

**THE
MIDDLE SCHOOL
STUDENT/
PARENT
HANDBOOK**

2025 - 2026

TABLE OF CONTENTS

Table of Contents	-----	2
Mission and Promises	-----	2
Philosophy	-----	2
COMMUNICATION PROCEDURES	-----	3
SAFEGUARDING	-----	4
INFORMATION AND COMMUNICATIONS TECHNOLOGY	-----	4
BUILDING STUDENT CULTURE	-----	4
ATTENDANCE	-----	5
ACADEMICS	-----	7
DAILY TIME SCHEDULE	-----	8
HOMEWORK	-----	8
REPORTING STUDENT PROGRESS	-----	8
SEMESTER GRADES	-----	9
SJA MIDDLE SCHOOL ASSESSMENT	-----	9
PHILOSOPHY		
STUDENT SUCCESS	-----	10
LIBRARY	-----	10
HONOR CODE	-----	10
ACADEMIC INTEGRITY POLICY	-----	11
MIDDLE SCHOOL ENGLISH LANGUAGE POLICY	-----	13
STANDARDIZED TESTING	-----	13
SJA CODE OF ETHICS FOR STAFF AND STUDENTS	-----	13
SJA JEJU MIDDLE SCHOOL DRESS CODE	-----	14
RESPONSIBLE USE AND MOBILE DEVICES	-----	14
STUDENT DISCIPLINE	-----	14
SJA JEJU MIDDLE SCHOOL BEHAVIORAL POLICY AND PROCEDURES	-----	15
PARENT CODE OF CONDUCT	-----	19
APPENDICES	-----	20

OUR MISSION

St. Johnsbury Academy Jeju is a diverse, comprehensive, and independent educational community grounded by our traditions, our deep optimism regarding young people, and our commitment to academic excellence:

Character: To teach good character by modeling and fostering compassion, respect, responsibility, and integrity.

Inquiry: To foster a love for learning by challenging individuals to pursue knowledge, creativity, and intellectual self-reliance.

Community: To encourage each individual to understand their relationships, rights, and responsibilities within a community that is itself part of the larger world.

Our culture fosters a tradition of respect for all members of our community, regardless of their nationality, ethnicity, cultural background, or economic status.

OUR THREE PROMISES

We will do all we can to help each student be the best person possible. We are committed to the values of respect, compassion, integrity, and responsibility. We have compassion, empathy and we believe in loving those who need it most.

We will do all we can to help each student be the best learner possible. We value expertise and creativity. We provide the support and opportunities for students to pursue their passion and develop a love for learning.

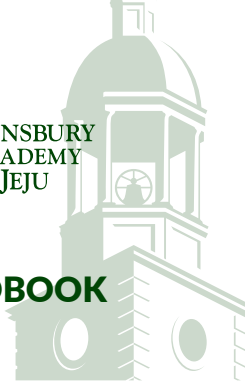
We will do all we can to help each student become part of something bigger than him/herself. When students come to our school they become part of the most talented and diverse group of individuals they may ever know as friends and colleagues. They develop an intellectual and emotional connection to making this community a better place.

OUR PHILOSOPHY

Employing innovative and traditional methodologies, the school is committed to personally relevant instruction. We strive to provide opportunities for students to gain a strong understanding in those studies calculated to provide a life foundation for the global citizen, enabling them to be intellectually self-reliant and to function as constructive, moral members of society.

Likewise, the school strives to make the acquisition of knowledge a valued social goal by developing an active appreciation of local and world culture. The school also provides opportunities for its students to build those skills useful for personal self-sufficiency.

St. Johnsbury Academy Jeju is committed to the idea that learning is most natural and teaching is most effective in a community atmosphere where collaboration and respect for others is part of the common daily business. Small classes, the advisor program, and a diverse offering of extracurricular activities all exist to support this notion of community.



ST. JOHNSBURY ACADEMY JEJU MIDDLE SCHOOL STUDENT & PARENT HANDBOOK

COMMUNICATION PROCEDURES

Parents are an important part of the school community and regular communication between parents and SJA Jeju is important for the success of all students. Please use the information below as a guide regarding who to contact with specific concerns. In order to obtain the most relevant information, it is important to contact the individual who is best suited to provide that information.

1. For an inquiries regarding enrollment or re-enrollment or your decision surrounding them, please contact the Admissions Office directly at **064-801-1400** or admissions@sjajeju.kr
2. For questions regarding payments, tuition, student fees, or deposits, please contact the Business Office directly at **064-801-1400** or billing@sjajeju.kr
3. For boarding students, questions related to your student's residential life program, their progress therein, or any aspects of their after-school program, should be directed to Residential Life directly at **064-801-1370** or resparents@sjajeju.kr
4. For questions regarding the Co-Curricular Activities (CCA) program or Athletic Program please contact the Co-Curricular Activities & Athletic Department at sjaathletics@sjajeju.kr
5. For general inquiries regarding our academic program, schedule, holidays, or very general teaching and learning information, to report upcoming absences, to enquire about Middle School administrative matters, or to set up a meeting with teachers or a counselor regarding your child's academics or school life you may contact the Main Office in the middle school directly at middleschool@sjajeju.kr or **064-801-1366**
6. If you have specific questions about your child's academic progress, specific grades, late or missing assignments as viewed in PowerSchool, please first speak directly with your child. Then, if deemed necessary, contact the teacher directly for clarification, follow up with the student's advisor, or reach out to the counselor via email (firstname.surname@sjajeju.kr)
7. If your question or concern is not related to any of the above mentioned options, you can contact the Front Desk of the school directly at **064-801-1201/1202**.

Please be advised that our Representatives on the Parent Association are the only Official Group that the Middle School Leadership Team meets with for the purpose of Official Communication

Should an individual other than the PA representative claim they have Official Middle School Communication, though they may have good intentions, the information they have is not considered Official. Should this be the case, and you feel the need to verify the information, contact the middle school office directly via email at middleschool@sjajeju.kr

Change of Contact Information

It is very important, for emergency and administrative reasons, that every family maintain an up-to-date record of address, email address, current mobile phone and any other pertinent emergency contact information. Please notify the office personnel immediately if you have a change of contact information during the school year. It is also important to have two current emergency contact numbers on file.

We enthusiastically encourage parent communication and engagement, and encourage you to reach out to teachers, counselors, staff and administration in our building. If you have a question or concern, let us know—your student's learning, growth, and success are at the center of our mission and our mutual success.

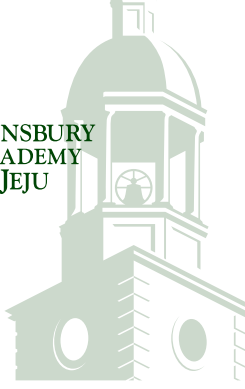
Middle School Official Communication Sources

Please note that "Official Communication" from the Middle School organization meets the following criteria

Direct emails to parents from the Middle School Office (middleschool@sjajeju.kr)

Parent Coffee Meetings

There are times when the MS Leadership team meets with our Parent's Association and this group has our authorization to share certain information with the parent community as Official Middle School Communication



SAFEGUARDING

Students need the foundation of a healthy, safe, and supportive school environment to achieve their full learning potential and social-emotional development. SJA Jeju takes this responsibility to safeguard the welfare of its students seriously, and is committed to engaging in rigorous systems and practices to create and maintain a school environment and community culture that is ripe for learning and growing. This robust mandate stems from our duty to care for all students, the unique characteristics of international schools and communities, and drive our prioritization of safeguarding at SJA Jeju.

[The full safeguarding policy can be found here.](#)

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The aim of the Information and Communications Technology (ICT) program is to integrate and promote the use of technology to increase student learning, develop a positive attitude towards technology and provide students with the concepts, knowledge, and skills to use technology effectively, responsibly and to build constructive competencies.

The ICT department works with teachers and students to integrate technology, where appropriate, into the curriculum. Technology resources (desktops, laptops, iPads, cameras, etc.) are used to support learning objectives. The Middle School (6–8) has a Bring Your Own Device (BYOD) program. More information about BYOD requirements can be found in [this document](#).

Students complete digital citizenship activities and review the [Responsible User Agreement](#) in all grade levels.

Note: All school accounts, folders and drives are accessible by school network administrators. They are not private and can be accessed at any time.

BUILDING STUDENT CULTURE

Purpose and Objectives

The school teaches good character, fosters a love of learning, and encourages positive and constructive attitudes toward society through the following:

Conducting a school-wide Advisory program. A school wide Advisory program that includes grade level and school wide assemblies.

Encouraging participation in traditions that can be a source of pride to the school community, such as school songs, special school events, school customs, and the preservation of the architecturally unique campus.

Upholding our Honor Code, which outlines the moral commitments each member of the student body makes to the community as a whole.

Maintaining a school dress code, which seeks to underline a common sense of identity and seriousness of purpose by emphasizing the distinction between the hours devoted to formal education and the hours devoted to recreation and other activities.

Maintaining an advisor system, which serves to bring teachers and students together.

Promoting lifestyles conducive to good health by providing a safe and healthy environment for all members of the school community through policies and programs that support personal well-being.

Administering discipline according to school policy.

Conducting a Capstone Program for all Grade 8, Grade 5 and Seniors that requires them to produce professional work in an area of personal interest that is of value to the community.

Encouraging community service in the school, in the community, and around the world.

Providing opportunities for cross-cultural experiences and the development of tolerance through international exchanges and a boarding program, which is both national and international in scope.

