較輕者。Engaging in roughhousing, horseplay, or incidents causing minor injuries or safety concerns.
9. 未經同意擅自到非同年級的教室內(或外走廊)，以致肇生事端者。Entering other grade-level classrooms or corridors without permission, resulting in incidents.
10. 違反電腦教室使用規則(任意更改學校電腦設定)，致影響他人權益或損壞電腦教室設備，經勸導仍不改者。  
Violating computer lab usage rules (e.g., altering school computer settings without permission), thereby affecting others' rights or damaging equipment, and failing to correct the behavior despite advisement.
11. 未經申請擅自使用學校電力從事與課程教學無關之情事，致生公共危險之虞，或影響正常教學，情節較輕者。  
Using school electricity for non-teaching purposes without authorization, posing a safety risk or disrupting normal teaching, in minor cases.
12. 未遵守道路交通安全規則，情節輕微者。  
Failure to follow road traffic safety regulations, in minor cases.

13. 未經申請核准，擅自使用(進入)校內教室、社團辦公室、球場等校內空間，或擅自操作機具或實驗，致影響他人權益或校園安全秩序，情節輕微者。  
Entering and using school facilities such as classrooms, club offices, or sports fields, or operating equipment or conducting experiments without prior approval, thereby affecting others' rights or campus safety and order—minor offenses.
14. 社團活動未經申請許可，私自辦理活動而危害人員安全與公共安全，情節輕微者。  
Conducting club activities without official application and approval, resulting in potential risks to personal safety or public safety; applies to minor violations.
15. 無正當理由，未依時完成環境整理打掃，影響他人權益或工作之進行，經勸導未改正，情節輕微者。  
Failing to complete cleaning duties on time without a valid reason, thereby affecting others' rights or the progress of work, and not correcting the behavior after being advised, with minor circumstances.
16. 隨地吐痰或拋棄髒物，妨礙團體整潔或有其他破壞環境衛生行為，情節較輕者。  
Littering or behavior that disrupts public cleanliness or environmental hygiene in minor cases.
17. 於校內丟擲水球（或持有水球）、水槍、水袋、物品等類似物品，有影響安全行為者。  
Throwing water balloons, using water guns, or similar items causing safety concerns on campus.
18. 教練(教師)不在場指導時，於校內丟、擲、打擊棒、壘球（或類似物品），教室走廊玩球、做出危險動作或在無指導老師陪同下進行高強度運動及危險性之活動等影響安全行為者。Engaging in dangerous activities such as throwing sports equipment or playing ball without teacher supervision.
19. 未經同意，私自複製學校教室、側門、宿舍門、寢室等鑰匙者。  
Unauthorized duplication or use of keys for school facilities.
20. 填寫或篡改不實資料，矇騙師長，情節輕微者。  
Falsifying or altering information to deceive teachers, in minor cases.
21. 經本校性別平等教育委員會調查確認為校園性別事件，且情節輕微者。Confirmed minor campus gender-related incidents after investigation by the Gender Equity Education Committee.
22. 經本校校園霸凌防制委員會調查確認有霸凌行為，情節較輕微者。  
Minor bullying incidents confirmed by the Campus Bullying Prevention Committee.
23. 未經同意借取或占有他人財物，有明確事實者。  
Unauthorized borrowing or possession of others' property with clear evidence.
24. 使用網路，發生下列智慧財產權或濫用網路系統之行為，致使學校名譽或校內教職員生之權益受到侵害者：  
Using the internet to engage in the following behaviors that violate intellectual property rights

or abuse the network system, causing harm to the school's reputation or the rights and interests of the school's faculty, staff, or students.

(1) 使用未經授權之電腦程式。Using unauthorized programs.

(2) 違法下載、拷貝受著作權法保護之著作。

Illegally downloading copyrighted materials.

(3) 未經著作權人之同意，將受著作權法保護之著作傳於公開之網站上。Uploading copyrighted works to public sites without permission.

(4) 或其他線上討論區上文章，經作者明示禁止轉載，而仍任意轉載。Republishing restricted content from online forums.

(5) 未經同意擅自截取或轉傳私人訊息。

Intercepting or forwarding private messages without consent.

(6) 窺伺他人之電子郵件或檔案。Spying on others' emails or files.

(7) 以破解、盜用或冒用他人帳號及密碼或使用虛假帳號等方式，未經授權使用網路資源者（但經明確授權得匿名使用者不在此限）。

Using false accounts to exploit network resources.

(8) 以電子郵件大量傳送廣告信、連鎖信或無用之訊息；或以灌爆信箱、掠奪資源等方式，影響系統之正常運作。

Disrupting system operations through spam or resource exploitation.

(9) 未經網管單位許可私自架設集線器、無線基地台連結網路或傳輸訊息。Setting up unauthorized network devices or connections.

## **乙、人際互動與界限：Interpersonal Interaction and Boundaries:**

1. 使用言語或文字、圖片、動作或影音等，當面或藉由平面、網路或其他電子媒介侵害他人名譽或侮辱、恐嚇、誹謗他人、致他人權益減損，情節輕微者。

Using language, text, images, gestures, or audio/video—whether in person, through print, online platforms, or other electronic media—to infringe upon another's reputation, insult, threaten, or defame others, resulting in harm to their rights—minor offenses.

2. 偷閱私人文件物品或冒用他人證件、帳號致侵犯隱私權益者。

Reading private documents or impersonating others, violating privacy rights.

3. 作業抄襲或擅自侵害著作人的法定權益者。

Plagiarizing assignments or infringing copyright.

4. 非出於性騷擾之意圖，對教職員或同學有騷擾或跟蹤行為，致他人生活受妨礙者。Non-sexual harassment or stalking causing disturbances.

5. 對師長詢問事件以不誠實之謊言誤導，致使他人權益受損，經勸導(正向管教)後仍未改正，情節輕微者。

Providing dishonest or misleading information to teachers when asked about an incident, resulting in harm to others' rights; if, after guidance (positive discipline), the behavior

persists—minor offense.

6. 與同學爭執(含肢體)衝突，情節輕微者。Minor disputes or conflicts with peers.

