



ST. JOHN'S SCHOOL



Parent - Student  
**HANDBOOK**  
2025 - 2026

*Ad Astra Per Optima: Reach for the Stars.*

2025-2026  
Parent-Teacher  
**HANDBOOK**



ST. JOHN'S SCHOOL

This handbook belongs to:

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_



# ST. JOHN'S SCHOOL

## Calendar 2025-2026

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June 9 - June 27	Summer School (Session 1)
June 19	School Holiday – Juneteenth National Independence Day
July 4	School Holiday – Independence Day
July 7 - July 25	Summer School (Session 2)
July 21	School Holiday – Liberation Day
August 1	Professional Development Day for New Teachers
August 4, 5, 6	Teacher Professional Development Days
August 7	First Day Q1
September 1	School Holiday – Labor Day
October 10	Last Day Q1
October 13	School Holiday – Global Heritage Day (Formerly Columbus Day)
October 14	First Day Q2
November 7	Parent/Teacher Conferences
November 10	Teacher Workday
November 11	School Holiday – Veterans Day
November 27-28	Thanksgiving Break
December 18	Last Day Q2 – Noon Dismissal
December 19 - January 12	Winter Break
January 12	Teacher Professional Development Day
January 13	First Day Q3
January 19	School Holiday – Martin Luther King Day
February 13	Parent/Teacher Conferences
February 16	School Holiday – Presidents Day
February 27	Half-Day PD
March 2	School Holiday – Guam History and Heritage Day
March 20	Last Day Q3
March 23 - March 27	Spring Break
March 30	First Day Q4
April 3	School Holiday – Good Friday
April 6	School Holiday – Easter Monday
May 1	Half-Day PD
May 22	Baccalaureate
May 23	Commencement
May 25	School Holiday – Memorial Day
June 3	Last Day Q4 – Noon Dismissal

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## MISSION STATEMENT

*St. John's School, in the Episcopal tradition, supports students pursuing excellence through a college preparatory program promoting transformative principles of faith, integrity, active learning, service, and global consciousness.*

St. John's School was founded in order to provide an advanced educational opportunity to the residents of Guam and the Western Pacific. St. John's is a private, college preparatory school that strives to provide the highest quality academic and extra-curricular education and is intended for students who plan to continue on to a higher education. St. John's will respect each student as an individual and will endeavor to promote:

- **Quality Educational Programs**, which will provide the students with firm basic knowledge and learning habits so that they may enter subsequent schools with a solid base and perhaps a head start.
- **Christian Values** by modeling and experiencing the spiritual values of faith, hope, love, and service so fundamental to meeting the crises of today and the unknowns of tomorrow.
- **Social Responsibility** by creating an environment conducive to the growth of integrity, social conscience, initiative and by the development of responsible persons who understand and appreciate the different faiths and cultures which surround them.
- **Self-Awareness** by stimulating through the best possible education the personal, spiritual, and intellectual development of each child to his/her full potential.

The achievement of these goals requires a student body of high quality in both academic and extracurricular aspects; high quality teachers who are capable of establishing a personal rapport with the students and inspiring them to make an individual commitment to their own educational development, and, finally, a physical setting, educational tools, and school administration which will promote the productive interaction between the students and the teachers.

## OUR SCHOOL'S PHILOSOPHY

Underlying the entire St. John's School program is the belief that the personal relationship fostered between student and teacher is the key to learning. Out of this relationship, identity replaces anonymity; skills, knowledge and genuine affection for learning are acquired; an atmosphere of acceptance, encouragement and love is engendered. The closeness of the student-teacher relationship offers teachers a deeper understanding of student strengths and offers students an experienced guide in overcoming weaknesses. The enrollment figure for the Upper School is set to best incorporate the advanced studies of the International Baccalaureate and Advanced Placement programs into the curriculum. The school is large enough to offer a wide variety of curricular and co-curricular activities and yet sufficiently small, with favorable student-teacher ratios, to facilitate close relationships between students and teachers and foster a sense of community among all. Guided by trained and empathetic instructors, education at St. John's School values the spirit of free inquiry in the liberal arts, promotes the ideals of authentic character and responsibility, and seeks the full and proper self-expression of mind tempered by the honored discipline of sound intellectual application. The curriculum intends that St. John's School graduates may enter the most selective and prestigious colleges and universities throughout the United States and the world.

## SCHOOLWIDE LEARNER OUTCOMES

St. John's graduates aim to be:

### **Compassionate Citizens**

...who are open-minded to and respectful of the values, beliefs, and traditions of others.

### **Community Leaders**

...who are prepared to identify and take action on matters of community and global concern.

### **Independent Learners**

...who are curious, critical thinkers willing to persevere with integrity.

### **Articulate Communicators**

...who are confident collaborators, active listeners, and responsible digital citizens.

## STUDENT CODE OF CONDUCT

As a student of St. John's School, I will:

- Strive to conform to the principles of faith, integrity, active learning, service and global consciousness in accordance with our school's mission.
- Serve as a reputable, worthy, and valuable representative of St. John's School inside and outside the classroom.
- Exhibit compassion and respect toward all.
- Obey the rules, regulations, and laws of my school, my community, and my nation.

## BACKGROUND

Founded in 1962, St. John's School is a coeducational school for students in grades pre-kindergarten through twelfth grade. The Lower School is from Pre-K3 to grade 5; the Middle School is from grades 6 – 8; and the Upper School is from grades 9 – 12. The school is affiliated with the Episcopal Church in Micronesia and welcomes students of any religion, national or ethnic origin. St. John's is accredited by the Western Association of Schools and Colleges and is authorized to award the IB Diploma by the International Baccalaureate Organization.

## BOARD OF TRUSTEES

The Board of Trustees (BOT) is chaired by the Bishop of the Episcopal Diocese of Hawaii. The day-to-day business of the BOT is conducted by the president who resides on Guam, and board members who participate in committees and in monthly meetings. The BOT is responsible for formulation of policies, for planning and evaluation of operation of the school, and for the exercise of leadership in the continuing maintenance of quality education at St. John's School. A list of current trustees can be found on the school website.

## FACILITIES

St. John's School occupies a 15-acre tract of land with a spectacular view of beautiful Tumon Bay. The Upper School classroom building is a four-level building containing fifteen general-purpose classrooms, an art studio, three science laboratories, and the Vance O. Smith Learning Resource Center. The Middle School Building is comprised of eight additional classrooms. The Imelda D. Santos Lower School building consists of 24 general and specialized classrooms. Grades Kindergarten through five are housed in this building. The Dale Jenkins Gymnasium provides facilities for athletics and the performing arts, and St. John the Divine Church is available for weekly chapel services and special events.

## SCHOOL HOURS

Class hours vary by school level. Please refer to the school's website for actual school day hours of instruction.

## ACADEMIC CALENDAR

The academic calendar is based on a four-quarter/two semester system for the purposes of grading and reports. Check the website for updates ([www.stjohnsguam.com](http://www.stjohnsguam.com)). **It is important for families to plan trips according to the scheduled vacation dates in the calendar so that students do not miss class days.** This is particularly true at the end of each semester, as teachers do not generally give early exams in the Middle and Upper Schools.