Advisory Program

The SJA Jeju Middle School Advisory program is a logical offshoot of the school's mission statement. Promoting character, inquiry and community is the purpose of the program. Students are given the opportunity to develop their capacity for change and growth by providing them with a faculty mentor and group of peers with whom they can foster close, positive, personal relationships. The program is mission-driven to provide meaningful reflection and learning in the areas of life skills, academics, and community building; while being dynamic in structure to allow for valued responsiveness to the school and the global community. Advisory meets four times a week for 25 minutes. However, most Fridays are dedicated to House activities. Each advisory belongs to a House.

House Program

The House Program features six houses:

DongMoolGoon (Wildlife) - DongMoolGoon is represented by the color Black

Haebyeon (Beaches) - HaeByeon is represented by the color Blue

Oreum (Hill/Volcanic Mound) - Oreum is represented by the color Green

Pokpo (Waterfalls) - PokPo is represented by the color Red

Seom (Islands) - Seom is represented by the color Purple

ShikMoolji (Flora) - ShikMoolji is represented by the color Yellow

The six House identities celebrate aspects of Jeju while also connecting to the Habits of a Hilltopper. The Houses and the Habits of a Hilltopper are consistent across all three divisions.

DongMoolGoon (Wildlife) - Collaborative

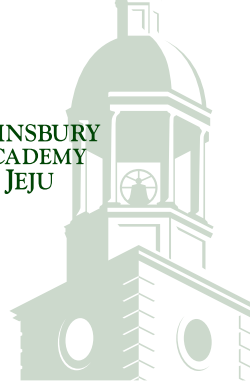
Haebyeon (Beaches) - Resilient

Oreum (Hill/Volcanic Mound) - Risk-Takers

Pokpo (Waterfalls) - Reflective

Seom (Islands) - Confident

ShikMoolji (Flora) - Caring



The House program fosters positive relationships across grade levels and a stronger sense of belonging to the school. Friendly House competitions are used to forge strong relationships within the House, deepen the understanding of the learning habits, and reinforce positive behaviors such as speaking English outside the classroom and wearing the full uniform. During weekly assemblies, students sit together as a House. They are also excused from assembly to have lunch in their Houses, which promotes eating together.

Assembly

Middle School assemblies are a key part of how we build and sustain a positive student culture. Held weekly throughout the year, assemblies offer regular opportunities for students to connect, celebrate one another, and share their voices. Increasingly, these gatherings will be student-led, with students taking the lead in hosting, presenting, and performing. Assemblies highlight student excellence, collaboration, and the achievements of our teams, clubs, and individuals. They also serve as a platform to recognize students who embody our house dispositions and community values through awards and acknowledgments.

By creating a space where students feel seen, supported, and empowered, we foster a culture in which they are more likely to take healthy risks, challenge themselves, and engage confidently—both within the school and in competitions beyond SJA Jeju.

Advocacy

Middle School is a critical time for students to develop the confidence and skills to advocate for themselves as they grow into independent and responsible learners. We expect students to take initiative when they have questions, concerns, or when something feels unresolved, whether academic, social, or personal. The first and most effective step is a respectful, timely conversation with the teacher.

Students are encouraged to arrange meetings with their teachers during morning break, conference time, the second half of lunch, or after school. Because teachers often have supervision or other commitments, scheduling a time helps ensure that concerns can be addressed thoughtfully and without interruption.

When conflicts arise, whether among students or between students and teachers, students may not be able to manage them alone. The Dean of Student Wellbeing, the Assistant Principal, the Middle School Counselor, and the Principal are all available to support, listen, and help guide a productive resolution. However, this support begins with the student's active involvement and willingness to advocate for themselves.

We value transparency and strong partnerships with families, and we are committed to addressing concerns as they arise. But it is essential that students begin the conversation, rather than letting others speak on their behalf. Self-advocacy is not only an important part of Middle School, it is a foundation for life beyond it.

ATTENDANCE

Research tells us that school attendance is one of the most important indicators of student success in school. The School reserves the right to request a conference with parents whose child(ren) are missing an excessive amount of school.

While there are designations for excused and unexcused absences, regardless of the reason for missing school, students who miss class are expected to be proactive, and take responsibility for, making up the work that is missed—getting class notes from peers, meeting with teachers to conference before and after the absence, scheduling the make-up of assignments, and submitting outstanding assignments are the responsibility of the student. For planned absences with advanced notice, the student is expected to see teachers prior to the absence in order to make plans to keep up in the classes.

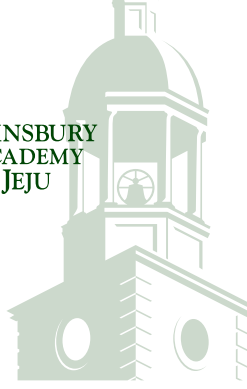
If a student misses school for any reason, their parent or guardian MUST notify the middle school office by either calling (064-801-1366) or emailing the middle school office (middleschool@sjajeju.kr). Notification should be made before the absence and as early as possible.

For the parent(s)/guardian(s) of dorm students, please inform the ResLife team as well by either voice (064-801-1370) or email (resparents@sjajeju.kr).

Excused Absences

Parents can apply for an excused absence by filling out the [Application for Excused Absence](#) form provided by the MS Office. The form needs to be submitted at least two weeks prior to the date of the absence. Within those two weeks, the MS Administration will communicate with teachers and check the academic standing of the student. Good academic standing is defined at a grade of a "C" or higher in all classes, and no missing assignments. The MS administration will use this information as well as the information provided by the parent in the Excused Absence form to determine whether the absence is recorded as Excused.

Though the incidents below will be "excused" by the middle school office, if they comply with the conditions mentioned above, the student is still required to make up the missed classwork, submit required assignments, and/or conference with the teacher for extra assistance. For excused absences, the teachers will accept late work and allow for assessments to be taken at a date agreed upon by the student and teacher. The student is required to make arrangements with teachers regarding make-up work and assessments no later than the first day the student is back from school. The number of days provided to make up work should not exceed the number of days the student was absent.



Excused absences include, but are not limited to, the following:

Illness (doctor’s note needed for any illness over 2 days)
Family emergency or event (not simply at the discretion of the family)
Unforeseen difficulties related to travel - schools reserves the right to ask documentation
Required medical appointments and procedures—an attempt should be made to arrange these outside of the scheduled school day.
To attend school sponsored events, activities, or service opportunities
Non-school sponsored events at the discretion of the Middle School Principal or Assistant Principal
Extreme weather (snow, typhoons, etc.)

For students who are sick, a doctor’s note must be presented upon request to either the Middle School Office or the Medical Center. Once the note is received the Absence will be changed to an Excused Absence. Students who are resting at the Medical Center will be marked Absent Excused for the unattended classes.

School Event Absences

Students will be considered present when they miss class to participate in an SJA Jeju sponsored and/or sanctioned event. To reflect that the student is participating in a school event but not in class, the attendance register will use the code SE (School event). In order to participate in a school sponsored event, students must be academically eligible and must receive approval from the event facilitator to participate.

Unexcused Absences

For unexcused absences, teachers are not required to allow the student to make up missed work or assignments. Therefore, work and assessments missed due to unexcused absences are more likely to adversely affect the student’s standing in the classes missed.

Unexcused absences include, but are not limited to, the following

Leaving early for, or extending, a holiday or vacation on the school calendar
Family vacations that do not adhere to the school calendar
Skipping class/leaving campus without following proper procedure (truancy)
Oversleeping
Missing the bus
Attending non-school sponsored events
Any sickness or medical leave exceeding 2 days without presenting the requested doctor’s note or documentation

Extended Absences & Accumulation of Absences

Absences happen throughout the year for various reasons. However, regular attendance is the foundation for the academic success of the individual student as well as that student’s class. Community is at the heart of our mission, and we believe that unwavering attendance contributes to building a strong sense of community. If for any reason, excused or unexcused, a student accumulates 13 absences in a semester, the Middle School Principal will review the eligibility of the student in question to receive credit for the affected classes.

School Event

Middle School Attendance Procedure

What to do when my child is absent?

- For safety reasons it is required that you notify the Middle School Office as soon as possible, preferably at 8:00 am. Please include the reason for your child’s absence.
 - Email address: middleschool@sjajeju.kr
 - Phone number: 064-801-1366
- If you do not notify the MS office, you will receive a phone call notifying you that your child is not at school.

What to do when my child returns to School?

- Parent(s)/guardian(s) can email or call the office to notify the MS Administrative Assistant the day their student returns to school OR
- The student reports to the MS office and presents the MS Administrative Assistant with a written note or other documentation explaining the absence

Documentation

- The School reserves the right to require documentation of a school absence at their own discretion.
- This can include but is not limited to:

Note from a medical professional
Proof of attendance at a pre-authorized non-school function
Proof of family emergency
Proof of unavoidable travel complications

Attendance procedures and responsibilities of SJA Faculty and Staff

- All teachers are required to take attendance within the first 10 minutes of every class period. Attendance will be done in PowerSchool.
- Any student that is late for class needs to be recorded as Tardy in PowerSchool.
- An attendance report will be sent to teachers before the end of the first period.
- Teachers are responsible for checking their attendance against the morning attendance report.
- Any student who is not present in class and is not on the attendance report must be reported to the Middle School Office immediately. This will enable the office to verify the student’s status.

Recording Tardiness

Teachers will record students who are tardy to their class. Each tardy will be put into PowerSchool along with absences.