### 丙、個人自律與管理：Personal Discipline and Management:

1. 早自習、午休、正課期間玩電子遊戲、使用行動載具、下棋、打牌、打麻將、打桌遊等，或使用非老師同意之教學器材，經導(教)師或班級幹部規勸後仍未改善者。  
Playing electronic games, using mobile devices, playing chess, cards, mahjong, board games, or using teaching equipment without teacher approval during morning self-study, lunch break, or regular class time, and failing to correct the behavior after being advised by the teacher or class leaders.
2. 逾時請假情節輕微者。Minor tardiness in applying for leave.
3. 小考、隨堂考等日常紙上作答能力測驗，發生作弊經監考老師查獲者或由同學檢舉經查屬實者。For minor cheating incidents during quizzes, in-class tests, or other routine paper-based assessments, when caught by the invigilating teacher or reported by a fellow student and confirmed through investigation.
4. 違反日常、平時測驗試場規則，情節輕微者。  
Minor violations of daily or routine test room rules.
5. 上課或活動期間，中途不假離開，涉及學生安全，影響活動秩序及他人學習者。  
Leaving class or activities without permission, causing disruptions.
6. 個人內務、桌椅未放置整齊，致影響他人權益或有其他破壞環境衛生行為，經勸導後仍未改正者。  
Personal belongings or desks and chairs not arranged neatly, causing inconvenience to others or other acts that damage environmental hygiene, and failing to correct the behavior after being advised.
7. 學生違反學校作業檢查規定(含週記)，經勸導後仍未改正者。  
Non-compliance with homework inspection policies after warnings.
8. 違反住宿生管理規定情節較輕者。Minor violations of dormitory management rules.
9. 學生未依學校規定申請自行車(微型電動二輪車)、油電機械車輛停放校園指定區域停放或將自行車(微型電動二輪車)、油電機械車輛違規停放校外，致影響校園周邊民眾交通通行或違法停放路邊者。  
Students who fail to apply according to school regulations to park bicycles (including mini electric two-wheelers) or gas-electric motor vehicles in designated campus areas, or who park bicycles (including mini electric two-wheelers) or gas-electric motor vehicles improperly off-campus, causing disruption to traffic for residents near the school or illegal roadside parking.
10. 放學後，未依規定離開各教學大樓，致影響他人權益或校園安全秩序，經勸導後仍未改正者。  
After school, students who fail to leave the teaching buildings as required, causing disruption

to others' rights or campus safety and order, and who do not correct their behavior after being advised.

11. 擔任班級幹部不負責盡職，嚴重影響班級事務工作推展或導致同學權益受損者。

Neglecting class leadership duties, severely affecting class operations.

(三) 有下列情形之一者，應予記小過：

A Minor Demerit will be issued for any of the following circumstances:

**甲、公共安全與秩序：Public Safety and Order:**

1. 故意損壞公物，情節嚴重者。Intentionally damaging school property, with serious consequences.

2. 違反學校行動電話管理辦法，經勸導後仍未改正，情節嚴重者。

Violation of the school's mobile phone management policy; if the behavior continues without correction after counseling and the case is serious.

3. 上課不聽從任課教師指導或干擾上課秩序，致影響他人學習，經勸導仍不改正，情節嚴重者。

During class, refusing to follow the teacher's instructions or disrupting the class order, thereby affecting others' learning; if the behavior continues without correction after counseling and is serious.

4. 無正當理由不服從師長、糾察隊或班級幹部執行因教學或公共事務之糾正，經勸導仍未改正者。Disobeying corrections from teachers, school patrols, or class leaders without valid reasons, despite repeated warnings.

5. 因嬉戲、追逐、打鬧、衝突、將人抬起等事件，造成個人、旁人受傷或引發人員危安情形，情節較重者。Causing harm to oneself or others or creating safety hazards through rough play, chasing, conflicts, or similar actions, with more severe consequences.

6. 未遵守道路交通安全規則，情節嚴重者。

Failure to comply with road traffic safety regulations, with serious circumstances.

7. 無照騎乘機車(開車)進入學校者。

Entering the school by riding a motorcycle (or driving a car) without a valid license.

8. 未經申請核准，擅自使用(進入)校內教室、社團辦公室、球場等校內空間，或擅自操作機具或實驗，致影響他人權益或校園安全秩序，經勸導仍未改正，情節嚴重者。

Without prior application and approval, unauthorized use (entry) of school classrooms, club offices, sports fields, or other school facilities, or unauthorized operation of equipment or experiments, causing impact on others' rights or campus safety and order; after counseling, still not corrected, with serious circumstances.

9. 社團活動未經申請許可，私自辦理活動而危害人員安全與公共安全，情節輕微者。

Conducting club activities without official application and approval, resulting in potential risks to personal safety or public safety; applies to minor violations.

10. 填寫或篡改不實資料矇騙師長，或偽造家長文書印章，情節嚴重者。另如行使偽冒師長之文書印章或簽名筆生損害於公眾或他人權益者，須另負法律責任。Submitting falsified information to deceive teachers or forging parental signatures or stamps, with severe consequences. Legal responsibility applies if public or private rights are affected.
11. 攜帶或觀看足以妨害其身心健康之暴力、色情、猥褻、賭博之出版品、圖畫、錄影帶、錄音帶、影片、光碟、磁片、電子訊號、遊戲軟體或其他物品。Possessing or viewing materials harmful to physical or mental health (e.g., violent, pornographic, obscene, gambling-related items).
12. 隨地吐痰或拋棄穢物，妨礙團體整潔或有其他破壞環境衛生行為，情節嚴重者。Engaging in unhygienic practices (e.g., spitting, littering) that severely impact the group's cleanliness or the environment.
13. 無正當理由，未依時完成環境整理打掃，影響他人權益或工作之進行，經勸導未改正，情節嚴重者。  
Without justifiable reason, failing to complete environmental cleaning and tidying on time, affecting the rights of others or the progress of work; after counseling, no correction is made, and the situation is serious.
14. 經本校性別平等教育委員會調查確認校園性別事件屬實，情節尚非重大者。  
After investigation and confirmation by the school's Gender Equality Education Committee, the campus gender-related incident is found to be true, but the circumstances are not considered serious.
15. 經本校校園霸凌防制委員會調查確認有霸凌行為者，情節尚非重大者。  
After investigation and confirmation by the school's Anti-Bullying Committee, bullying behavior has been confirmed, but the circumstances are not considered serious.
16. 吸菸(含電子煙)、嚼食檳榔、賭博、飲用酒類或其他有礙身心健康之物品，經查明屬實且情節較輕者。  
Smoking (including e-cigarettes), chewing betel nut, gambling, consuming alcohol, or other substances harmful to physical and mental health, confirmed to be true and of a less serious nature.
17. 出入禁止 18 歲以下進入之場所，情節尚非重大者。Visiting age-restricted locations (under 18), with non-severe infractions.
18. 高空向下丟砸物品或以危險動作嬉鬧、攀爬圍牆或高處等行為，影響公共安全，使人受傷、財物受損或引發公共危險，情節嚴重者。  
Throwing or dropping objects from high places, engaging in dangerous horseplay, or climbing walls or elevated areas in a manner that endangers public safety, causes injury, property damage, or creates public danger; applies to serious violations.
19. 學生使用網路，發生下列情形之一者且致使學校名譽或校內教職員生之權益受到侵害：

Using the internet to harm school reputation or infringe on rights through:

- (1) 架設網站供公眾違法下載受著作權法保護之著作。

Hosting sites enabling illegal downloads of copyrighted materials.