## ACADEMIC STANDARDS

St. John's strives for high academic standards and expects its students to perform commensurate to their ability and experience. The faculty and administration of St. John's believe that good study habits are essential to learning. Creating these habits is the corporate responsibility of students, parents, and teachers. St. John's strives to offer a quality educational program in a setting in which:

- Academic excellence is fostered
- Christian principles become a model for behavior
- Citizenship, in and out of class, is stressed
- Students meet or exceed national norms on standardized tests
- Students need not be concerned for their personal safety
- Teachers are qualified for the positions they hold
- Differences of race, ethnicity, and faith are respected and enjoyed
- Small student/teacher ratio provides opportunities for individual help as needed
- Alignment of programs is insured
- Co-curricular activities are offered in proportion to academics

## GRADING SYSTEM

Teachers are the determiners of student grades in line with parameters and expectations stated in their course syllabi. A syllabus for each course in which a student is scheduled will be provided to students and parents at the beginning of the school year (or semester for one-semester courses).

Report cards are issued on a quarterly basis. At mid-quarter, interim reports are prepared to inform parents of the students' progress. This provides ample time to improve performance and correct concerns that impact a student's progress before the quarter ends. The school also provides an on-line portal for students and parents to maintain awareness of current progress in classes. Teachers are to update progress on assignments on a regular basis. Parents are encouraged to check this on-line resource and communicate any concerns with teachers and/or administrators.

Quarter grades obtained in the upper school will appear on each student's official transcript.

It should be noted here that administrators do not make changes to grades submitted by teachers. Any appeal of a documented grade must go through the grievance process described on page 21.

Grading Symbols:

### LOWER SCHOOL

Pre-Kindergarten – Grade 2

Grading Scale:

E (exceeds grade-level standards)	100-90
M (meets grade-level standards)	89-75
P (progressing towards grade level standards)	74-60
I (59 and below)	

Grades 3 - 5: Symbols used:

A, B, C, D, F (+ or -) for the academic subjects

K3-5<sup>th</sup> Grade CITIZENSHIP scale: 1-4

- 1= "exceeds" grade-level standards (A range)
- 2= "meets" grade-level standards (B+ to C range)
- 3= "progressing" toward grade-level standards" (C to D- range), and
- 4= "insufficient progress toward grade-level standards" (F range).

## MIDDLE SCHOOL (6 – 8)

St. John's School academic grades apply and are as set forth below:

PERCENTAGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Middle School elective classes may be evaluated on a Pass/NoPass basis. An average of 76 or above is required for a Pass. Courses taken on such a basis are not included in grade point calculations. Interim Progress Reports can be monitored on-line.

## UPPER SCHOOL (9 – 12)

St. John's School academic grades apply and are as set forth below:

PERCENTAGE	GRADE
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

AP and IBH courses have the grade value multiplied by a factor of 1.05 for grade reporting, provided the student's grade is 60 or above. Interim Progress Reports can be monitored on-line.

## CITIZENSHIP

Student conduct is assessed and graded on a scale of 1 through 4.

The elements that are assessed include the following general areas:

Academic integrity	Active participation
Involvement	Punctuality
Respect for school (property/rules)	Respect for others (teachers/students)
Positive attitude	Service to others
Kindness/Courtesy	Responsiveness to constructive discipline

Any suspension from school disqualifies a student from the honors lists.

Three instances of unexcused tardiness reduce the citizenship grade one level.

The citizenship grading standard is as follows:

Excellent conduct (1)	Satisfactory conduct (2)
Conduct that needs improvement (3)	Unacceptable conduct (4)*

*\*If a student receives a 4 in citizenship, he/she is ineligible for any activity that meets outside of class time for more than 5 hours per week (i.e., Sports and Performing Arts).*

## **ACADEMIC HONORS LISTS**

### **Headmaster's List:**

A student who earns a quarterly grade point average of 92 or higher and a citizenship average no higher than 2.00, with no Ds, Fs, 4s, or Us will be placed on the Headmaster's List for that quarter.

### **Honors List:**

A student who earns a quarterly grade point average of 87 to 91, with the same requirements shown above, will be placed on the Honors List for that quarter.

Students receiving scholarship assistance are expected to maintain a "B" (80%) average or better in all subjects and an overall citizenship average greater than 2.25.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences provide parents and teachers an opportunity to meet and discuss students' performance in class. Parents are welcome to request conferences with teachers at any time during the year. Traditional Parent-Teacher Conference days are scheduled during the second and third quarters.

## **BOARD OF REVIEW (ACADEMIC)**

If a student earns a GPA of less than 70%, or has one or more Fs, or three or more Ds at the end of a quarter, he or she will be placed on the Academic Watch List for the following quarter. If the student's grades improve, he/she will be removed from the Academic Watch List. If grades do not improve, the student will be placed on the Academic Probation List for the next quarter. If grades subsequently improve the student will be removed from the Academic Probation List. Failure to improve will place the student on Final Academic Probation and may lead to grade level retention or dismissal from the school.

## **LOWER SCHOOL CURRICULAR PROGRAM**

The St. John's School curriculum is college preparatory. In keeping with the school's philosophy, it is our responsibility to begin collaborative instruction in the Lower School that prepares students for continued success through Middle and Upper School and ultimately to success in college. Implementation of the curriculum goals and objectives is carried out by highly qualified teachers using a variety of instructional techniques and resources that are current and proven effective. Small class sizes insure the delivery of instruction and support for every student.

PK-3 to grade two are self-contained classes, and a homeroom teacher is in charge of teaching all the academic subjects in this environment. Curriculum maps insure uniformity and consistency in the implementation of the curriculum.

Special subjects such as: Art, Computer, Music, Religion and Physical Education are taught once or twice a week by teachers who specialize in these areas.

Grades 3-5 are semi-departmentalized and teachers teach their subject of specialization to maintain the quality of instruction and student achievement. This approach allows all the students to benefit equitably from the expertise of the teachers.

## **INTERNATIONAL STUDENTS**

International students attend St. John's School classes with intense academic support from dedicated faculty and English language specialists. English as a Second Language (ESL) classes are offered to assist students with their academic challenges and foster cultural understanding of their new environment. ESL labs may be available upon request or as needed. In addition, the faculty provides accommodations and personal support that nurture English language growth. Student progress is evaluated quarterly.