Students are in their seats ready to learn when the bell rings. At times students might have a fair reason for being a minute or two late, if that is the case they should share that reason with the teachers. The teacher will then determine if the student is to be marked tardy or not. The tardy policy is as follows:

Administration will be making weekly reports and meeting with students and parents about excessive tardies.
Excessive tardies are processed by administration. Consequences include reflection time, parent meeting, and/or in-school suspension.



Once arriving at school, all students are expected to remain on campus until the end of the school day or until the end of their Co-Curricular Activities (CCA). Students arriving by bus are to immediately exit the bus and enter the campus.

Students leaving campus without authorization will be referred to the administration for review and disciplinary action.

In the event a student must leave campus during school hours an off-campus pass must be obtained from the school's office.

ACADEMICS

Matriculation Requirements

To successfully matriculate from Middle School, students must complete three years of study, encompassing Grades 6 through 8. Each year, students are expected to complete all core academic courses and to fill the remainder of their schedule with elective classes. For additional details regarding promotion to High School, please refer to the Middle School Program of Studies.

In compliance with attendance regulations established by the Korean Ministry of Education and the Provincial Office of Education, students must meet minimum attendance requirements each academic year. Families will be notified if a student is at risk of exceeding the allowable number of absences. Once the maximum number of absences has been reached, for any reason, the student will be withdrawn from their classes, will not receive credit for the academic year, and will be required to repeat the grade level.

Course Withdrawals and Schedule Changes

Block scheduling is of such a nature that it precludes student-initiated changes once the add/drop period is complete. Add/Drop will take place in the first two weeks at the beginning of each school year. Moreover, certain add/drop requests may not be feasible during the add/drop period due to course availability and/or course requirements. The middle school administration, in conjunction with the teacher(s), may determine that it is in the student's best interest to move a student (or students), even outside of the add/drop window, who they judge to be misplaced.

Classes Middle School Students Take

The Middle School runs a five-day schedule. Students will take a total of 9 classes every year. Each day has six (6) blocks and there are a total of 7 blocks in the rotation. The school day begins at 8:15 am and ends at 3:30 pm daily, except Wednesdays when there is a late start at 10:15 am (but the day still ends at 3:30 pm). Students must all take English, Math, Science, and Social Studies during each year of study in Middle School. In addition, all students are required to take Physical Education. All students holding a Korean passport (not in the country on a visa) must, by law, take Native Korean & Korean History classes (regardless of level of mastery of the Korean language). Students in Korea on a visa from China will take Native Chinese. Students on visas from countries other than China will take Korean as a Foreign Language (KFL).

Additionally, students will have three to four thirty-minute Advisory blocks per week (Friday blocks will often be used for House activities). During this time, Advisors follow a set curriculum that is coordinated by the Middle School Counselor. Advisory includes time for whole-school and grade-level Assemblies.

The remainder of the students' schedules will be filled with elective classes. For more information about course selection, see the Middle School Program of Studies.



DAILY TIME SCHEDULE

Day Rotation						
Time	Monday	Tuesday	Thursday	Friday	Wed. Times	Wednesday
8:15 am - 9:10 am	A1	G1	C1	B2	Late Start Wednesday	
9:15 am - 10:10 am	B1	A2	D1	C2		
10:10 am - 10:20 am	Break	Break	Break	Advisory/ House		
10:25 am - 10:50 am	Advisory	Advisory	Advisory		10:15 am - 11:10 am	F2
10:55 am - 11:50 am	C1	B2	E1	D2	11:15 am - 12:10 pm	G2
11:55 am - 12:50 pm	D1	C2	F1	E2	12:20 pm - 12:50 pm	Assembly
12:50 pm - 1:30 pm	Lunch	Lunch	Lunch	Lunch	12:55 pm - 1:30 pm	Lunch
1:35 pm - 2:30 pm	E1	D2	G1	F2	1:35 pm - 2:30 pm	A1
2:35 pm - 3:30 pm	F1	E2	A2	G2	2:35 pm - 3:30 pm	B1
3:30 pm - 4:15 pm	CCA	CCA	CCA	Enjoy the weekend!	3:30 pm - 4:10 pm	CCA
4:20 pm - 5:50 pm	Sports	Sports	Sports		4:20 pm - 5:50 pm	Sports

HOMEWORK

Rationale

SJA Middle School firmly believes in the value of homework. Homework is valuable as long as it is relevant, meaningful, connected to classroom learning and receives timely feedback that has a positive impact on student learning, habits of mind, and attitudes toward learning.

Definition

In order to have a common understanding within the middle school community, we adopt the following definition of homework: “homework is typically defined as any task assigned to students by school teachers that are meant to be carried out during non-school hours”. It is important to note that (except when a flipped classroom model is being used) homework is not to be used to introduce new skills or content and should be within a typical student’s ability to complete with confidence in a timely manner.

REPORTING STUDENT PROGRESS

Student Progress

Students need to know when they are not meeting course requirements and expectations. Regular feedback about a student’s academic progress is available on an ongoing basis to both students and parents through PowerSchool. Teachers provide verbal feedback during Parent-Teacher Conferences and written comments focused on growth and next steps in the Semester One report card.

Advisors also have access to their advisees’ academic progress and may be the first point of contact for both parents and teachers when concerns arise.

In addition to these formal checkpoints, teachers are expected to provide feedback on submitted assignments within two weeks of the due date, unless there are extenuating circumstances. Students should be aware that timely feedback depends on timely submission. Assignments submitted late or near the end of a semester may not receive feedback

within the standard timeframe. Students are encouraged to plan ahead and communicate with teachers if submitting work outside of regular deadlines.

PowerSchool

PowerSchool is an online program that allows parents and students to monitor academic progress. Parents with questions or concerns about their student’s academic progress can email teachers, though they are encouraged to speak directly with their student about their progress beforehand.

Parents will receive PowerSchool login information early in the school year as well as ongoing communications. Parents that have any questions should contact the Middle School Administrative Assistant if they have trouble with the system.

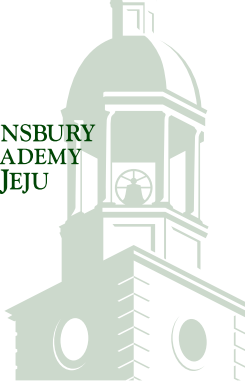
Please Note: PowerSchool will be closed to parents and students for the first few weeks of each Semester and for the week prior to the issuing of report cards.

Semester Report Cards

Report cards are available via PowerSchool after each semester. These are final grades earned in the class for the reporting period. The Middle School report cards also report out on student progress towards the Hilltopper Profile, as well as a personal comment from each teacher.

Student, Parent, & Teacher Conferences

Student-Parent-Teacher conferences will take place roughly six (6) weeks into the first semester. Parents will receive advanced notification of the conference dates in order to make arrangements to participate in these events. However, parents are encouraged to contact their student’s teacher(s) at any point during the school year if they have questions or concerns regarding their student’s academic, social, or other progress. In the spring, the Middle School conducts Student Led Conferences.



SEMESTER GRADES

Semester grades are earned by students according to the criteria established by the teacher. Those criteria are listed in each teacher’s course syllabus.

Grade Point Average (GPA)

Grade Point Average (GPA) is a tool to summarize overall student achievement for a selected grading period. It is obtained by adding all of the grade points earned and dividing them by the credits. The GPA is not currently calculated or shown on the middle school transcript. It is a tool that is only used by certain school organizations.

If a student has not submitted a required summative assessment for a course AND the Middle School Principal has approved an extension, then an “I” (Incomplete) grade is recorded and the course is not included in the GPA calculation. However, if after the agreed-upon time the outstanding assessment is still not turned in, the “I” (Incomplete) grade will be changed to reflect whatever grade the student otherwise earned in the class. This is done because a grade that does not include summative assessments is not reflective of the student’s mastery of skills and acquisition of knowledge.

Grades

Letter Grade	Percentage Grade	4.0 GPA Scale
A+	97	4.0
A	93	4.0
A-	90	3.7
B+	87	3.3
B	83	3.0
B-	80	2.7
C+	77	2.3
C	73	2.0
C-	70	1.7
D+	67	1.3
D	63	1.0
D-	60	0.7
F	Below 60	0

All grades will be earned via traditional letter grades. These will fall into percentages earned on all assessments, as determined by the teacher, and are calculated as such. Final percentage grades with decimals will be rounded down to the nearest whole number.

Although middle school GPA will not be included on the student’s high school transcript, it will be used to determine awards, recognition, and eligibility.

SJA MIDDLE SCHOOL ASSESSMENT PHILOSOPHY

Assessment and instruction at SJA Jeju are inseparable because they support purposeful self-reflection, enhance student learning, and inform planning. Effective assessment focuses on deep understanding of concepts, higher order thinking skills, and authentic problem-solving. Evidence collected from multiple sources is meaningful, descriptive, timely, transparent and effectively communicated to students, teachers, and parents.