- (2) 散佈電腦病毒或其他干擾或破壞系統機能之程式。

Spreading viruses or programs that disrupt system functionality.

- (3) 利用學校之網路資源從事違法之活動或行為。

Misusing school network resources for illegal activities.

- (4) 上列各項規定之處分如情節重大者，得改記大過乙次，其另有違法行為時，尚應依民法、刑法、著作權法或其他相關法令負法律責任。For severe violations, a major demerit may be issued, and legal consequences may apply.

## 乙、人際互動與界限：Interpersonal Interaction and Boundaries:

1. 使用言語或文字、圖片、動作或影音等，當面或藉由平面、網路或其他電子媒介侵害他人名譽或侮辱、恐嚇、誹謗他人、致他人權益減損，情節尚非重大者。

Using language, text, images, actions, or audio-visual materials, either in person or through print, internet, or other electronic media, to harm another person's reputation, or to insult, threaten, or defame someone, causing damage to their rights, with the circumstances not being severe.

2. 竊盜行為，情節輕微者。Committing minor theft.

3. 拾物不送招領，據為己有，價值較貴重者。

Keeping valuable lost property without reporting it.

4. 學生言論及行為已對同學及師長涉及「公然侮辱」或「毀謗」者，且為初犯或情節較輕者。

Insulting or defaming classmates or teachers publicly, with lighter or initial offenses.

## 丙、個人自律與管理：Personal Discipline and Management:

1. 違反全校性測驗之試場規則，情節輕微者。

Minor violations of school-wide examination rules.

2. 違反教務處定評期間考場規則，情節較輕者。

Lighter infractions of examination regulations during assessment periods.

3. 小考、隨堂考等日常紙上作答能力測驗，發生作弊經監考老師查獲或查證屬實，且為累犯者。

Repeated cheating during daily tests or quizzes, confirmed by proctors or evidence.

4. 不假離校違反學生請假要點情節嚴重者。Leaving school without permission, violating school leave policies with serious consequences.

5. 違反著作權法，情節較為嚴重者。More severe violations of copyright laws.

6. 未遵守學生請假規定，情節較為嚴重者。

Failing to follow leave protocols, with more serious cases.

7. 違反住宿生管理規定情節較重者。Serious infractions of dormitory regulations.
8. 住宿生不假外宿，或非住校生未經許可，進入學生宿舍或逗留寢室經查明係再犯者。  
Unauthorized overnight stays off-campus by boarders, or non-boarders entering or loitering in dormitories without permission, upon repeated offenses.

(四) 有下列情形之一者，應予記大過：

A Major Demerit will be issued for any of the following circumstances:

1. 樹立幫派或參加不良組織者。  
Establishing or participating in gangs or unlawful organizations.
2. 使用言語或文字、圖片、動作或影音等，當面或藉由平面、網路或其他電子媒介侵害他人名譽或侮辱、恐嚇、誹謗他人、致他人權益減損，情節嚴重者。  
Using language, text, images, actions, or audio-visual materials, either in person or through print, internet, or other electronic media, to harm another person's reputation, or to insult, threaten, or defame someone, causing significant damage to their rights, with the circumstances being severe.
3. 違反全校性測驗、教務處定期評量或大型測驗之試場規則，情節重大者。Major violations of school-wide examination rules or regulations for large-scale assessments.
4. 竊盜行為情節較重或勒索威脅他人者。  
Committing theft with serious consequences or extorting/threatening others.
5. 吸菸(含電子煙)、嚼食檳榔、賭博、飲用酒類或其他有礙身心健康之物品，經查明屬實且情節嚴重者。  
Smoking (including electronic cigarettes), chewing betel nut, gambling, consuming alcoholic beverages, or using other substances harmful to physical and mental health, confirmed to be true and with serious circumstances.
6. 攜帶「學校訂定教師輔導與管教學生辦法注意事項第31點」所指違法或違禁物品到校者。Bringing prohibited items (as defined in Article 31 of the school's guidelines for counseling and disciplining students) onto campus.
7. 故意損毀公物，情節嚴重者。  
Intentionally damaging school property, with severe consequences.
8. 糾合校外人士到校滋事，造成校園團體秩序混亂或干擾他人正常作息、致使他人身心恐懼，情節嚴重者。  
Gathering outsiders to the school to cause trouble, resulting in disruption of campus group order or interference with others' normal activities, causing physical or mental fear to others, with serious circumstances.
9. 違反著作權法，且情節重大者。Serious violations of copyright laws.
10. 聚眾滋事，經查為當事人或當事人邀約(含當事人授意他人邀約)一同助勢，造成校園團體秩序混亂或干擾他人正常作息、致使他人身心恐懼，情節嚴重者。

Inciting a disturbance by gathering a crowd, confirmed to be organized by the involved party or by their invitation (including directing others to invite), resulting in disruption of campus group order or interference with others' normal activities, causing physical or mental fear to others, with serious circumstances.

11. 經本校性別平等教育委員會審議認定有校園性別事件行為屬實，且情節嚴重者。但未滿十八歲之學生間合意發生刑法第 227 條之行為者，不在此限。

After review and determination by the school's Gender Equality Education Committee, the campus gender-related incident is confirmed to be true and of serious nature. However, consensual acts under Article 227 of the Criminal Code between students under the age of eighteen are excluded from this provision.

12. 竊盜行為情節重大者。Theft with significant consequences.
13. 出入禁止 18 歲以下進入之場所，情節重大者。Visiting locations prohibited for individuals under 18, with severe violations.
14. 違反政府法令情節重大者。Major violations of government regulations.
15. 集體械鬥或打傷他人情節重大者。Group brawls or severe injuries caused to others.
16. 違反住宿生管理規定，情節重大者。Serious infractions of dormitory regulations.
17. 故意毀損學校軟硬體設施、情節重大者。Intentionally damaging school facilities, including software and hardware, with significant consequences.
18. 有威脅、恐嚇、勒索行為，情節甚為嚴重者。

Engaging in severe acts of threats, intimidation, or extortion.

19. 拾物不送招領，據為己有，情節嚴重者。

Failing to turn in found property and appropriating it as one's own, with serious circumstances.

20. 經本校校園霸凌防制委員會調查確認有霸凌行為，情節重大者。Confirmed cases of severe bullying as determined by the school's Anti-Bullying Committee.

21. 在校內將他人拋（丟）或玩「阿魯巴」遊戲，致人員受傷或影響校園安全秩序，情節嚴重者。

Throwing or playing the 'Aruba' game with others on campus, causing injury to personnel or affecting campus safety and order, with serious circumstances.