## MIDDLE SCHOOL COURSE OFFERINGS:

### English

English 6  
English 7  
English 8

### Social Studies

6<sup>th</sup>: Civics/Modern Guam History  
7<sup>th</sup>: World Geography  
8<sup>th</sup>: Ancient World History

### Science

6<sup>th</sup>: Earth Science  
7<sup>th</sup>: Life Science  
8<sup>th</sup>: Physical Science

### Math

General Math 6, 7  
Pre-Algebra  
Algebra I  
Geometry

### PE

PE Grades 6, 7, 8  
Health

### Languages\*

Spanish  
Japanese  
Chinese

### Other Courses\*

Religion  
Music  
Developmental Voice  
Band  
Tech  
Classical Orchestra  
Art  
Drama  
Life Skills  
Advanced Problem Solving  
Robotics

**\*Subject to availability**

## UPPER SCHOOL COURSE OFFERINGS:

### English

English 9  
English 10  
IB HL English\*\*  
IB SL English\*\*  
Speech  
Mythology  
Writer's Workshop

### Social Studies

Modern World History  
AP US History 10  
AP Comparative Gov't  
US History 10  
History of the Marianas  
IB HL History  
IB SL History  
IB HL History Americas\*\*  
IB SL History\*\*  
AP Psychology  
IB SL Economics

### Math

(Pre Algebra)  
Algebra I  
Geometry  
Algebra II  
Pre Calculus  
Advanced Math  
AP Calculus AB  
AP Statistics  
AP Calculus BC  
IB HL Math AA\*\*  
IB SL Math AA\*\*  
IB HL Math AI\*\*  
IB SL Math AI\*\*

### Science

Biology  
IB SL Biology\*\*  
IB HL Biology\*\*  
General Chemistry  
IB HL Chemistry\*\*  
IB SL Chemistry\*\*  
General Physics  
IB SL Physics\*\*  
IB HL Physics\*\*  
AP Physics I  
AP Physics II  
IB HL Environmental Systems & Societies\*\*  
IB SL Environmental Systems & Societies\*\*  
IB HL Sports, Exercise & Health Science\*\*  
IB SL Sports, Exercise & Health Science\*\*

### Physical Education

Physical Education  
Weight Training  
Court Games  
Swimming

### Modern Languages

Japanese I  
Japanese II  
Japanese III  
Japanese IV  
IB Ab Initio Japanese  
IB HL Japanese\*\*  
IB SL Japanese\*\*  
Japanese Studies  
Spanish I  
Spanish II  
Spanish III

Spanish IV  
IB HL Spanish\*\*  
IB SL Spanish\*\*  
Mandarin I  
Mandarin II  
Mandarin III  
Mandarin IV  
IB SL Mandarin\*\*  
IB HL Mandarin\*\*

### Religion/Philosophy

World Religions 10  
Intro to Philosophy 10  
IB Theory of Knowledge\*\*

### Fine and Performing Arts

Art  
IB HL Visual Arts\*\*  
IB SL Visual Arts\*\*  
Ceramics  
Classical Orchestra  
Band  
Pre IB Music  
IB HL Music\*\*  
Drama

### Other Courses

Yearbook  
Passion Based Learning  
College Guidance  
College/Career Transitions & Skills

**Most courses are one full school year in length.**

**Exceptions are notated:**

**\*\*Two Year Class**

### **NOTE:**

1. All students are required to maintain a full course load for their entire time of enrollment at St. John's School. Four years of Upper school (grades 9-12) enrollment is required.

2. Diploma and departmental credit may, in certain cases, be awarded for appropriate courses taken at other schools prior to entering St. John's.
3. Department requirements for transfer students may be modified based on the ability to schedule needed courses. Any modification of those requirements will require the authorization of the Head of School.

## PROMOTION AND GRADUATION REQUIREMENTS

### PROMOTION

Most SJS courses are one full year in duration; only a few are semester-long courses. Credits are accrued in semester units, one-half credit for each semester with a passing mark (60 or above) for the semester average. Thus, a full-year course would garner one credit for two successfully passed semesters. The calculated year average of all four quarters is used only to compute GPA for the year.

Grade level status in the Upper School is determined by the number of credits earned, as shown below:

- A student must earn 5.5 credits to be promoted to tenth grade.
- A student must have accrued 11.5 credits to be promoted to eleventh grade.
- A student must have accrued a total of 19 credits to be considered a senior.

Considerations for transfer students will be assessed on an individual basis.

All students are required to maintain a full course load for their entire time of enrollment at St. John's School.

### TRANSCRIPTS

Official St. John's School transcripts include all quarter marks recorded in grades 9 through 12. Transcripts for current students are prepared without charge. Following withdrawal or graduation, one free transcript will be sent as directed. Additional transcripts will be prepared and sent for a fee—currently \$20 but subject to change.

### GRADUATION

In order to qualify for a St. John's School Diploma, a student must:

1. Earn 22 credits
2. Meet the following course requirements:
 

a. English	4 credits
b. Mathematics	
(including Algebra I, II, Geometry, and higher)	3 credits
c. Social Science	4 credits
d. Modern Languages	3 credits
e. Natural Sciences	3 credits
f. Fine Arts	1 credit
g. Philosophy and Religion	1 credit
h. Physical Education	1 credit
i. Theory of Knowledge	1 credit
j. Electives	1 credit
3. Sit for at least 3 AP or IB exams
4. Complete 100 hours of participation in the creative, action and social service (CAS)

## CREATIVITY, ACTION, SERVICE (CAS)

CAS is a framework for experiential learning designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. St. John's students are expected to develop in the areas of Creativity, Action and Service. As a graduation requirement, each student must acquire a minimum of 100 credit hours of CAS activities during the junior and senior years. **Creativity** (at least 25 hours) credits enable students to develop a sense of the aesthetic and develop their artistic abilities. **Action** (at least 25 hours) credits allow students to develop their physical abilities and begin a lifestyle that is characterized by good health. **Service** (at least 20 hours) is a fundamental obligation of all members of society. Each student is encouraged to practice these ideals on an on-going basis. Students must participate in **a sustained service activity** over a period of 6 months and earn at least 30 credit hours. All activities must be approved by the school before any credit can be awarded. Credit hours are awarded by activity and must be sanctioned by an adult supervisor. For more information about CAS, please visit our website at [www.stjohnsguam.com](http://www.stjohnsguam.com).

## ADVANCED COURSES OF STUDY

### INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The International Baccalaureate (IB) Diploma Program is a rigorous two-year curriculum begun in the junior year of high school. Individual course certificates and the IB Diploma are universally recognized and may merit college credit and/or advanced placement at the world's leading universities. IB Diploma candidates must earn CAS credits. CAS is organized around the three strands of creativity, activity and service defined as follows:

- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance
- **Action** - physical exertion contributing to a healthy lifestyle
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service. All IB Diploma candidates are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. Completion of CAS is based on student achievement of each learning outcome. Through their CAS portfolio, IB Diploma candidates provide the school with evidence demonstrating achievement of each learning outcome. SJS students must discuss their achievement of the CAS learning outcomes in their reflections.

### LEARNING OUTCOMES

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

### ASSESSMENT POLICY

Underlying the entire St. John's School program is the belief that the personal relationship fostered between student and teacher is the key to learning. Out of this relationship, identity replaces anonymity; skills, knowledge and genuine affection for learning are acquired; an atmosphere of acceptance and

encouragement is engendered. The closeness of the student-teacher relationship offers teachers a deeper understanding of student strengths and offers students an experienced guide in overcoming weakness. With this in mind, we believe assessment is the measurement of what students know and can do. Effective assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment is managed through an active partnership among students, teachers, and parents/guardians.