At SJA Jeju Middle School, Assessment Is:

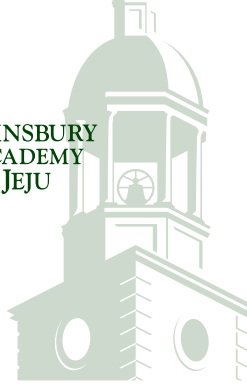
- Aligned with the mission, learning principles, our Three Promises, and the curricular standards and benchmarks
- Consistent with the Understanding by Design planning process, as adopted by SJA Jeju
- An integral part of everyday planning and instruction
- Designed to illustrate understanding and the ability to transfer learning to new contexts
- Both formative and summative, and used to provide feedback which is relevant and specific to learning goals
- Ongoing and varied to match multiple learning styles
- Clearly understood by all stakeholders
- Articulated using the essential questions and understandings throughout the unit
- An opportunity for teachers and students to collaboratively self-reflect and set goals
- Used to show individual student progress over time

At SJA Jeju Middle School, Student Assessment Is:

- Criterion-based**, aligned with clearly defined learning objectives and standards
- Recognizes both achievement and growth**, including student effort and progress toward meeting learning goals
- Communicated regularly** to students and parents through multiple channels (e.g., PowerSchool, conferences, report cards)
- Inclusive of multiple sources of evidence**, such as teacher observation, student work, and self-reflection

Reporting Philosophy

- The primary goal of reporting student achievement is clear and effective communication. Regardless of format, its purpose is to provide meaningful information to students, teachers, parents, and other stakeholders in a form they can understand and use to support learning.
- Assessment and reporting are integral to the instructional process. When thoughtfully designed and implemented, they provide essential insights that inform teaching and guide student growth.
- Effective reporting must be grounded in reliable evidence. The value of any reporting tool depends on the quality of the evidence it reflects. Even the most advanced reporting system cannot compensate for inaccurate or inconsistent assessment practices.
- Meaningful improvements in grading and reporting require a comprehensive, cohesive approach—one that integrates assessment with clear communication and supports ongoing reflection and growth.



No single reporting tool, such as a progress report, can meet all communication needs. A strong reporting system must be multifaceted, offering various types of information to multiple audiences in multiple formats.

At SJA Jeju, the Middle School Reporting System is still evolving. Currently, it includes the following key components:

- **Ongoing feedback via PowerSchool**, providing real-time access to academic progress
- **Semester report cards**, which include grades as well as detailed teacher comments focused on learning and growth
- **Student-Parent-Teacher Conferences**, offering opportunities for collaborative dialogue around achievement and development
- **Student-led conferences**, empowering students to reflect on and articulate their own learning journey
- **Academic Recovery Program**, designed to provide structured support for students who need additional time or guidance to meet learning expectations

STUDENT SUCCESS

Student Success Team

The Student Success Team (SST) is a collaborative group of professionals within the SJA Jeju community who support students with academic, social-emotional, and health-related needs. Working closely with Grade-Level Teams, the SST gathers relevant information and determines appropriate, student-centered interventions.

For some students, the SST partners with families to develop **Individualized Learning Plans (ILPs)**, which outline accommodations and modifications to help make the curriculum more accessible and achievable for a diverse range of learners. The primary goal of the SST is to respond to student needs in a systematic, professional, and compassionate manner.

Interventions may include, but are not limited to:

- Support with organization and time management
- Instruction in study skills and executive functioning
- Accommodations or modifications designed to ensure equitable access to learning. Examples include:;
 - Extended time to complete assignments or assessments
 - Alternative testing environments (e.g., quiet or low-distraction settings)
 - Adjusted workload (e.g., fewer or modified homework problems)
 - Written instructions to supplement verbal directions
 - Visual supports such as graphic organizers or concept maps
 - Assistance with assignment tracking and planning

SST members include: the Principal, Assistant Principal, Dean of Student Wellbeing, Academic Support Professional, School Counselor, and members of the English as an Additional Language (EAL) team.

English as an Additional Language (EAL) Support

The EAL team supports students in developing English language proficiency across all areas of academic learning. This support is delivered through a combination of in-class collaboration, targeted instruction, and assessment.

Collaborative planning with classroom teachers to modify lessons, activities, and assessments to meet the needs of English language learners

In-class support, where EAL specialists co-teach or provide targeted language scaffolding during instruction

Small-group instruction, focused on developing academic language, reading comprehension, and writing skills using research-based strategies

The EAL department also administers the **WIDA** assessments and **NWEA Measures of Academic Progress (MAP)** tests to monitor student growth and guide instructional planning.

LIBRARY

Library Expectations:

Show respect for staff and students who are using the Library HUB for different purposes.

Keep their personal belongings with them and take them with them when they leave the Library.

Enjoy and care for your Library HUB space.

Library Copier/Printer

The copier/ printer in the Library is for educational use. Paper and toner are both expensive. Students should copy and print only what is needed.

Use of the Library

Students may come to the Library with an entire class, in small groups, or independently. The Library is an academic space where all staff and students **should feel comfortable** pursuing academic goals. This requires an academic atmosphere where everyone respects the needs of others using the Library.

HONOR CODE

The students of SJA Jeju are part of a learning community dedicated to molding superior character and excellent academics. They have high expectations of themselves and of their peers, and they depend upon their own honesty and integrity to uphold these expectations.

Therefore students agree to the following statements:

1. They believe that cheating and plagiarism take away from the fulfillment of their own true potential.
2. They respect their property, as well as the property of others.
3. They share the objective of building a trusting community that provides a safe, secure, and productive learning environment.

Students believe that the relationships among all members of the community are vital to the SJA Jeju's success. Each member of the community must behave with integrity and respect for one another. Expectations about the behavior of SJA Jeju students include both on and off campus behavior.



SJA Jeju students are expected to know the difference between right and wrong and how to conduct yourself maturely in the school society. We take seriously our task of fostering individual responsibility, and therefore, we expect you to take on more responsibilities as you progress through your career here.

SJA Jeju students are expected to show respect toward themselves and others, no matter what position or title they have. You are expected to be courteous at all events. You are to strive to maintain friendly relationships with all those who visit our campus. We are all committed to making sure the SJA Jeju is clean, productive, and in good order.

As members of the SJA Jeju community, we are all committed to leaving this place better than we found it. As a student, your primary duty is to learn academics, but also ethics, service, and responsibility.

By signing the Honor Code, each student indicates that they understand the expectations and goals of the SJA Jeju community, and agree to uphold them in their entirety in order to maintain personal and academic integrity.

ACADEMIC INTEGRITY POLICY

This policy aims to promote the principle of academic integrity for all members of the SJA Jeju community throughout their education and beyond.

Academic Integrity

In a learning community, each one of us seeks to learn, to be treated fairly, to treat others fairly, and to be honest in our relationships and with our schoolwork. Integrity is one of the single most significant capacities for happiness and success. When we do not meet or realize these standards, our own learning or that of others is compromised.

Academic Integrity: Perspectives

Academic integrity is understood differently across cultures and educational systems. While we respect and acknowledge these cultural differences, all students at St. Johnsbury Academy Jeju are expected to meet the academic integrity standards defined by our institution. It is our responsibility to educate students about these expectations, but it is the student’s responsibility to uphold them. Regardless of background or prior experience, SJA Jeju’s standards will be applied and enforced consistently for all members of our community.

Types of Academic Misconduct

PLAGIARISM

- Turning in material that in part or whole is not written by you, including translated, and not appropriately cited materials. This may be deliberate or accidental as in using photographs or other digital media without practicing fair use.
- Using text written by a generation system as one’s own (i.e., entering a prompt into an artificial intelligence tool and using the output in a paper, project, or assignment).
- Using any notes, or study aids on a test/quiz or behaving in a way that disrupts other students (i.e. being distracting, communicating with others)
- Changing graded work after it has been returned, and then submitting the work for re-grading
- Allowing another person to do your work.
- Duplication of work: The presentation of the same work for credit in more than one course without permission

FABRICATION

- Making up information and presenting them as facts

OBTAINING AN UNFAIR ADVANTAGE

- Stealing, reproducing, or circulating any information about tests and quizzes
- Stealing, destroying, defacing or hiding library materials with the purpose of keeping it from others
- Retaining, possessing, using or giving away exam materials without the teacher’s permission
- Intentionally interfering with another student’s work
- Doing anything with the purpose of creating or obtaining an unfair academic advantage over other students’ work

COLLUSION

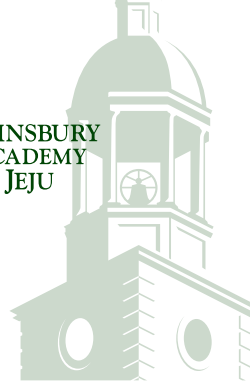
- Helping others to do any of the things mentioned above
- Changing documents, permission slips and/or any school papers

Consequences of Academic Misconduct

In cases of academic dishonesty, the teacher will collaborate (as necessary) with the Librarian, colleagues, counselor, Middle School Assistant Principal and/or Middle School Principal to determine the appropriate course of action.

Communication with parents by the school will occur to explain the details of the offense, the consequences the student will face, and how to avoid the same mistake (error in judgment) from happening again.

Repeated actions of academic dishonesty will result in further disciplinary action.



Student Responsibilities

Good practice—recommendations for students:

All sources are included in your assignment using the recommended citation style

Make sure that in-text citations are paired with their full references in the Works Cited page

Use double quotation marks or indentation to show all text that is someone else's exact words and add in your in-text citation

Students should cite sources so that others can find them. If students cannot state the origin of the source it is probably better not to use it. It is the responsibility of the student to understand what academic honesty is; if you are unsure you need to ask your teacher or the librarian before submitting assignments.

Teacher Responsibilities

Every teacher has the responsibility to ensure that both they and their students are learning in an academically honest way. The teacher should:

Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted

Devote time to teach and practice these skills

Be a role model—make sure all shared materials are correctly cited

Design assignments that do not lend themselves to academic misconduct

Use tasks where students have to resort to original scenarios or recent events

Create tasks that include stages where students are requested to document their research.