五、國中、高中、高職學生違規情節重大，採取下列學校之特殊管教措施前，雙語部生輔組應依學校所定學生獎勵管教或獎懲相關規定，簽會導師及輔導室提供意見，並提經雙語部獎管獎懲會討論決議後，始得為之。但情況急迫或應立即移送警察機關處置者，不在此限：Special Disciplinary Measures for Junior High Students: In cases of severe violations, the following measures may be taken, subject to discussion and resolution by the Bilingual Department's Rewards and Disciplinary Committee. Approval from the homeroom teacher and counseling department is required, except for urgent situations or when immediate referral to the police is necessary:

- (一) 交由法定代理人或實際照顧者帶回管教。Handing over the student to their legal guardian or

caregiver for discipline.

(二) 規劃參加高關懷課程。Assigning participation in high-care programs.

(三) 聯繫社政機關與相關機關（構）協助提供心理治療、社會工作、家庭諮商及其他專業服務。Coordinating with social services or related agencies for psychological therapy, social work, family counseling, or other professional services.

(四) 送請少年輔導單位輔導。Referring the student to juvenile counseling agencies.

(五) 移送警察機關處置。Referring the case to the police.

(六) 移送司法機關處置。Referring the case to judicial authorities.

獎懲會開會時，應給予當事人學生與其法定代理人或實際照顧者陳述意見之機會，並充分討論及記載已實施各項管教措施之教育效果。

The student and their legal guardian or caregiver must be allowed to express their views during the disciplinary meeting. Measures taken and their educational effects must be documented.

學生家庭為脆弱家庭或未能發揮輔導管教功能之家庭時，得不採取第一項第一款之帶回管教措施，並應聯繫社政機關協助處理或尋求其他兒少保護資源。

For students from vulnerable families or those unable to provide proper guidance, alternative measures, such as assistance from social services, may replace handing the student over to guardians.

學生交由法定代理人或實際照顧者帶回管教，每次以五日為限，並應於事前進行家訪，或與法定代理人或實際照顧者面談。帶回管教期間，學校應與學生保持聯繫，繼續予以適當之輔導；必要時，學校得終止帶回管教之措施。

When handing a student over to their legal guardian or caregiver for discipline, the period is limited to five days. A prior home visit or meeting must be conducted. During this period, the school should maintain contact and provide guidance, with the option to terminate the measure if necessary.

前項管教結束後，學校得視需要予以補課。

After the disciplinary period, the school may arrange makeup classes as needed.

## 六、獎懲公佈：Announcement of Rewards and Punishments:

### (一) 國中年段：Junior High Level:

1. 國民中學學生記嘉獎、小功、警告及小過之獎勵或懲處措施，應由提案人或單位簽會導師後，送雙語部生輔組核定。前項懲處措施，並應於核定前，加會輔導室。For minor rewards (merits) or punishments (warnings or minor demerits), the proposing individual or unit must obtain the homeroom teacher's signature before submitting the proposal to the Bilingual Department's Disciplinarian for approval. For punishments, the Counseling Office must be consulted before final approval.
2. 大過以上或符合本要點應記嘉獎、小功、警告、小過但具爭議性、由校長交議之其他重大學生獎懲事件者，應送雙語部獎管獎懲會評議後，由校長核定。Major demerits or significant disciplinary incidents that involve disputes, or cases requiring recognition of minor merits, warnings, or minor demerits, as well as other major rewards or punishments referred by

the principal, must be reviewed by the Bilingual Department's Rewards and Punishments Committee before being approved by the principal.

3. 懲處之決定，應以書面(獎懲通知書)記載懲處事實、理由及依據，並附記救濟方法、期間及受理機關等事項，函知當事人。為重大之懲處，必要時並得函請其家長或監護人配合輔導事宜。

Decisions on punishments must be documented in writing (via a Rewards and Punishments Notice), detailing the facts, reasons, and basis for the punishment. The notice must also include information on appeal procedures, timelines, and the receiving authority, and must be delivered to the concerned parties. For major punishments, parents or guardians may be notified to collaborate on counseling efforts if necessary.

4. 雙語部獎管獎懲會審議學生違規事件時，應秉公正及不公開原則，瞭解事實經過，並應給予學生或家長、監護人或其他關係人陳述意見之機會，必要時得予列席說明。When the Bilingual Department's Rewards and Punishments Committee reviews student violations, it must adhere to principles of fairness and confidentiality. The facts of the incident must be clarified, and students, parents, guardians, or other relevant parties must be given an opportunity to express their opinions. If necessary, such parties may attend the meeting to provide explanations.

## (二) 高中年段：Senior High Level:

1. 嘉獎及小功之獎勵，由有關教職員工提供參考資料(並具保密責任)，填具獎懲建議單並會導師、雙語部生輔組長、輔導教師，經雙語部主任核定。Minor Merits and Commendation are proposed by faculty and staff based on available information (with confidentiality maintained). They must complete a Rewards and Punishments Recommendation Form, consult with the homeroom teacher, the Bilingual Department's Disciplinarian, and the counseling teacher, and then submit it for final approval by the Bilingual Department Director before announcement.
2. 大功以上之獎勵依前述流程辦理完成後，應提雙語部獎管獎懲會審議通過，並經校長核定後公布。Major Merits and higher rewards follow the same procedure but must also be reviewed by the Bilingual Department's Rewards and Punishments Committee and approved by the principal before being announced.
3. 警告及小過之懲處，由有關教職員工提供參考資料，填具獎懲建議單並會導師、雙語部生輔組長、輔導教師及相關處室人員，經雙語部主任核定後公布。但會簽過程中相關人員如對懲處建議有異議時，得先提請雙語部獎管獎懲會審議。Warnings and Minor Demerits are proposed through a similar process, involving relevant faculty and staff consultation and final approval by the Bilingual Department Director. If disputes arise during the consultation process, the matter must first be referred to the Bilingual Department's Rewards and Punishments Committee for review.

4. 大過以上或符合本要點應記嘉獎、小功、警告、小過但具爭議性、由校長交議之其他重大學生獎懲事件者，應送雙語部獎管獎懲會評議後，由校長核定。Major Demerits or other significant incidents requiring rewards or punishments, as well as disputed cases or major incidents referred by the principal, must be reviewed by the Rewards and Punishments Committee and approved by the principal.
5. 懲處之決定，應以書面(獎懲通知書)記載懲處事實、理由及依據，並附記救濟方法、期間及受理機關等事項，函知當事人。為重大之懲處，必要時並得函請其家長或監護人配合輔導事宜。Punishments must be documented in writing (via a Rewards and Punishments Notice), including the facts, reasons, and legal basis, along with information on appeal procedures, timelines, and the receiving authority. Parents or guardians may be informed for counseling purposes if necessary.
6. 雙語部獎管獎懲會審議學生違規事件時，應秉公正及不公開原則，瞭解事實經過，並應給予學生或家長、監護人或其他關係人陳述意見之機會，必要時得予列席說明。The Rewards and Punishments Committee must review cases fairly and confidentially, clarifying facts and providing students, parents, guardians, or other relevant parties with an opportunity to express opinions. Parents may attend for explanations if necessary.