Key to developing meaningful assessments guided by these principles is the belief that:

#### **Students**

- and teachers should be involved in assessment
- have different learning styles
- have different cultural experiences, expectations, and needs
- perform differently according to the context of learning
- see self-assessment and peer assessment as a natural part of the learning process
- should receive feedback that is meaningful, constructive, and timely

#### **Learning**

- is developmental in nature
- is shaped by well-informed and purposeful instructional approaches
- is enhanced by direct experience and compelling situations
- is ongoing throughout life

#### **Assessment**

- is part of the learning process---not simply an activity done separately by teachers after students have completed an assignment
- is designed by teachers to incorporate a variety of methods that are relevant and engaging
- engages students in reflecting on their learning and gives both students and teachers an opportunity to analyze learning and understand what needs to be improved
- is geared toward an appraisal of a broad range of concepts, attitudes, knowledge, and skills appropriate to an international and increasingly complex world
- should reveal what the student knows and understands
- should allow all stakeholders to see evidence of learning
- is criterion-referenced using guidelines established by the school in accordance with the IBO, NCTE, NCTM, NSTA, NCSS, NCLRC and other disciplinary organizations.
- is reflective of the attributes and desired outcomes of the IB Learner Profile

#### **Why do we assess?**

Teachers at St. John's School assess their students in order to:

- monitor the progress of individual student learning and achievement
- extend the student's learning
- determine the effectiveness of teaching
- align/adjust and inform the curriculum/ instructional planning
- help evaluate the suitability of courses
- provide guidance for the student
- motivate students

#### **How do we assess?**

- Both formal and informal assessments are conducted. (Assessment is defined within the IB Diploma Programme Assessment Principles and Practice as "a term used to cover all the various methods by which student achievement can be evaluated." Formative assessments lead to reflective

practices by both the student and the teacher. They direct future student learning as well as further instruction by the teacher. Summative assessments determine the level of knowledge gained through a particular course of study. Formative and summative assessments together provide a picture of what a student has learned up to that assessment date.)

- Formal assessment includes tests, quizzes, projects (individually as well as in collaboration with partners), portfolios, reports, presentations, compositions and essays, experiments, historical investigations, sketchbooks, studio work, response journals and homework, etc.
- Informal assessment is done through observation, discussions (in small groups and whole class), reviews, peer critiques, and homework, etc.
- In keeping with the school's philosophy, multiple modes of understanding should be applied to formative assessments to foster critical and creative thinking.
- Teachers are given the freedom to assign categories and weight these categories. IB teachers must pay special attention to integrate assessments that will prepare students for success in the required IB assessments for their subjects.
- No one assignment, test, or project may count for more than 20% of the student's entire grade for any given marking period.
- All grades entered in the grade book for any class must reflect academic achievement.
- Any "extra credit" opportunities, if available, must be tied to the subject matter in a meaningful way and must be available to all students without discrimination. • Above all, assessments must be fair, balanced, and relevant.

### How do we record and report?

Teachers record grades on a web-based grading program where students and parents in the Upper School can regularly check student progress. Teachers in Lower School and Middle School communicate daily to parents via planners, email, newsletters as well as the web-based grading program regarding student work. Teachers are encouraged to use technology resources, including Google Classroom and Google Sites to regularly update students and parents about assignments and class information. Through Google Classroom, teachers can provide feedback as the student is completing the task as well as summatively at the end of the assigned task.

Progress reports are issued four times a year---at the 5th week of each quarter. Quarter and semester grades are recorded and made available to parents either online or via report cards. Parent-teacher conferences are scheduled during the second quarter and the third quarter. Parents and teachers may request a meeting at any time during the school year as needed.

### IB Diploma Program

Diploma Requirements at SJS	Criteria
3 Standard Level and 3 Higher Level Subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay and Oral Presentation Grades earned A (highest) to E (lowest)
Extended Essay	4000-word essay Grades earned A (highest) to E (lowest)
Creative, Action, Service	18 months of documented activity with evidence of learning outcomes completed

In the International Baccalaureate Diploma program, students demonstrate learning through formal, IB-required assessments that result in final IB marks ranging from 1 (low) to 7 (high). In high school semester grades earned become part of the student's transcript that may be reported to colleges, employers, and others.

## **Responsibilities**

### Student Responsibilities:

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments, without excuse
- Follow deadlines as outlined on the IB assessment calendar
- Maintain relationships with Extended Essay and CAS supervisors
- Develop study skills and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on the web-based grading program, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Understand and adhere to all requirements for academic honesty

### Parent Responsibilities

- Discuss assignments and assessments with students frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time
- Monitor student progress through the web-based grading program

### Teacher Responsibilities

- Assume responsibility for students' learning by being proactive in providing help, monitoring progress, and reflecting on students' strengths and weaknesses revealed through class assignments and assessments
- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines
- Maintain appropriate documentation regarding student progress with IB Coordinator to adequately monitor student progress
- Communicate with students and parents frequently regarding students' progress
- Focus on the assessment of student learning outcomes more than covering subject content
- Analyze data to identify patterns of student performance and need
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Refer to the IB calendar before scheduling major assessments and projects
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments to determine what students know and to inform instruction
- Refer to IB Resource Center often in order to stay current on curriculum assessment

## **ADVANCED PLACEMENT PROGRAM**

The College Board's Advanced Placement Program enables students to pursue college-level courses while in high school. Based upon AP exam results, students may earn credit and/or advanced placement for college.

## HOMEWORK

It is the policy of the school to regularly and frequently give homework and outside assignments to students with the amount varying at the different grade levels. The assigning, reviewing and evaluating of homework is an integral tool used by teachers in the educational process.

Homework is designed for one of the five following reasons:

- *Practice* (provides opportunities to apply recent learning/skills)
- *Continuation* (to complete classroom work)
- *Preparation* (obtain background information to prepare for the following day's discussion)
- *Extension* (extend a concept and/or skill learned in a new situation)
- *Creative* (project-based learning)

### STUDENT RESPONSIBILITIES:

St. John's expects that its students will:

- Attend classes regularly, being absent only for valid, excusable reasons.
- Complete assignments on time with a high level of quality
- Ask for assistance/clarification when necessary
- Keep the necessary tools available at school and home
- Make-up missed assignments due to absence

### PARENT RESPONSIBILITIES:

- Expect student homework to be assigned every school day
- Assist student in keeping academic learning time focused and on task  
(*Remove distractions such as television, computer social networks, etc.*)
- Provide a dedicated homework area  
(*Desk with proper lighting, tools, and computer with internet & printer*)
- Ensure student receives proper nutrition and sleep  
(*Restrict junk food and ensure at least 8 hours per night of quality sleep*)
- Understand that students may not (or should not) participate in all events, sports, etc.  
(*There are many activities and not enough time in the day for every activity at SJS*)

Lower School and Middle School:

Homework should be no more than ten minutes multiplied by the grade level of the students (for example, 4th grade = 40 minutes, 8th grade = 80 minutes) per night.