Include methods to ensure that students provide evidence of the research process, such as an annotated bibliography

Parent Responsibilities

Parents have the responsibility to support their children to act in a principled way to avoid academic dishonesty. Parents can support their student by:

Understanding the Academic Honesty Policy

Providing support with the planning of their homework, and when they will work on each part of assignments

Letting them do their own work, but assist them to research and plan when they will complete their work

Establishing a good level of communication with the school so that they understand the requirements of the programs and what is expected of students

Encouraging them to ask a teacher or the librarian for advice

CONSEQUENCES OF ACADEMIC DISHONESTY

Offenses accumulate regardless of the type of academic misconduct. E.g. If a student plagiarizes as a first offense and is guilty of collusion for a second offense, then the consequences for a second offense will apply. The school leadership may use their discretion to modify consequences for individuals at any stage.

First Occurrence

A conversation between the student and the teacher will take place to identify the mistake and work out strategies for avoiding this in future tasks. The Librarian (if applicable) should be consulted at this stage to assist in educating the student on good practices.

The student will be told the specific areas to address and the task can be resubmitted within the timeframe given. The student must re-do and re-submit the work in order to earn credit for the assignment.

An email will be sent by the teacher to the parents detailing the offense, the consequences and how to avoid the same mistake again. The Advisor, Dean of Students and Middle School Assistant Principal should be copied on this email.

Note: All summatives must be completed every semester. Summatives are a demonstration of mastery and the middle school feels that grades do not reflect student mastery of the content unless summatives are completed and submitted. Students who do not complete summatives will receive an incomplete grade and will be given a reasonable amount of time to complete the assessment to ensure that the grade reflects student ability and knowledge.

Second Occurrence

An achievement level of zero will be awarded for the task. If the task is a summative, only the part of the summative that was not the work of the student will receive a zero, The zero and a comment describing the academic misconduct will be recorded.

An email will be sent by the teacher to the parents detailing the offense, the consequences and how to avoid the same mistake again. The Librarian (if applicable), Advisor, Dean of Students, Middle School Assistant Principal, and Middle School Principal should be copied on this email.

The student and their parents must meet in person or via teleconference with the Middle School Principal where the seriousness of the academic misconduct will be explained further along with any additional possible consequence (in-school suspension).

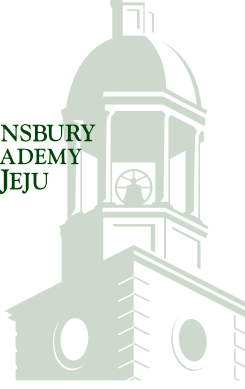
Third and Subsequent Occurrences

The student will receive a zero on the assignment.

An email will be sent by the teacher to the parents detailing the offense, the consequences and how to avoid the same mistake again. The Librarian (if applicable), Advisor, Dean of Students, Middle School Assistant Principal, and Middle School Principal should be copied on this email.

A third suspension for this type of offense must be communicated to the Head of School.

The student and their parents must meet in person or via remote conference with the Principal where the seriousness of the academic misconduct will be explained further along with any additional possible consequences (out of school suspension).



MIDDLE SCHOOL ENGLISH LANGUAGE POLICY

English is the language of instruction at SJA Jeju. All students are expected to make a sincere and consistent effort to speak English during school hours unless explicitly directed otherwise by a teacher.

English is also the language of inclusion at SJA Jeju. It is the common language through which all members of our community can communicate and participate. While we recognize that students may sometimes need to use their native language—particularly in matters of wellbeing or clarity—they need to request teacher permission before doing so. To support our students in developing their English skills and promoting a shared community culture, all middle school teachers and staff will consistently encourage students to use English in all school settings. To ensure clarity and consistency, the following procedures will be followed when students use a language other than English without permission:

First and Second Incidents: The student will be redirected by the teacher or staff member and reminded of the policy.

Third Incident: A log entry will be made in PowerSchool, which may trigger a follow-up conversation with the Dean of Students, Assistant Principal, or Principal.

Two Log Entries Within a Four-Week Period: A call home will be made to inform parents and discuss possible supports.

Three or More Incidents Within a Four-Week Period: This pattern of behavior will be treated as a Tier 2 infraction under the school's behavioral matrix and may result in further consequences.

STANDARDIZED TESTING

SJA uses criterion referenced tests to measure academic progress and English language ability. This data is used to ensure that the delivery of the SJA Curriculum is accessible to students of a wide range of ability levels.

SJA uses the NWEA Measures of Academic Progress (MAP) to assess academic achievement and progress.

The WIDA test is used to assess students' English language ability.

MAP Testing: The NWEA MAP test is a computerized test and provides immediate feedback on individual students. It is also an adaptive test. This means that the assessment adjusts depending on individual student responses. The data shows us where students are performing along a scale of cognitive complexity rather than at a particular grade level. It gives specific feedback to support differentiation in the classroom. MAP is suited to the diverse cultural demographics of international schools. MAP testing is conducted twice each school year – typically around September and May. Students are tested in the areas of Reading, Math, and Language Usage.

WIDA Testing: The WIDA MODEL (Measure of Developing English Language) is used to generate data about students' English language proficiency. This test assesses the four language domains of Listening, Speaking, Reading and Writing. As an adaptive test, MODEL allows flexible placement within sections of the test, based on student performance. The Listening and Reading domains consist of multiple-choice questions. The Writing and Speaking domains consist of performance tasks administered and scored by the trained staff of SJA Jeju. Proficiency level scores from the WIDA MODEL are used to help teachers effectively plan instruction for their students as well as measure students' growth in their English capabilities over time.

SJA CODE OF ETHICS FOR STAFF AND STUDENTS

All staff guide students in the pursuit of knowledge and skills and in becoming positive, productive and responsible citizens in their community and beyond. To this end all staff will:

Deal justly and impartially with students, regardless of their physical, intellectual, emotional, economic, social, racial and religious characteristics.

Recognize the individual differences among students and seek to meet their needs.

Encourage students to formulate and work for high personal goals in the potential development of their physical, intellectual, creative and ethical standards and values.

Respect the rights of every student.

SJA CODE OF ETHICS FOR STAFF AND STUDENTS

All staff maintain professional behavior in the School and local communities at all times. To this end all staff will:

Respect the standards for behavior which are acceptable to the local community.

Avoid negative discussions about other staff members, students or parents.

Exercise caution with regard to discussions of political issues in order to be respectful of the host country.

Staff and Faculty as Representatives of the SJA Community

SJA Staff Will Fulfill the Contractual Obligations Using Respect and Good Faith

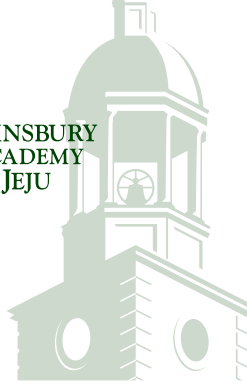
To this end, all staff will:

Respect appropriate channels of communication within the School.

Respect the rights to confidentiality of all members of the School community.

Adhere to the conditions of the contract and the Staff Handbook.

Give and expect due notice before a change of position is made.



In Order to Promote Partnership with our Parent Community

All staff strive to cooperate with and include parents and caregivers in the learning process and goals for students. To this end all staff will:

- Provide opportunities for parents and caregivers to be active participants in their children’s educational lives.
- Respect parents and caregivers’ points of view.
- Seek to establish a cooperative relationship with the home.
- Keep parents informed about the progress, successes and challenges of their children.

SJA JEJU MIDDLE SCHOOL DRESS CODE

1. Be issued an initial warning by the teacher
2. Sent to the office, they may be loaned alternative clothing
3. Parents will be contacted,
 - i. Day students will call their parents and ask that the proper uniform be delivered as soon as possible.
 - ii. Resident Life students, parents will be notified and students will be sent back to the dorm for their proper uniform.

Note: If students are asked to go to the office or wait for a uniform from a parent or guardian they, at the discretion of the administration, may be given an unexcused absence.

RESPONSIBLE USE AND MOBILE DEVICES

Students are expected to use technology for educational purposes during the academic day. All use should support learning and reflect the school’s core values of responsibility and respect.

Mobile phones must remain out of sight and unused during the school day unless a teacher grants specific, case-by-case permission for educational purposes. This policy applies in classrooms, hallways, the dining hall, café, PAC, athletic center, and during after-school activities, lunch, sports, and transitions between classes.

If a mobile phone causes a distraction or disrupts any learning environment—including Advisory, Conference Period, or Assemblies—it will be confiscated.

In Case of Emergency

If your parents or guardians need to contact you during the school day, they should call the Middle School Office. A member of the administrative team will reach you promptly.

If you need to contact your parents or guardian, please speak with your teacher or a staff member. You will be given permission to use a school phone in the main office to make the call.

Consequences for Misuse

To support a consistent and respectful learning environment, mobile phone misuse will result in the following consequences:

- For the first offense, your phone will be confiscated and withheld until the conclusion of the academic day and the incident will be logged into powerschool.
- For the second offense, your phone will be confiscated for three (3) days, a call will go home to the parents, and the incident will be logged into powerschool.
- For the third offense, your phone will be taken for an entire week, a call will go home to the parents, and the phone will need to be collected by the parents in person. This incident will be reported in PowerSchool.

Note: If your phone is confiscated on a Friday, you may not collect it until the conclusion of the school day on the following Monday.