- 七、 學生受懲處處分後，得依本校改過銷過規定辦理銷過，完成改過銷過程序後，學校應註銷學生懲處紀錄。

After a student has been punished, they may apply for record clearance according to the school's regulations. Once the process is complete, the school must delete the disciplinary record.

- 八、 有關學生懲處之決議事項，以獎懲通知書記載懲處事實、理由及依據通知學生、法定代理人、家長或監護人，於送達次日起三十日內，如有不服者，得依本校學生申訴評議委員會組織及運作辦法，以書面向本校學生申訴評議委員會提起申訴。

For disciplinary decisions, a Rewards and Punishments Notice must be issued, detailing the facts, reasons, and legal basis. This notice must inform the student, legal guardian, or parent of their right to appeal within 30 days of receipt by submitting a written appeal to the school's Student Appeal and Review Committee.

- 九、 學生休學期間，獎懲紀錄仍累計核算，但對等之獎懲紀錄得予相抵。其他學校學生轉入本校後獎懲紀錄重新計算。

Disciplinary records accumulate during a student's leave of absence and may offset equivalent rewards or punishments. Records are recalculated for transfer students upon enrollment.

- 十、 學生違反本規定達記大過以上處分，應依教育部「高級中等以下學校提供家庭教育諮商或輔導辦法」相關規定辦理。

For violations warranting Major Demerits or higher, the school must comply with the Ministry of Education's regulations for providing family education counseling or guidance.

- 十一、 本校依高級中等學校學生評量辦法所為之適性輔導及適性教育處置，如認為高中年段學生

有必要轉換學習環境時，應先徵得家長或監護人同意。

For senior high students needing a change of learning environment due to disciplinary considerations, parental or guardian consent must first be obtained.

肆、本規定應遵循公正、公開之民主參與程序，徵詢學生、家長、教師及行政代表之意見，本規定經校務會議通過，陳校長核定後實施，修正時亦同。

These regulations follow democratic procedures with input from students, parents, teachers, and administrators. They will be implemented after approval by the School Faculty Meeting and the principal. Revisions follow the same procedure.

## **AWARDING REGULATIONS**

Awards to student achievement in outside-of-school competitions are limited to competitions that are a) requested by the government to participate b) hosted by private organizations but approved by the principal.

1. Only awarded once per semester for the same competition and awarded to the highest achievement.
2. Being recommended to enter national and international competitions may be excluded from item 1.
3. Ranking top 3 nationwide and top 6 internationally may qualify for special awarding procedure.
4. Special awarding procedure means that the awarded student's personal glory may be displayed in public and preserved in the School History Room.
5. For competitions with ranking categories as Outstanding, Exceptional, Excellent and such, may be awarded as 1st, 2nd or 3rd places.

### **Awarding standards**

1. Competitions at the city or county level, award will be given to the top 3 ranks when 7 or more teams participated, to top 2 ranks with 3-6 teams. No award will be given when only 2 teams compete.
2. Competitions at the north-Taiwan regional or the south-Taiwan regional level, award will be given to the top 3 ranks when 6 or more teams participated, to top 2 ranks with 3-5 teams. No award will be given when only 2 teams compete.
3. Competitions at the national level, award will be given to the top 6 ranks when 13 or more teams participated, to top 4 ranks with 10-12 teams, to top 3 ranks with 7-9 teams, to top 2 ranks with 4-6 teams, to the first place only when 3 teams or less completed.
4. Competitions at the international level, award will be given to the top 7 ranks when 13 or more teams participated, to top 6 ranks with 10-12 teams, to top 4 ranks with 7-9 teams, to top 3 ranks with 4-6 teams, to the first place only when 3 teams or less completed.
5. When participating team(s) do not win or are not ranked, the team's coaching teacher may state the facts and apply for awards or recognition separately. Such awards will be recorded into the student file.

### **Reference of Regulations (參考法規)**

Ministry of Education (MOE Doc. # 1050109704B)

高級中等學校學生獎懲委員會組織及運作辦法

Article 17 of the Teachers' Act

教師法第 17 條

Article 51 of the Senior High School Education Act

高級中等教育法第 51 條

The Guidelines for Teachers' Guidance and Discipline of Students by the Ministry of Education.

教育部「高級中等學校訂定學生獎懲規定注意事項」

| Regional               |                  |                  |                  |                 |                 |                   |                  |
|------------------------|------------------|------------------|------------------|-----------------|-----------------|-------------------|------------------|
| Competition Categories | Awards           |                  |                  |                 |                 |                   |                  |
|                        | 1st place        | 2nd              | 3rd              | 4th             | 5th             | 6th               | 7th              |
| National Level         | One major merit  | Two minor merits | Two minor merits | One minor merit | One minor merit | Two commendations |                  |
| International level    | Two major merits | Two major merits | One major merit  | One major merit | One major merit | One major merit   | Two minor merits |

| Awarding Regulations   |                                       |                                      |                   |                   |     |
|------------------------|---------------------------------------|--------------------------------------|-------------------|-------------------|-----|
| Competition Categories | Awards                                |                                      |                   |                   |     |
|                        | 1st place                             | 2nd                                  | 3rd               | 4th               | 5th |
| In-school              | One minor merit                       | Two commendations                    | Two commendations | One commendation  |     |
| City or County Level   | One minor merit and Two commendations | One minor merit and One commendation | One minor merit   | Two commendations |     |

### Student Performance Records Request Slip

|   |
|---|
| <p style="text-align: center;"><b>Student Performance Records Request Slip</b><br/>(Records for One Teacher per Slip)<br/><b>Deadline:</b></p> <p>Class: _____ Name: _____</p> <p>Please check a category and specify your performance or event participation and give the slip to the <b><u>responsible teacher</u></b> to key in your performance records to the school online conduct report system for you.</p> <p><input type="checkbox"/> Reward Note: Awards received for in or out of school activities</p> <p><input type="checkbox"/> Event Note: Recognizable participation in Activities/Events or Excellence in School Duties</p> <p><input type="checkbox"/> Other Outstanding Performances</p> <p>_____</p> <p>_____</p> |
|---|

## PROCEDURES FOR CLEARING THE DEMERIT RECORD

### 國立南科國際實驗高級中學雙語部學生改過遷善銷過實施規定 IBST Clearing the Demerit Record Procedures

112年8月25日部門會議修正通過

Passed in IBST Staff Meeting on August 25th, 2023

一、依據教育部「學校訂定教師輔導與管教學生辦法注意事項」及結合本校雙語部學生學習評量補充規定訂定。It's established based on the Ministry of Education "Guidelines for Schools in Teacher's Counseling and Discipline of Students" and IBST "Student Grading Policy."