Upper School: Homework should generally be no more than two and one-half hours per night.

## STUDENT ELECTIONS

Students in the Middle and Upper School may run for elected office within their clubs or classes. Candidates for office must have a GPA of 80% or better, a citizenship average of 2.25. Class officers and STUCO representatives may only hold one elected office. If a club/class officer receives 5 detentions he/she will be counseled by their advisor and may be asked to resign their elected position. Elected officers at St. John's are expected to act as role models for the school. Getting repeated detentions is not considered role model behavior.

## ACADEMIC HONESTY

The pursuit of academic excellence should never be misconstrued as an emphasis on the acquisition of high grades for their own sake. Academic marks should represent the quality of knowledge and skills acquired and reflect the level of effort expended by the student. Cheating to achieve a higher grade is

counterproductive to learning and is a gross violation of the St. John's Student Code of Conduct. Any St. John's Student found to be cheating will be dealt with according to the following procedures:

For the first offense--

- A zero for the work, and requirement that the assignment be done again but without a grade/credit being given
- A 4 for citizenship for the quarter
- Notification to the administration so the offense can be recorded in the student's file and further offenses can be seen as such
- A Mandatory Parent Conference

For the second offense or a flagrant violation (such as sharing a test with others)—

- All of the above plus academic suspension
- A 4 in citizenship
- Removal from NJHS, NHS, school teams, and elected offices

Additional offenses will be dealt with according to the guidelines for major offenses, including possible expulsion from school.

## **PLAGIARISM**

Plagiarism: What it is and how to recognize and avoid it.

In school, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using other's ideas and words without clearly acknowledging the source of that information.

How can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase or summary of another person's spoken or written words.

## **UNIFORM REGULATIONS**

### **STUDENT APPEARANCE**

All students of St. John's are expected to present a neat, well-groomed appearance. School uniforms are to be worn and personal grooming standards are to be met. While individual students are granted a certain degree of freedom in style of hair and make-up use, the guiding principle is that the student presents a neat and well-groomed appearance and that personal appearance does not become a distracting influence. The school administration reserves the right to require students to modify their appearance to conform to the school expectations of personal appearance in an academic environment.

### **PREK STUDENTS:**

Wear the blue St. John's tee shirt and navy shorts.

### **ALL STUDENTS K TO 12:**

Wear the red or white St. John's polo shirt. (Grades 5 to 12 must keep shirt tucked in.)

Girls are to wear navy blue A-line or pleated skirts, skorts, walking shorts, or slacks. Skirts, skorts, and shorts should be no shorter than mid-thigh in length.

Boys are to wear navy blue shorts or slacks. Shorts should not extend below the kneecap.

Denim is never allowed for uniform wear.

## GENERAL UNIFORM REGULATIONS

### SWEATERS OR SWEATSHIRTS

SJS sweater/sweatshirt or SJS class hoodie/letterman jacket may be worn over the shirt.

Officially approved class, school or club hoodies may also be worn. During the month of April seniors may wear sweaters, hoodies, or jackets from the colleges or universities where they have been accepted.

### SHOES

All students must wear enclosed leather or athletic shoes that do not detract from the dress code. Sandals, jellies, crocs, roller shoes, or any shoes without back straps must not be worn. Heels or any footwear with platform soles exceeding 1 ½ inch are prohibited.

**UPPER SCHOOL:** Beards and/or mustaches are not allowed except as required by a student's religious belief. Hair length, style and color are expected to conform to an academic environment and not be a distraction. However, hair must not cover the eyes.

### ADORNMENT

Jewelry must be minimal when in uniform. Earrings are allowed, but must be studs only. No nose rings/studs. Visible tattoos are not allowed.

Light makeup will be permitted but must not be distracting.

Caps, hoods, or other head coverings are not permitted in class or chapel.

### WE EMPHASIZE

All shirts for students (grades 5 -12) **must be tucked in**. The waistband must be visible. NOTE: Even polo shirts must be tucked in. (The only exceptions are PE uniforms and school athletic team shirts when worn on game days.)

## SPECIAL OCCASIONS

On special occasions exceptions to the school uniform may be made at the discretion of the administration.

## CASUAL DAY RULES



## PHILOSOPHY OF DISCIPLINE

The maintenance of an atmosphere conducive to personal development is critical to the overall development of the academic and social skills of the students. Teachers should strictly adhere to, but reasonably apply, all rules so that St. John's maintains a caring, nurturing climate of success for all students. Therefore, all students of St. John's School are expected to abide by the St. John's Code of Conduct. This code sets the general tone of conduct for the student body.

## THE ST. JOHN'S SCHOOL CODE OF CONDUCT

As a student of St. John's School, I will:

- Strive to conform to the principles of faith, integrity, active learning, service, and global consciousness in accordance with our school's mission.
- Serve as a reputable, worthy, and valuable representative of St. John's School inside and outside the classroom.
- Exhibit compassion and respect for all.
- Obey the rules, regulations, and laws of my school, my community, and my nation.

A few rules are specified:

- Use of alcohol and/or controlled substances is prohibited. Any student found under the influence of or in possession of any of these substances may be dismissed from the school.

- Fighting is not permitted.
- Cheating will not be condoned. (see Academic Honesty)
- Uniforms are to be worn appropriately at all times.
- Chewing gum is not permitted anywhere on campus at any time.
- Potentially harmful objects are not to be brought to school. This includes but is not limited to guns (toy or real) and knives (toy or real).
- Skateboards, in-line skates (roller blades), roller skates and roller shoes are not allowed.
- Inappropriate language will not be tolerated.
- Public Displays of Affection are not allowed.

Failure to comply with these rules may result in disciplinary action as deemed appropriate by the teachers and school administration.

Primary responsibility for the maintenance of good order rests with the individual teacher, whether in the classroom or on the campus. Secondary responsibility rests with the school administrator.

Students prone to repeated breaches of discipline will be counseled by the teacher and the parents will be informed as necessary. Infractions which, in the opinion of the teacher, prevent the conduct of normal classroom or school activities, or which constitute serious breaches of good behavior, will be reported to the appropriate school administrator who will be kept informed of problems and the efforts to resolve them.

## **POSITIVE INTERVENTIONS AND CONSEQUENCES**

The first stage for dealing with behavior problems is to provide positive interventions involving consultations with students, teachers, and parents. There are three levels of intervention for: minor, major and serious and/or illegal misbehaviors. For each level there are positive interventions, consequences, and appropriate documentation.

### **1. MINOR MISBEHAVIORS**

The following are examples of minor misbehaviors:

- Refusal to follow directions of a staff member
- Use of a cellular phone or non-approved device from arrival at school until 3:25 P.M.
- Dress code violations
- Chewing gum

### **POSITIVE INTERVENTIONS**

- Discussion with the student, reflective thinking, conflict resolution
- Develop a plan with the students (goal setting)

### **CONSEQUENCES**

- Logical consequences (such as a warning, send home to change attire, etc.)
- Detention – Middle and Upper School

### **REPEAT MINOR MISBEHAVIORS INTERVENTIONS/ CONSEQUENCES**

- Same as minor misbehavior plus meet with the teacher/advisor, school counselor, administrator, temporary loss of privileges, after school detention, community service, probation, in-school suspension, etc.