STUDENT DISCIPLINE

At SJA Jeju Middle School, we believe that learning includes not only academics but also the development of personal responsibility, empathy, and ethical decision-making. We strive to create a safe, inclusive, and academically focused environment where all students have the opportunity to learn and grow. This includes setting clear and consistent behavioral expectations, particularly in the classroom, and reinforcing them through strong relationships between students, teachers, and families.

We view behavior as something that can and should be taught. When students fall short of expectations, we approach it as a learning opportunity, guiding them toward better choices through reflection, accountability, and support.

Behavioral Expectations: The 3 B’s

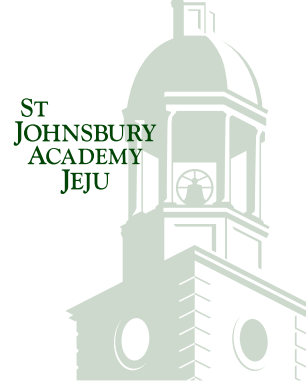
All students are expected to:

- Be Safe
- Be Respectful
- Be Responsible

Common Area Behavior Guidelines

In Hallways, During Passing Time, During Break and All Common Areas Examples of expectations include, but are not limited to:

- Walk safely; running is not permitted indoors
- Use appropriate indoor voices
- Communicate in English—the language of inclusion
- Keep hands, feet, and belongings to yourself
- Avoid rough play or unsafe behavior
- Wait your turn and respect personal space
- Be inclusive and kind to others



Behavior on the School Bus

Examples of expectations include, but are not limited to:

- Arrive five (5) minutes early to your designated stop
- Stay seated with seatbelt fastened
- Use quiet voices; use headphones for devices
- Keep aisles clear of your belongings and avoid food/drinks on the bus
- Treat the driver, monitor, and peers respectfully
- Wear a mask when required due to illness
- Avoid any behavior that could damage property or compromise safety

Consequences of Behavior Offences on the School Bus

Behavior incidents are documented by the bus monitor and followed up by school staff. Riding the school bus is a privilege. Any student reported to the administration for a violation of the Discipline Policy is subject to disciplinary action, including the loss of bus privileges. Parents will be responsible for the transportation of any pupils who have lost bus privileges. These are the likely consequences for receiving an incident report on the school bus:

- 1st Offense: Meeting with Dean of Student Wellbeing; written reflection; PowerSchool entry
- 2nd Offense: Meeting with Assistant Principal; PowerSchool entry; parent contact
- 3rd Offense: Meeting with Principal; parent conference; 5-day bus suspension

Note: More serious incidents, as determined by the middle school administration, will follow the SJA Middle School Behavioral Matrix

SJA JEJU MIDDLE SCHOOL BEHAVIORAL POLICY AND PROCEDURES

In order to create a safe and thriving learning environment it is important that all students are given the information they need to make good decisions. St. Johnsbury Academy Jeju Middle School has a leveled system to guide discipline decisions. As a school, we strive to warn students whenever possible and see behavioral issues as important learning opportunities. Please also note that the lists below are not comprehensive, rather they simply detail common examples, and these lists may be extended or amended at the discretion of the middle school administration.

Bullying Definition

Bullying typically involves aggressive conduct by a student (the “aggressor”) that leads another student reasonably to believe that the aggressor is motivated by a desire to physically or emotionally hurt them or someone else. The conduct is usually one-sided, meaning it doesn’t include behavior that occurs during a conflict where students are mutually involved in some type of disagreement. Bullying is repeated behavior over time. Bullying can occur in different ways; it can be direct (face-to-face) or indirect (behind someone’s back). It can be verbal, physical, or psychological, e.g., purposefully excluding people from activities and breaking up friendships or other relationships, or electronic, e.g., using the internet, mobile phone, or other electronic equipment to intentionally harm others.

Cyberbullying includes, but is not limited to, posting material on a website, text message, or chat, that may be accessed by one or more individuals that hurts or harms another person’s reputation, emotional stability, and/or social standing. Cyberbullying also includes being part of a chat where material is being shared that hurts or harms another person’s reputation, emotional stability, and/or social standing.

TIER 1 (Minor Behavioral Violations)

Behaviors that disrupt learning or break basic school expectations but do not significantly impact others. Some common examples these behaviors are:

- Dress code violations
- Tardiness
- Dealing with conflicts in an inappropriate manner
- Not following classroom rules
- Not following school policies related to behavior
- Inappropriate or unwanted touching of others
- Inappropriate or disrespectful language
- False accusations, or dishonesty when talking with teachers and administration
- Unauthorized device use

Probable Consequences:

- Teacher redirection or conversation
- Parent contact (typically by classroom teacher, or advisor)
- Documentation in PowerSchool
- Temporary privilege loss
- Reflection activity or detention
- Informal apology or restorative check-in
- Support task (e.g., organizing materials)

Note: These are only some examples of probable behaviors and consequences. The Middle School retains the right to extend this list. However, the main focus will remain on student learning, not punishment. The school tries to issue warnings, when appropriate, before creating a formal case.



TIER 2 (Disruptive or Repeated Misconduct)

Behaviors that are recurring from Tier 1, and behaviors that negatively impact the learning of other students and/or community members.

The most common examples of these behaviors are:

Conflict that includes minor physical or verbal altercations
Truancy – skipping school or individual classes
Defiance or disrespect toward staff or faculty
Violating Academic Integrity Policy
Misuse of the medical facilities or staff
Technology network violations or minor hacking
Behaviors that negatively impact group activities or projects (including Co-Curricular Activities and Residential Life)
Damage to school property
Entering unauthorized or unsupervised areas
Damage, manipulation, or unapproved access to another student’s property
Smoking - 1st offense
Minor physical or online incidents
Violating the digital privacy of another student or teacher
Leaving campus without permission - 1st offense

Probable Consequences:

Parents will be contacted — Possible Parent-student-administrator meeting
Meeting with the Dean of Student Wellbeing or Assistant Principal
Issues will be logged into PowerSchool
Reflection plan or written apology
In-School Suspension or Extended Detentions (Time for Reflection)
Work assignment to support a staff or faculty member or department
In some cases, a written apology is required
In Plagiarism cases, the academic dishonesty policy for each division will be followed
Counseling as required
Out-of-School Suspension if required or deemed necessary by the Principal
Temporary activity suspension
Counseling referral
Restorative circle or mediation
Community service or reparation

TIER 3 (Unlawful, Serious, or Harmful Misconduct)

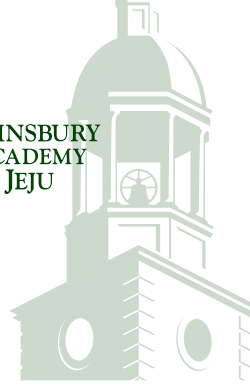
Behaviors that are re-occurring from Tier 2, illegal within the Republic of Korea, and/or a violation of SJA Jeju school policies or NEASC regulations.

Examples may include, but are not limited to:

Repeated Tier 2 violations
Bullying or targeted harassment (physical, verbal, online)
Possession, use, or distribution of controlled substances
<i>The purchase or consumption of alcohol</i>
<i>Smoking — 2nd or 3rd offense</i>
Sexual Harassment (Sexual Harassment has to be established and confirmed; simply reporting harassment does not create a Tier 3 actionable offense)
Digital privacy violations or unauthorized access
<i>Any physical violence, or verbal assault, deemed beyond a mistake or minor misjudgment</i>
Violation of any and all Korean laws
Creating, carrying, using, or threatening another person (or group) with a weapon (weapons can have non-traditional forms; any object used in a threatening manner can be a weapon)
Unlawful use of vehicles
Unlawful access of buildings with an intent to commit a crime
Plagiarism involving a third party exam (SAT, PSAT, AP, etc.)

Probable Consequences:

Tier 3 issues will be reported immediately to the Head of School, Principals, and Parents
Established and Verified Tier 3 issues will be reported to the legal authorities where required or appropriate
Tier 3 issues will be logged into PowerSchool
Students who have committed a Tier 3 offense will be suspended out of school. The length will be determined by the Middle School Principal (the Head of School and Senior Leadership Team will be consulted where appropriate)
In some cases, students will be recommended to the Head of School for removal from the school
Students who return from Tier 3 suspensions will Will be required to comply to a reentry plan in order to return which might include
<ul style="list-style-type: none"> • Mandatory on-site meetings with the Middle School counselor • Mandatory off-site counselling sessions • Formal restorative conference • Clearance from a mental health professional • Other conditions as decided by the administration or safeguarding team



Time for Reflection: Suspensions

In cases of Tier 2 or Tier 3 behavior, students may be assigned **In-School** or **Out-of-School Suspension** as a form of “Time for Reflection.” The purpose is not punitive, but to provide space for accountability, restoration, and planning for improved behavior. Students are expected to complete missed academic work and reflection tasks. The duration and conditions are determined based on the nature of the offense and student cooperation.

STUDENT AND TEACHER DIGITAL PRIVACY

All students and teachers have the right to privacy. This right also extends to digital privacy. Therefore, it is not permissible to record (video or audio) or take pictures of another student and/or teacher without the express permission of the individual in question. In addition, uploading, sharing, or posting recordings (video or audio) or images of another student and/or teacher without the permission of the individual in question is strictly prohibited.

LOCKERS AND VALUABLES

Students are provided and expected to use their locker to secure and lock computers, phones, backpacks, books, coats, gym bags, and the like. Students should refrain from bringing large sums of money or non-school related valuables.