二、目的：為發揮教育愛心鼓勵已觸犯校規受處罰之學生，能及時改過自新、奮發向上、敦品勵學，以變化氣質，特定本要點。Purpose: To leverage educational compassion and encourage students who have violated school rules and received punishments to promptly reform themselves, strive for self-improvement, cultivate virtues, and pursue academic excellence. This is aimed at transforming their character, as outlined in the following key points.

三、對象：凡有懲罰記錄之本校學生、經日常考察確有改過自新表現或具體事實、均可按本辦法規定辦理銷過。Subject: All students of this school who have disciplinary records and demonstrate genuine improvement through regular evaluations or have specific instances of positive behavior are eligible to apply for demerit clearance according to the provisions outlined in this procedure.

#### 四、銷過辦法：Demerit Clearance Procedure:

(一) 考察期：凡因違反校規處分之學生，自過犯公佈之日起(警告一個月、小過二個月、大過三個月內)寒暑假除外，未再違犯任何校規，並有改過遷善之事實者，得提出銷過申請。Observation Period: Students who have been disciplined for violating school rules may apply for demerit clearance if, within one month for a warning, two months for a minor demerit, or three months for a major demerit, excluding winter and summer vacations, they have not committed any further violations of school rules and have demonstrated genuine improvement.

(二) 凡申請辦理銷過的同學，記警告乙次者應於平日上課期間（即週一至週五每日中午午休或其他適當時間）實施5次的「愛校服務」（每次三十分鐘）；記小過乙次者應於平日上課期間實施10次「愛校服務」；記大過乙次者應於平日上課期間實施20次「愛校服務」。Students applying for demerit clearance with one written warning should perform "Volunteer Service" five times (each lasting thirty minutes) during regular class hours (i.e., weekdays from Monday to Friday during lunch hour or other appropriate times). Students with one minor demerit should perform 10 times of "Volunteer Service" during regular class hours. Students with one major demerit should perform 20 times of "Volunteer Service" during regular class hours.

(三) 警告、小過案需導師、雙語部生輔組長簽署同意該生銷過後通過，大過以上需經學生獎

懲委員會或雙語部部門會議中通過。For cases involving warnings and minor demerits, the consent of the homeroom teacher and IBST Disciplinarian is required for demerit clearance. Cases involving major offenses or above must be approved by the Student Reward and Punishment Committee or the IBST Staff Meeting.

#### 五、銷過程序：Demerit Clearance Procedure:

(一) 由曾受懲罰學生向導師提交改過遷善銷過申請表，經導師根據平日考核審查合格後，送交生活輔導組統一彙辦。Students who have previously been disciplined should submit "IBST Clearing the Demerit Record Request Form" to their homeroom teacher. After approved by the homeroom teacher's assessment based on regular evaluations, the application will be forwarded to IBST Disciplinarian.

(二) 申請表(如附表)須經雙語部生輔組長確認學生通過考察期後，核章後，學生方可開始進行「愛校服務」。「愛校服務」完成後經雙語部生輔組長確認後，上呈雙語部主任/校長核定。Student can start perform "Volunteer Service" after the request form (as attached) is stamped by IBST Disciplinarian after student passes the observation period. After being conformed of the total service hours by IBST Disciplinarian, the request form will be approved by IBST Director or the Principal

#### 六、特別規定：Special Remarks:

(一) 申請辦理改過銷過同學如於考察及愛校期間內犯錯，並且受到警告（含）以上處分，則立即停止其銷過申請權利。Students applying for demerit clearance who commit further violations, resulting in written demerits (warnings or minor/major demerits), during the observation period and volunteer service period, will have their demerit clearance application rights immediately revoked.

(二) 如經辦理銷過後，一年內再犯同樣過失或記過懲罰時，不得再提出申請銷過。If the student commits the same offense or receives (a) written demerit(s) within one year after the demerit clearance is granted, they will not be eligible to apply for demerit clearance again.

(三) 提請銷過每一次僅能提一種懲罰，如需銷數種懲罰，應按原懲罰時間由最近一次犯過期滿後逐次辦理銷過，不可一次提請銷數種項懲罰。Each application for demerit clearance can only address one type of demerits. If multiple demerits need to be cleared, the application should be submitted for each demerit separately, based on the original demerit duration starting from the most recent offense, and multiple demerit types cannot be cleared in a single application.

(四) 凡因吸菸遭受校規處分學生，須依「本校戒菸輔導教育實施辦法」完成輔導教育後，始可申請銷過。Students who have received disciplinary action for smoking must complete the "School Smoking Cessation Counseling and Education Implementation Procedure" before they are eligible to apply for demerit clearance.

(五) 凡因學生違反性別平等事件遭處份者，需依性平教育委員會之決議，由輔導室完成性別輔導課程後，始得辦理申請銷過。Students who have been disciplined for violating gender equality incidents must undergo gender counseling courses conducted by the Counseling Office in accordance with the decisions of the Gender Equality Education Committee before they are eligible

to apply for demerit clearance.

(六) 重大違規之行為，經獎懲委員會認定嚴重損害學校團體或個人者，不得申請銷過。

Serious violations, as determined by the Student Reward and Punishment Committee, that cause significant harm to the school or individuals are not eligible for demerit clearance.

(七) 申請銷過未通過考核之同學，至少須經過二個月後，始得重新提出申請。Students whose demerit clearance application did not pass the assessment must wait for a period of at least two months before they can reapply.

七、本規定經雙語部部門會議通過，陳校長核可後公佈施行，修正時亦同。This procedure has been approved by the IBST Staff Meeting and will be implemented upon approval by Principal.

### **Academic Dishonesty**

Cheating, Plagiarism, and/or use of technology that transmits digital images during testing will be considered academic dishonesty.

#### **\*Plagiarism**

- Copying homework from another student or enabling someone else to do so.
- Using someone else's (classmate or published author) words without quotation marks.  
Whenever you use a keyword or more than two words in a row from another source, you must put these borrowed words in quotation marks and cite your source.
- Using someone else's (classmate or published author) ideas without giving that person credit.
- Accessing an answer key for any assignment is cheating.

### **Bullying**

No student should be subjected in school to bullying, aggression and violence. Accordingly, aggressive student behavior, including student bullying in all forms, is prohibited.

Aggressive behavior is defined as assertive words and/or actions intended to threaten, injure, harass, provoke or incite another person or as hostile words and/or actions toward the property of another. Bullying is defined as student behavior, which hurts, frightens, threatens, or tyrannizes students who are either physically or psychologically smaller or weaker than the person engaging in bullying. Examples of bullying may include, but are not limited to:

- **Physical Bullying** – may include punching, shoving, poking, hair pulling, or other similar behaviors, and this action is deemed to disrupt the school environment.
- **Verbal Bullying** – may include name calling, teasing, gossip, humiliation, intimidation, or other similar behaviors, and this action is deemed to disrupt the school environment.
- **Cyber Bullying** – when the Internet, cell phones or other electronic devices are used to send or

post text or images intended to hurt, intimidate, or embarrass another person, and this action is deemed to disrupt the school environment.