## 2. MAJOR MISBEHAVIORS

The following are examples of major misbehaviors:

- Repeated refusal to follow directions of a staff member
- Habitual neglect of responsibilities (such as attendance, homework, etc.)
- Fighting, harassment, intimidation, bullying, verbal and/or physical abuse
- Skipping classes
- Smoking, vaping
- Serious breach of SJS technology user agreement

### POSITIVE INTERVENTION

- Same as repeated minor misbehaviors plus meeting with student/parent

### CONSEQUENCES

- Same as minor misbehaviors plus temporary loss of privileges, after school detention (1 hour), community service and probation, suspension

### REPEAT MAJOR MISBEHAVIORS INTERVENTIONS/ CONSEQUENCES

- Same as repeated minor behaviors plus suspension for up to 5 days, consideration for expulsion

## 3. ILLEGAL MISBEHAVIOR

The following are examples of serious misbehaviors and will result in immediate and indefinite out of school suspension with consideration for expulsion and may include report to appropriate law enforcement authorities:

- Willful destruction of property and/or stealing
- Use, possession and/or trafficking of alcohol/controlled substance(s)
- Possession or use of weapons/firearms
- Bomb threats
- Physical and/or psychological threats
- Physical assault
- Cyber crimes
- Skipping class/truancy

### OFF-LIMITS AREAS

For reasons of safety and supervision, the following areas of campus are to be avoided by students unless they are being directly supervised by school personnel.

- Parking lots—except for students arriving for class and leaving after dismissal
- Church apartments and surrounding area
- East side of gymnasium and Lower School building
- Faculty lounge
- The elevators—except with authorized pass from office
- Backstage areas in the gym (except with teacher permission)
- Maintenance shack and vicinity

## ATTENDANCE

Guam law requires student enrollment and attendance at school for all people between the ages of 5 and 18. Therefore, students are expected to be in school on all school days. Excused absences include: illness, medical or other appointment, off-island fieldtrips, pre-approved travel, bereavement. If an extended absence is foreseen, parents should arrange to obtain the student's assignments and consult with the teachers on how to minimize the negative impact of the absence on a student's achievement. When a student is absent from school, parents may email or call the school for notification, or they may send the student back to school with a signed note. Office personnel will notify teachers of parent messages.

Consecutive absences of 4 days or more, must have a doctor's certification to be excused absences. Students will be given one day of make-up time for each day of an excused absence.

Thirty or more absences (excused or unexcused) within a school year may warrant retention.

If a student is not present for all classes, he/she may not participate in or attend an after school or evening activity (i.e. sport, practice, rehearsal) without consent of the Head of School.

## CHECKOUT PROCEDURES/LEAVING CAMPUS

Student must present a note from parents to obtain a checkout slip from the office; student must present the checkout slip to the teacher, who will then authorize dismissal from the class; upon return to school, student must present the checkout slip to all teachers whose classes have been missed.

St. John's School is a closed campus. Students are allowed to leave only after completing checkout procedures in the school office. Upon approval of senior privileges, seniors may leave campus at lunch provided they have on file in the school office permission requests signed by their parents.

Students may only be picked up by individuals listed on the parental authorization form on file for the year.

## TARDINESS

Tardiness is disruptive to the class and gives the tardy student unnecessary anxiety trying to catch up with daily business. Repeated tardiness may impact citizenship grade.

## ACADEMIC ELIGIBILITY FOR SPORTS, PERFORMING ARTS AND ACTIVITIES

Along with SJS's academic program, students are encouraged to participate in a variety of co-curricular activities. To participate in co-curricular activities that exceed five hours per week, students must maintain a minimum academic average (at least 70%, with no Fs) as well as good citizenship grades (no 4s).

## SCHOOL AND LEAGUE REQUIREMENTS (IIAAG)

### ACADEMICS

The Athletic Director/Performing Arts Director will check academic and citizenship grades at the end of each quarter. These are the grades of record for all activities in the following quarter.

- The previous year's 4th quarter grades determine eligibility for 1st quarter.
- 1st quarter grades determine eligibility for 2nd quarter.
- 2nd quarter grades determine eligibility for 3rd quarter.
- 3rd quarter grades determine eligibility for 4th quarter.

A student must have an overall average of 70% or better in all subjects for the quarter prior to participate. In addition, a student may not have an "F" (59% or below) in any subject, regardless of overall grade. A student is automatically ineligible if he/she receives one "4" in citizenship. The Athletic Director/Performing Arts Director and Head of School will determine eligibility should a student have more than one "3" in citizenship.

The burden shall be on the coordinator/coach of an activity to ascertain that the student is eligible for additional activities and the coordinator/coach is responsible for enforcement of the eligibility rule. If the coordinator/coach makes a mistake, the coordinator/coach shall be the one to inform the student and parents of the student. There shall be a list of students' grades and citizenship marks available at the Registrar's office for any coordinator/coach to review.

The IIAAG allows and requires any grade change by a teacher to be completed within ten (10) school days after the beginning of a new quarter. Any changes made after that time period will not affect the student eligibility status. The school administration prohibits coaches from discussing the question of grade adjustments with teachers. Grade changes should occur only when an error has been made.

## **GENERAL INFORMATION**

### **AFTER SCHOOL PROGRAM**

St. John's School offers an after-school program for students at an additional cost from 4:00 PM to 5:30 PM on school days. Please ask for additional information from the office.

### **NIGHT LIBRARY**

Night library takes place from 6:00 to 8:00 PM in the LRC any night before a school day. Night library is a free service of the school for Middle and Upper School students who want a quiet place to work. This is NOT a place for socializing. Food, drinks, and gum chewing are not allowed in the LRC.

### **BOOKS AND WORKBOOKS**

Textbooks and workbooks are generally issued to each student free of charge. The textbooks remain the property of the school and are on loan to the students. Any lost or damaged book, workbook or library book will be charged to the parent's account at replacement cost.

### **CHAPEL**

Chapel Services are held weekly for Lower School students and bi-weekly for Middle and Upper School students. While all students are required to attend chapel and be respectful, active participation is optional. It is not the purpose of this program to proselytize or denigrate the value of any religion. Rather, the service is designed to allow each student the opportunity to reflect on his/her own spiritual or religious beliefs, as well as to develop an appreciation of other faiths.

### **CLASSROOM PARTICIPATION**

The teaching of children is ideally a cooperative effort by parents, school, and church. To obtain the best result, these three should work together, share uniform objectives and be mutually supportive. Accordingly, parents are encouraged to assist the teacher in such things as chaperoning field trips and class parties, serving as resource persons in their particular field of expertise, assisting in class projects, and serving as room mothers and fathers to coordinate the parents' efforts.