While the school always assists students in recovering their lost valuables, it is important to note that the school will in no way accept responsibility for those valuables.

Periodically, teachers supervise locker clean-outs. We expect students to keep the hallways clean and free from backpacks and clothing. Furthermore, the school reserves the right to search student lockers whenever necessary.

Should a student’s locker malfunction and is unable to be locked, the student should report it to the Middle School office immediately.

AFTER SCHOOL SUPERVISION

At SJA Jeju, student safety is a top priority. In the Middle School, all students must be in supervised settings while on campus after school hours. To maintain a safe environment, the following expectations apply:

Supervised Activities Only: Students may remain on campus after the end of the school day only if they are participating in a school-sanctioned Co-Curricular Activities (CCA), sport, or are in a designated supervised area.

Designated Supervised Areas: Students who are not enrolled in an CCA but are participating in sports must wait in a designated supervised space until their activity begins. Approved areas include:

- Library
- Center for Academic Excellence

Students who do not wish to study or work quietly in one of these designated areas are encouraged to sign up for a CCA on the same days they have sports.

Students may not wait in unsupervised areas such as the Elementary Soccer Cage, PAC Foyer, Café, or other informal locations.

Departure Time for Unscheduled Students: Students who are not involved in any school-sponsored Co-Curricular Activity or sport must leave campus by 3:45 p.m.

We ask for parent cooperation in reinforcing these expectations. Ensuring students are school sponsored activities or off-campus after school helps maintain a safe, structured, and respectful environment for all members of the school community.

POLICY ON SUBSTANCE ABUSE

SJA Jeju recognizes and upholds the laws and statutes pertaining to the use of alcohol and other drugs within the Republic Of Korea.

Recreational drug use by students may result in disciplinary proceedings, including suspension or expulsion.

SJA Jeju believes that the best possible environment for learning is one in which faculty, staff, and students feel emotionally and physically safe and one in which the climate is open and supportive. The purpose of this policy is to discourage students’ use and abuse of drugs, tobacco, and alcohol and to establish procedures and consequences for students so involved. The goal of the policy is to foster healthy life habits for all students and their families and to provide a drug free environment.

For the purpose of this policy, the term “drugs” includes alcohol and chemical substances, both illegal and controlled, including any medication or substance, such as cough syrup, cold medicine, and pain relievers, inhaled or ingested above the product’s recommended dosage.

In cases where no such dosage information exists (e.g. certain inhalants), we will consult manufacturer’s health and safety guidelines for appropriate usage. The term “drug use” is defined as the possession or ingestion of any drug, including drugs prescribed for the student’s own use. The term “drug paraphernalia” means all equipment, products, devices, and materials of any kind which are used to process, prepare, store, contain, or conceal drugs, or that are used to inject, ingest, inhale, or otherwise introduce a drug into the human body.

Use and Possession of Tobacco and Controlled Substances

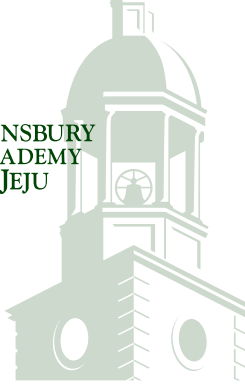
Students are not allowed to smoke or use or have in their possession any tobacco products or controlled substances, including (but not limited to) narcotics, prescription drugs, vape/e-cigarettes, snuff and chewing tobacco, on campus or at any SJA Jeju function.

Responsibility

SJA Jeju believes that the use and abuse of drugs and controlled substances by teenagers is wrong. SJA Jeju believes that the primary responsibility for each student’s total development, including health, character, citizenship, and personality development rests with the parents, with SJA Jeju assuming secondary responsibility. Realizing this secondary responsibility, SJA Jeju will provide education, prevention, intervention (including discipline), guidance, and referral to enable the students to make appropriate decisions regarding the use of drugs.

Erratic Behavior and Probable Cause

Erratic behavior is defined as irregular or uncertain behavior that might be the result of drug involvement. Any member of the SJA Jeju community who observes erratic behavior on the part of a student shall report the situation immediately to the Middle School Principal or his designee. Probable cause for drug testing and/or disciplinary procedures is present when SJA Jeju officials have reasonable cause to suspect that a search or a drug test of a student will turn up evidence that the student is violating either the law or the rules of the school.



Search & Seizure

At SJA Middle School, we are committed to creating a safe and secure learning environment for all of our students. As such, we have implemented the following search and seizure policy to ensure that our school remains safe and orderly.

1. Searches of students, their lockers, and their personal belongings may be conducted by school staff when there is reasonable suspicion that a student is in possession of prohibited or illegal items, or if there is a threat to the safety and well-being of our school community.
2. Searches of students' personal electronic devices, such as phones and laptops, may be conducted if there is reasonable suspicion that the device contains evidence of a violation of school rules or if it poses a threat to the safety and well-being of our school community.
3. All searches will be conducted by a school administrator or designee, in the presence of a witness, and in a manner that is respectful and sensitive to the student's privacy rights.
4. Any items seized during a search will be held by the school until the matter is resolved, and may be turned over to law enforcement.
5. Students have the right to challenge the reasonableness of a search by contacting another school administrator.
6. Parents or guardians will be notified of any search and seizure involving their child, and will be given the opportunity to speak with school administration about the matter.

This policy is not meant to infringe upon the rights of our students, but rather to create a safe and orderly environment in which all students can learn and grow.



PARENT CODE OF CONDUCT

In aligning with our Mission of Inquiry, Character, and Community and adhering to the philosophy and methodologies of learning, St. Johnsbury Academy Jeju prides itself on the quality of teaching, learning and pastoral care provided to the students.

All members of the SJA Jeju community should contribute to the respectful, inclusive and compassionate atmosphere where differences and even the most difficult of challenges can be overcome with open communication, risk-taking, and respect.

The home-school partnership plays an essential role when facing challenges, conflict resolution and problem-solving. We require open dialogue between parents and faculty in order to ensure that any concerns about students well-being and academic/social performances are resolved efficiently and effectively.

This version reflects expectations specific to the developmental stage and context of students in Middle School (Grades 6–8).

Code of Conduct:

As a parent member and stakeholder of St Johnsbury Academy Jeju, I agree to:

- Be an advocate for the SJA Jeju mission.
- Model the SJA Jeju mission to my children, parents in my communication and all interactions with them.
- Seek to resolve issues/concerns in a positive way and follow the appropriate lines of communication, especially as students navigate more complex social and academic challenges.
- Support the school in guiding appropriate student behavior in digital environments, including messaging platforms, group chats, and social media. Recognize that student actions in these spaces, whether during or outside of school hours, should reflect the values of respect, kindness, and responsibility.
- Not to put other parents, staff, or students in a situation where they are forced with making choices that may not be aligned with their morals and values outside of school.
- Understand that SJA Jeju is an apolitical, inclusive learning institution that presents a range of political, economic, religious, and social ideas without promoting any specific one.
- Adhere to the policies and guidelines outlined by the Behavior Policy.
- Ensure appropriate supervision and engagement during SJA Jeju activities and events, while recognizing students' growing independence. Students who are not participating in a school-sanctioned Co-Curricular Activity or sport must leave campus by 3:45 p.m., unless they are in a designated supervised area (such as the Library, Center for Academic Excellence, or Middle School Learning Pod 1). Students who are participating in a sport but not enrolled in a Co-Curricular Activity must remain in one of these supervised areas and may not wait in unsupervised locations such as the Elementary Soccer Cage, PAC Foyer, or Café. Parents are expected to ensure their children follow these supervision guidelines to support the safety and well-being of all students.

Parent Expectations

- Find ways to actively contribute to a positive atmosphere at school.
- Be an active partner in your child's (children) education by attending school events, parent conferences, and other school activities.
- Commit to reading the information that comes from the school through the school newsletter, class websites and emails, direct email and SMS messages.
- Agree that the Middle School Elementary Student Parent & -Parent Student Handbook has been read and will abide by the expectations.
- Assume SJA Jeju has the best interest for your child and the greater community.
- Trust the school to investigate and address behavior issues that occur in school. Parents will be informed of the incident and outcomes concerning their own children.
- All conversations and consequences for other children are strictly confidential and will not be shared with other families.
- For the safety and security of all students and adults on campus, we ask that parents not deal with conflict directly with other students at the school or in a disrespectful manner to other parent community members.
- Support the school in guiding responsible use of technology and social media, both during and outside of school hours.
- More information will be shared with a signed document at the beginning of every school year.

Acknowledgment of Handbook Review & Support

Middle School Student and Parent Handbook – SJA Jeju

Please complete one of the following to confirm your review of the Middle School Student and Parent Handbook:

- **Option 1:** [Fill out the form online](#)
or
- **Option 2:** Sign the statement below and return it to the Middle School Administrative Assistant:

I have read the Middle School Student and Parent Handbook and will strive to follow the policies outlined within. I will do my best to help my child understand and meet the school's expectations. I support SJA Jeju in working toward a successful school year and look forward to the school providing a comprehensive, professional educational program in a safe and inspiring learning environment.