Students who engage in acts of bullying may be subject to discipline in accordance with the IBST's general student discipline policy. Such discipline may include verbal or written reprimand, detention, or loss of privileges. Parental notification will be made in accordance with IBST Discipline Policy.

#### **Ministry of Education's Definition of Bullying Behavior**

1. Acts of threatening, or purposely embarrassing another person
2. With intent to frighten, demean, or harm
3. Resulting in physical or emotional harm
4. An imbalance of power, size, or number
5. Other acts that are confirmed as bullying by the anti-bullying committee

Source: Laws & Regulations Database of the Taiwan ROC

#### **Legal Consequences of the Bullying Act, refer to Taiwan's Criminal Law**

<https://law.moj.gov.tw/ENG/LawClass/LawAll.aspx?pcode=C0000001>

#### **Closed Campus**

Students arriving on the school campus may not leave without written permission from the IBST office. Supervised student areas will be made available to students before school. **Students are not allowed to leave the campus for lunch. Parents cannot request an off-campus pass for the purpose of lunch. Offenders will be subject to disciplinary action.**

#### **Dangerous Weapon**

The administration and staff of IBST strive to provide a safe learning environment. Students who possess or use weapons or look-alikes on campus or at school-sponsored activities will receive severe disciplinary consequences, reflecting the belief that this is a serious violation. Consequences will include, but are not limited to, and referral to civil and criminal authorities for possible action.

IBST uses the term "weapon" to mean possession, use, control, or transfer of any object which may be used to cause bodily harm including, but not limited to, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or any look-alikes of these objects. Items such as baseball bats, bottles, box-cutters, locks, sticks, pencils and pens may also be considered weapons if they are used or attempted to be used to cause bodily harm.

We will take a "zero" tolerance stand related to weapons at school and will recommend expulsion

for any student in violation of the school code related to weapons. Do not bring “weapons” to school! If you do see any weapons at school, please notify the nearest staff member, the school will call the police.

## **Drugs and Alcohol**

**VIOLATIONS OF POLICY CONCERNING DRUGS, ALCOHOL AND DRUG PARAPHERNALIA SHALL BE CUMULATIVE OVER THE STUDENT’S SCHOOL YEARS.**

Students who possess, use, sell, distribute or attempt to sell or distribute controlled substances, alcohol, drug paraphernalia, or look-alike drugs or alcohol are subject to disciplinary action by IBST. Students who are under the influence or exhibit the odor of alcoholic beverages will also be subject to disciplinary action. This policy applies to all students enrolled in IBST and is in effect at school, in school buildings and on school grounds, and all school-related activities and events both on and off school grounds.

## **Electronic Devices**

IBST assumes no responsibility for electronic equipment brought to school; therefore, students are discouraged from bringing audio or related equipment to school. However, if a student does bring such equipment, we recommend it be placed in the student’s locker or cubby before the start of the school day and remain there until the student leaves the building at the end of the school day. Please note that NNKIEH does not provide insurance against theft or loss of personal property and cannot reimburse students for such losses.

## **Mobile Device Policy**

(Passed in Schoolwide staff meeting, July 3rd, 2021)

With respect to basic student rights, as well as the need to teach students the proper way to use this tool, there is a need to develop a personal electronics policy for our school. This policy is also intended to ensure that personal electronic devices do not interfere with the learning, safety, and well-being of students and staff.

In order to not interrupt instruction, students must turn off or have their phone on silent mode during school hours.

Phones should be placed either in the classroom’s mobile device holder or student’s backpack during school hours which includes before school, recess breaks, lunch, and naptime periods.

Earbuds or headphones are not allowed in school.

Electronic devices in the form of tablets, laptops, or desktop computers **may be used for instructional purposes while under the supervision of a teacher.** Gaming, messaging, social media, chatting, music, etc. are not allowed during school hours.

Students will receive appropriate consequences if electronic devices are used for non-instructional purposes such as bullying, intimidating others, cheating on assessments, pranking another student, disrupting classroom instruction, or any other inappropriate behaviors.

If a parent must contact a student during school hours, they may call the Main Office or homeroom teacher. If a student needs to phone home in case of emergency, the student is permitted to use the school landline telephone in the classroom or Main Office.

### **Consequences**

**First Offense** - The device will be taken away by the teacher. Teacher will document infraction into the computer system. The phone or other electronic device will be placed in the office and given back to the student at the end of the day.

**Second Offense** - The device will be taken away and given to the disciplinarian to hold. Parents will be notified.

**Third Offense** - The privilege of having a phone or electronic device at school will be lost for the remainder of the semester. Parents will be notified.

Note: According to MOE's regulations, the school cannot keep students' cell phones overnight. If the parents notified and didn't want to come pick it up, the teachers/disciplinarian will return the phone to the student by the end of the school day. The students can claim it back by the end of the school day.

### **Food Ordering**

Food Picking Time at the Security: 12:00 to 12:40

Other pick-up time must be reported and approved by the admins or Homeroom teacher.

### **Examination Regulations**

The following rules must be studied carefully by all students taking all kinds of quizzes and examinations of the National Nanke International Experimental High School. Students who fail to observe any of these rules may be disqualified from the examination, or deducted from their scores.

The subject teachers need to set up make-up examination rules for all the daily examinations or pop quizzes. As for term examinations, the Academic Section will arrange the dates for the term examinations and make-up term examinations.

For term examinations, students who are physically ill or undergoing a crisis aren't able to participate in the term examinations. Please refer to Grading Policy.

### **Before Commencement of the Examination**

1. Students will clear all prescribed materials from inside their desks. Such materials can go into their lockers or into a designated area at the back of the classroom. Generally prescribed materials will include textbooks, notes, review materials, etc.
2. Students must clear their desks of **ALL** prescribed materials. Generally, this will mean students begin the examination with only the examination and writing materials. These can also go to the back of the classroom or to students' lockers.
3. Students are **NOT** allowed to have mobile phones or other electronic devices during examinations. Students are required to follow the **Electronic Devices** Policy.
4. Students shall be seated at least 3 minutes before the commencement of an examination and keep silent. They must sit according to a seating plan created by the administrator and/or the proctor. During the examination, the proctor may alter the seating arrangements.
5. Electronic calculators may be used in an examination if specifically allowed by the administrators or subject teachers. The calculators should be set up as the default before the examinations (clear a-z and the screen).
6. No candidate shall start the examination until instructed to do so by the proctor.
7. Eating, drinking and smoking are not allowed in the examination room.