### **CLASSROOM VISITORS**

Parents and other guests are welcome to visit the classrooms to observe the instructional process. Visits should be prearranged with the teacher. All visitors must secure a pass from the office before proceeding to classrooms.

### **FIELD TRIPS**

Field trips may be scheduled at various times during the school year. Only students with field trip authorization forms will be allowed to leave the campus. Unless otherwise stated, students going on field trips are to be in school uniform.

## FIRE DRILLS

During the school year, fire drills are held periodically to ensure that students know what to do in the event of an actual occurrence. Students are to follow their teacher's directions and proceed with the class to the designated area in silence.

## TYPHOONS AND TROPICAL STORMS

Typhoon winds are winds of 75 mph or more.  
Typhoon conditions are categorized as follows:

### CONDITION OF READINESS (COR) IV

Normal Status; typhoon winds are not in the Guam area

### CONDITION OF READINESS (COR) III

Typhoon winds anticipated within 48 hours

### CONDITION OF READINESS (COR) II

Typhoon winds anticipated within 24 hours

### CONDITION OF READINESS (COR) I

Typhoon winds anticipated within 12 hours

School dismissal and attendance under the various conditions have been established by the Governor of Guam and will be observed by St. John's unless changed by announcement of the Headmaster to meet particular situations. Radios and televisions should be monitored for the latest instructions and/or announcements concerning St. John's School. Announcements may also be posted on our school website and social media platforms, such as our Facebook page and Instagram account (@stjohnsguam).

School will remain open during COR III and IV.

During COR II, the administration will determine if school is open. If COR II is imminent or declared during school hours, parents and school employees should call the school to learn whether the school will be closed or open.

**If the decision is made to close school while in session, students should be picked up from school immediately by their parents.**

**During COR I, schools will always be closed.**

## GRIEVANCES

Parents who have complaints or grievances with respect to a student are expected to follow these simple channels and procedures for the best results. First discuss the problem with the teacher at a time which will not interfere with the teacher's normal classroom procedures. If the problem is still unresolved to the parent's satisfaction, the parent should request a conference with the teacher and the Assistant Head of School. If the parent remains dissatisfied with the results, he/she should request a meeting with the Head of School. Complaints or grievances with the school in general or those not involving a parent's own child should be brought directly to the Head of School.

## GUESTS

Students may occasionally wish to bring a guest to school. Teachers' approval is required, as well as signatures of the host student's parents and the guest's parents prior to obtaining the approval from the Head of School. Guests will follow the schedule of the host and will be expected to comply with all school

rules. Host students will be responsible for compliance by the guest. No guests will be allowed during examination periods, during the last week of each quarter grading period, and during the month of May.

## **LOST AND FOUND ITEMS**

All personal belongings are to be marked with the student's name (clothing, P.E. uniforms, jackets, books, etc.). The school is not responsible for articles left on the campus, but as a service to the students and parents, submitted lost and found articles are kept in the office until the end of the semester.

## **MONEY AND VALUABLES**

Students should not bring any money except as needed for that day. A student who brings large sums or valuables for a good reason should give the money or valuable to the teacher for safekeeping. Otherwise, the school cannot be held responsible for the loss of money or valuables. Students may not buy or sell items from one another on campus.

## **NATIONAL HONOR SOCIETY AND NATIONAL JUNIOR HONOR SOCIETY**

The St. John's Chapter of National Honor Society is duly chartered under the sponsorship and supervision of the National Association of Secondary School Principals (NASSP) and conforms to the national constitution of the National Honor Society of Secondary Schools. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs.

Students are selected to be members by a five-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school during the third quarter.

Candidates eligible for consideration must have a 2.00 citizenship average and a minimum cumulative grade point average of 92% for NHS and 90% for NJHS, computed over the number of quarters they have been in St. John's Upper School (grades 9-12). The cumulative GPA will be computed only on grades earned at St. John's and must include grades for two consecutive quarters.

All students who qualify on the basis of academic and citizenship averages are placed on a consideration list by the Headmaster. A form on which they specify their extracurricular activities will be distributed to all students on the list. Students are advised of the purpose of the form and are not required to complete it if they do not desire membership.

To meet the requirements for service and leadership, students are required to be (or to have been) involved in a minimum of two school and one non-school organizations (or on-going activities), and to have held at least one leadership position (officer, committee chairperson, or team captain). If the office is held outside of school, written verification from an adult supervisor is required.

The list of candidates will be given to the faculty who will rate them on qualities of character, including integrity, cooperation, courtesy, industry, determination and concern for others. The administration will review the list of candidates and may comment critically if a student has a record of behavior problems in the school or community.

The advisor collects and reviews the forms and completes a summary form for each student on the list. The advisor presents the gathered information to the Faculty Council which determines who is invited to membership. A majority vote of the Council is necessary for selection. Final approval is by the Headmaster.

All forms shall be treated confidentially and are destroyed after use for selection.

New members are notified, and an orientation meeting is held prior to the induction ceremony to review member responsibilities and to answer questions. Active members shall maintain the same high levels of scholarship, citizenship, leadership, character, and service that earned them membership originally in addition to attending regularly scheduled chapter meetings and participating in chapter service projects.

**National Junior Honor Society** follows the same basic criteria for selecting members but with a cumulative grade point average of 90%.

## TRANSPORTATION

Transportation to and from the campus is provided free of charge by the Government of Guam. For bus schedule information, please contact the school office. Students with drivers' licenses may drive to school provided they have previously submitted the following to the school: driver's license; permission from parents; vehicle registration; and proof of insurance. Due to safety considerations, students are not allowed to ride bicycles, mopeds, or motorcycles to school. Parking for student vehicles is limited; seniors have priority on a first-come basis. Parking passes will be issued after all paperwork is submitted.

## WITHDRAWALS AND TRANSFERS

Upon notification of anticipated withdrawal of a student, the office will prepare the necessary forms and give them to the classroom or homeroom teacher. The teacher should record the current class grades. Should the withdrawal coincide with the end of a grading period, the report card will also be issued. The withdrawal form and report card will be turned in to the school Registrar who will check that all clearances have been completed. Report cards and withdrawal forms will be issued to the student or parent only after clearance is completed.

## TECHNOLOGY ACCEPTABLE USE POLICY

***(Subject to periodic updates)***

### PHILOSOPHY

In accordance with St. John's School's (the "School") mission, vision and core values, the School embraces the use of technology in its educational and operational duties. We believe the use of technology is an integral part in the development of 21st century learners and a necessary skill for the future; therefore, our aim is to use technological resources and devices to complement learning and instruction.

### SCOPE

This Acceptable Use Policy (AUP) applies to all students, employees, and guests of St. John's School. It applies to all technology hardware, software, network infrastructure and technology services owned or operated by St. John's School. While the bulk of the policy pertains to on campus restrictions, portions of the AUP apply to actions taken while off of school grounds, on the world wide web, in school related activities, or in the name of the School. Additionally, this AUP applies to the use of personally-owned devices on campus.

This policy does not aim to repress the use of technology; rather its purpose is to promote the safe and responsible use of technology by St. John's students and employees. The main objective of technology use at St. John's is to support the educational mission while encouraging the development of global communication and 21st century skills.