PARENT/GUARDIAN SIGNATURE

DATE

STUDENT NAME

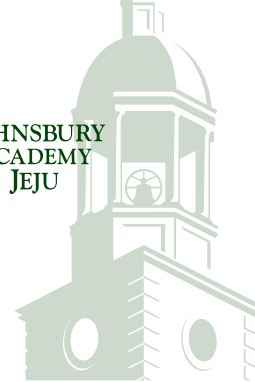
GRADE LEVEL



APPENDICES

APPENDIX I: MS Faculty List

G6 English	Dr. Ruth Cumberland
G7 English & Curriculum Coordinator	Samantha Fromme
G8 English	Laura Johnson
G6 Math	Ciaran Bradley
G6 Mathematics	Kendra Song
G7 Math	Jan Laverlot
G6 Science	Henco Coetzer
G7 Science & Marine Biology	Owen Arbuthnot
G8 Science	Kurt Dombkowski
G6 Social Studies	Jonathan Sceerey
G7 Social Studies	Hien Nakai
G8 Social Studies	Courtney Sant
G6 Korean Language & History	Jiyou Lee
G7 & 8 Korean Language	Seungnam Lee
G7 Korean History & KFL	Jisu Seo
Mandarin Teacher	Xiaoping Li
Spanish	Benjamin Orwin
Music	Dr. Nahee Song
Art Teacher	Dirk Vandenberg
PE Teacher	Sean Spiller
PE Teacher	Benjamin Tanaka
STEAM / Robotics / Computer Science	David Thaggard
EAL Teacher	Brittany Lyons
EAL Teacher	David Howell
Assistant Librarian	Juliet Kim
Librarian	Sarah Broz
Academic Support Teacher	Sean So
SEN Counselor	Matthew Glenn
Secondary Instructional Coach	Tara Graves
Substitute	Kristi Schollenberger
Administrative Assistant	Demi Lee
Administrative Assistant	Jessica Ko
Dean of Student Wellbeing	Xochytl Nakai
Assistant Principal	David Hill
Principal	Jason King



APPENDIX II: Communication Protocol

St. Johnsbury Academy Jeju has developed guidelines for what the school believes is the most effective way for a parent to handle a concern about his or her child's academic/school program. St. Johnsbury Academy Jeju's protocol is that the parent should approach the person most closely connected to resolving the concern, which, with most academic issues, is the teacher. Contact can be made at parent-teacher-student conferences, e-mail, or phone, or in a face-to-face meeting. St. Johnsbury Academy Jeju's commitment is to respond to a call/email within 2 school days.

Then, if the parent and the teacher cannot agree upon a resolution, or if the agreed-upon actions are not carried out, parents are welcome to bring the issue to the attention of the Assistant Principal, and next the Principal if no resolution is met, and then, if necessary, to the Head of School. This process not only provides the most direct route to resolving a problem, it also opens up an all-important communication channel between parents and teachers. Sometimes what parents hear at home does not quite match what they might find out from communicating directly with a teacher. As a result, what was starting to grow as a concern could have really been a communication failure, quickly remedied with a parent-teacher conversation.

SJA Jeju Policy Statement

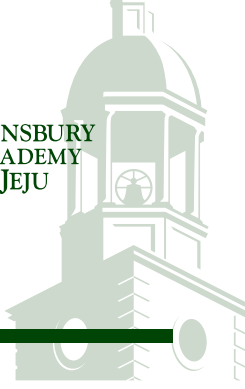
In aligning with our Mission of Inquiry, Character, and Community and adhering to the philosophy and methodologies of learning, St. Johnsbury Academy Jeju prides itself on the quality of teaching, learning and pastoral care provided to the students. All members of the SJA Jeju community should contribute to the respectful, inclusive and compassionate atmosphere where differences and even the most difficult of challenges can be overcome with open communication and respect. The partnership between home and school plays an essential role when facing challenges, conflict resolution and problem-solving. We require open dialogue between parent and school in order to ensure that any concerns about students well-being and academic/social performances are resolved appropriately.

When concerns arise there are processes to resolve the issues to the best of the school's ability. These issues are dealt with proper documentation and transparency. This is a whole school policy and applies to Early Childhood, Elementary, Middle and High School. There are lines of communication that parents should follow.

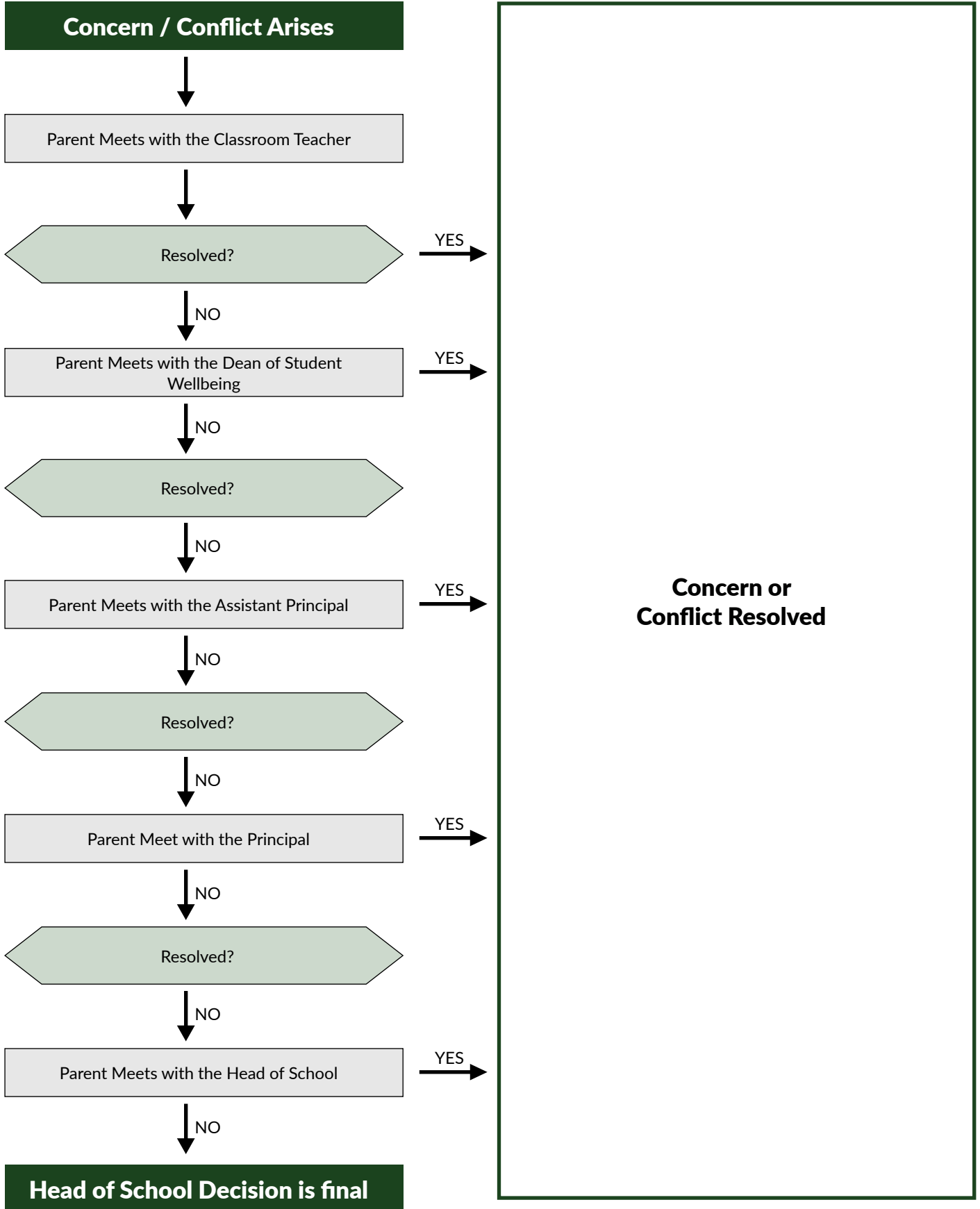
Lines of Communication

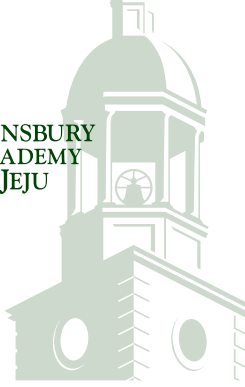
Contact can be made at conferences, by email, phone, or in a face-to-face meeting. Our commitment is to respond to your call/email within 48 hours. Although not always possible, a face to face meeting is the most direct route to resolving a concern. It also opens up the all-important communication channel between parent and teacher. We strongly encourage parents to directly communicate with the classroom teachers. If translation is needed, please give some prior notice or schedule the meeting in advance to ensure clear communication. Please keep in mind that sometimes what parents hear at home does not always match what they might find out from talking to the teacher directly.

After discussing with the teacher, if it is felt the matter is still unresolved, the parent may inform the teacher of their concerns and request a meeting with the Divisional Administration. If it is still felt a resolution is not reached with the Divisional Administration, the parent may inform the Divisional Administration of their continued concern and request a meeting with the Head of School. In this case, the Head of School's decision is final.



APPENDIX III: Communication and Conflict Resolution Flowchart





APPENDIX V: CHILD SAFEGUARDING POLICY

Students need the foundation of a healthy, safe, and supportive school environment to achieve their full learning potential and social-emotional development. SJA Jeju takes this responsibility to safeguard the welfare of its students seriously, and is committed to engaging in rigorous systems and practices to create and maintain a school environment and community culture that is ripe for learning and growing. This robust mandate stems from our duty to care for all students, the unique characteristics of international schools and communities, and drive our prioritization of safeguarding at SJA Jeju.

[The full safeguarding policy can be found here.](#)