### **During the Examination**

1. If the Subject teacher is not the proctor, he/she may only be available for **ten minutes** to answer questions.
2. No candidate shall normally be admitted to an examination room 20 minutes or more after the start of the examination.
3. After the examination has been in progress for more than 40 minutes, students may be allowed to leave the examination room, with a hall pass at the discretion of the proctor. However, students may not be permitted to leave the examination room in the final 5 minutes of the examination.
4. During the examination, students cannot talk to each other or to the proctor unless following the proscribed procedure. Generally, this will entail the student raising his/her hand, the teacher going to the student's desk, and the student asking one question. Such questioning should be kept to an absolute minimum.

5. If students are suspected of cheating, the front cover of the test paper envelope will be signed by the proctor noting the possible violation.
6. Students must follow the required instructions and clearly write out his or her name or other required information.

#### **At the End of the Examination**

1. An examination shall not be extended beyond the scheduled time of ending to accommodate late arrivals.
2. At the end of the examination, students shall remain seated quietly until they are told to leave the examination room. They shall not take away any items issued by the proctor out of the examination room.
3. Students who pass the time limit and still continue to complete the examination without the proctor's permission, will have their examination score lowered.
4. Students finishing an examination will raise their hands, and the proctors will get the examination. Students cannot simply get up and turn in the examination.
5. Students can neither leave their seats nor the examination room with the proctor's permission.

#### **Consequences**

Any failure to follow the examination procedures will result in deductions from the final score, as determined by the program director, Academic Section Chief, Disciplinarian, the proctor, and subject teacher and may result in the student failing the examination.

#### **Failure To Report To The Disciplinarian**

Students directed to report to the Disciplinarian for a disciplinary matter, but failing to do so, could result in other disciplinary action.

#### **Fighting/Student Harassment**

Situations which endanger the health and safety of others in the school will not be tolerated.

Physical confrontation is a dangerous and inappropriate method for solving problems. Students are expected to solve problems through proper channels (teacher, counselor, or Disciplinarian).

**Students who engage in fights should be prepared to receive the disciplinary consequences. Pushing, shoving, wrestling, etc. may be considered as fighting regardless of intent.**

#### **Gambling**

No gambling will be permitted. The law prohibits gambling for money in public schools.

#### **Insubordination, Battery and/or Physical Assault**

Refusal to comply with reasonable, established, and well-defined school rules and regulations, or

refusal to obey reasonable directions of school personnel. Offenders will be subject to disciplinary action.

Assault or physical/verbal attack on school personnel on or off school grounds will be recommended. A parent will be contacted immediately to establish a conference. Local police authorities may be notified, and the student will be referred to the counseling office.

### **Intimidation**

Every student is entitled to attend school free from harassment, threats or fear. Students harassing, threatening or making it difficult for others to attend school will be subject to consequences by the Disciplinarian.

### **Laser Pointers**

Laser pointers are dangerous and disrupt the educational environment. Students found to be in possession or use of a laser pointer on school grounds, on the bus, or any school-related activity at home or away will be subject to disciplinary action through the Deans' office and the laser will be confiscated and returned to the parents.

### **Lockers, Cubbies, Desks, Drawers**

Student lockers, desks, or cubbies may be assigned to students. **STUDENTS MUST USE ONLY THEIR ASSIGNED DESK, LOCKER OR CUBBY.** The ownership of the desk, locker, or cubby is maintained by the school, and the student is granted a limited use of the desk, cubby, or locker solely in accordance with these regulations. Students have no expectations of privacy in school desks, cubby, or lockers.

- A. The only items that may be placed in the lockers or cubbies are articles of clothing, school books or supplies relating to school use, lunches and personal items which the student is legally entitled to have in their possession.
- B. Lockers or cubbies may be searched by the school personnel at any time. The students should be present for the opening of the locker or cubbies, and a third party should be present.
- C. Student locks must be authorized by the school. Unauthorized locks will be removed at the student's expense.
- D. The school is not responsible for lost or stolen property.

### **Necessary Use of Force by Staff Member**

Staff members may apply sufficient physical force necessary to maintain or restore order in the school building (for example, restraining fighting students), on the school campus and at school-sponsored activities.

### **Possession of Tobacco Products**

The possession of tobacco, look-alike tobacco products or use of tobacco in any manner in the building, parking lot or at school activities will constitute a violation of this policy, and the student will be subject to the following disciplinary action:

- First Infraction - a. Parent phone contact
- b. Referred to local authorities and school counselor

### **Profanity/Verbal Abuse**

The use of profanities or obscenities will not be tolerated. The use of profanities or obscenities not directed at a teacher will result in one or a combination of the following:

- Teacher/Student Conference
- Parent Contact
- Disciplinarian/Student Conference
- Behavior Contract
- Regular Counseling until behavior change

The use of profanities or obscenities directed at teacher or school personnel will result in parent contact.

### **School Reputation and Safety**

Any action which endangers the safety and well being of others or the reputation of the school will not be tolerated. Examples: sounding a false fire alarm, public vandalism, breaking the law etc., on or off campus, whether or not school is in session. Consequences may include any of the following: referral to our disciplinarian, notification to parents, or a referral to our counselor if the behavior is repeated.

The person activating a false alarm victimizes the entire student body and staff through their irresponsible actions. People are put in dangerous situations, and the entire school day is disrupted. The school will implement policy to protect teachers, students and staff.

### **Display of Affection by Students - Refer to Taiwan's Gender Equity Law**

<https://law.moj.gov.tw/ENG/LawClass/LawAll.aspx?pcode=H0080067>

### **Sexual Harassment**

Sexual harassment of students is prohibited. Sexual harassment is defined as follows:

1. An employee's unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status.

2. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature by anyone, including students, imposed on the basis of sex, that has the purpose or effect of (a) substantially interfering with a student's educational environment; (b) creating an intimidating, hostile, or offensive educational environment; (c) depriving a student of educational aid, benefits, services, or treatment; or (d) making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

### **Student I.D. Card**

Each student will receive a picture I.D. card at registration. For the safety and security of the students of IBST, it is required that each student have, in their possession, a bona fide I.D. card at all times. Students must be prepared to present this I.D. card upon request by any school personnel. Students will not be allowed to check out books from the library without an I.D. card. If the card is misplaced, lost or stolen, the student must purchase a new card in the IBST Office.

### **Theft/Possession of Stolen Property**

Students involved in the theft of property or goods or the possession of stolen property from other students or school personnel will be dealt with in the best means of remediation determined by the administration.

Consequence includes one or a combination of the following: financial restitution, police referral, parent contact, student/disciplinarian conference, or counseling visit.

### **Vandalism**

Vandalism of any nature (writing on desks, walls, damaging school or personal property, and other destructive acts) may result in any of the following: financial restitution, police referral, parent contact, student/disciplinarian conference, or counseling visit. Such offenders will also be required to make necessary restitution for all charges pertaining to their act of vandalism.

### **Washrooms**

Washrooms are to be used for the purpose intended. Loitering in any washroom will not be tolerated at any time.