### AI POLICY

The use of Artificial Intelligence tools by students and faculty should be in accordance with St. John's School's policies for academic honesty and core values. Students should state any use of AI tools to help formulate their work in part or function, including text, visuals or audio. The form these declarations take may vary depending on the teacher or department. This may include notations or highlights that make it

clear and evident which portions of the work contain AI assistance. If AI is included as works cited, then the MLA format must be used. The use of AI tools to produce work in its entirety is generally considered to be unacceptable.

## **SJS RESPONSIBILITIES**

As part of an education at St. John's, the School will provide a variety of technology equipment and services to its students and employees. Access to these should be considered a privilege, and not a right. This includes, but is not limited to, access to the Internet through a network of internal and wireless connections. To the best of its ability, St. John's School will promote safe and responsible use of technology through its AUP and other school policies, and regularly provide educational programs for students, and training for staff. Students' use of technology at St. John's School should only take place under the supervision of faculty or staff.

St. John's School complies with all local and federal laws related to technology use.

### **CHILDREN'S INTERNET PROTECTION ACT**

In accordance with the Children's Internet Protection Act (CIPA), our network is filtered to prevent access to obscene or harmful websites. While this provides some protection, we cannot ensure that students will not be exposed to questionable content. Students will be educated about appropriate use of the Internet and what to do when they encounter improper content. The school believes the benefits of the Internet far exceed its hazards; the combination of filter, proper student use, and teacher supervision should ensure safe access to the Internet.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

St. John's School respects the privacy of its students and their families. The **Family Educational Rights and Privacy Act** (FERPA) restricts the School's sharing or posting of educational records without parental consent. Parents have the right to access or view their children's files online at any time.

### **CHILDREN'S ONLINE PRIVACY PROTECTION ACT**

The **Children's Online Privacy Protection Act** (COPPA) requires online services to obtain signed parental consent before collecting identifying information of students under the age of 13. In accordance to COPPA and beyond, St. John's teachers will require parental signatures before asking students of any age to sign up for online services. Parents will receive an Online Service Parental Permission Form which will describe the service, its educational purpose, whether a password will be recorded by SJS, a link to the service's Terms of Service, and detail what identifying information is collected by the service. Additionally, parents will be informed as to what control, if any, St. John's School has over these accounts. St. John's School will track the registrants and notify parents when the service is no longer required. Parents/students have the option to refuse registration or opt out of any online service at any time without risk of grade. The School will provide a non-electronic substitute, but it cannot guarantee equity of content or educational benefit.

## **SCHOOL-OWNED EQUIPMENT**

St. John's School employs a variety of technology devices to support its educational mission and operational duties. This includes computers, laptops, tablets, LED projectors, network equipment, and more. All users are expected to treat this equipment with care and report misuse or malfunction. The altering of computer settings, imaging, or files is forbidden. Technology equipment cannot be moved from its designated location except with the express consent of the administration.

## **DIGITAL CITIZENSHIP**

St. John's School resolves to educate its students about the values of digital citizenship as well as foster the responsibilities that come with the privilege of technology access. It does so with the understanding that, in modern times, no policy, filter, or ban concerning technology use, can completely safeguard children or restrict their actions. The exponential growth of technology's use necessitates that students are capable users and creators of digital content; therefore, it is incumbent on the St. John's community, as a whole, to practice and be advocates of proper digital citizenship.

Digital citizens use technology competently and responsibly. They practice digital literacy by effectively locating, evaluating, and utilizing digital material, and are able to share and create their original content in different formats. With an awareness of their digital footprint, they use technology responsibly and ethically. They respect other people's' points of view and offer constructive criticism in their comments and interactions. This digital etiquette includes a respect for copyright and the observance of privacy and other laws. They do not participate in cyber bullying and report misbehavior. Digital citizens are able to keep a healthy balance between their time utilizing technology and their time offline. They are aware of the existence of malice, misrepresentation, and inappropriate content online, and take appropriate steps to safeguard their personal identity and the digital security of their network. Above all, digital citizens recognize the enormous potential a productive environment has in advancing ideas, understanding, and expression for the good of all.

## **USER RESPONSIBILITIES**

Use of technology by students, employees and guests should be done in an ethical, responsible, efficient and legal manner consistent with the educational mission of St. John's School. Guidelines for responsible use are provided by St. John's Acceptable Use Policy, Student and Employee Handbooks, and common sense. It is the responsibility of each St. John's employee, student, and parent to read, understand and follow the respective guidelines. Violations of the AUP can carry serious consequences. All users are responsible for their actions and subject to disciplinary action by the School or proper authorities.

## **ACCESS & USE**

Proper care should be used while using technology equipment owned by St. John's School. This includes, but is not limited to, use of the network system. Caution should be used to prevent damage to equipment and resources. Access to equipment and network access should be done in a way that benefits the most users.

As a Google Apps for Education school, the official means of correspondence for students and the faculty is with the St. John's Google account using Gmail, Google Classroom, or other Google apps. These services are granted for students in grades 3-12 with parental consent, have restrictions, and are monitored on site. Students, faculty, and staff are expected to check their school accounts on a regular basis for school communications.

## **PRIVACY**

All users of St. John's School technology systems agree to respect the privacy of each user; however, the use of St. John's network and related systems is a privilege, not a right. Toward this end, users have a limited expectation of privacy. St. John's School reserves the right to monitor users' activity of its network and school related accounts. This includes, but is not limited to, St. John's email. St. John's School will access school accounts without consent or notification when there is a reasonable suspicion of misbehavior. Users may not intentionally seek or provide confidential information on, obtain copies of, or modify data files, e-mail, or passwords of any users of the network. Users may not in any way, attempt to gain unauthorized access to private information on the School's network or from other users' accounts. It is the responsibility of users to safeguard their account passwords. Students must not share or post personal information about themselves or others. Personal information includes full names, phone numbers, email or home addresses.

Any photography or video taking should not be done without the subject's consent, and never done with the intent to embarrass or humiliate someone. Recording devices are prohibited from St. John's bathrooms and locker rooms. A Consent to Photograph signature is required from parents before their child's image is published in the newspaper or posted on the Internet. A student's name should not accompany any imagery except with the consent of the parent or legal guardian.

### **PERSONAL EQUIPMENT**

St. John's encourages the use of personal electronic devices, provided the user follows the acceptable limits outlined in the AUP and Student and Employee handbooks. Personal electronics devices include, but are not limited to, cellular phones, cameras, video and audio recording devices, mp3 players, laptops, and tablet computers. St. John's accepts no responsibility in the care, maintenance, loss, or theft of these devices; however, students may request to have their devices stored in a more secure location, such as a classroom. Personal equipment is subject to the same review or monitoring as school-owned equipment, if St. John's School believes it is being used inappropriately.

**At any time, the use of personal equipment on campus is allowed solely at the discretion of St. John's administration. Failure to comply with the AUP will result in confiscation of the equipment and appropriate disciplinary actions.**

Users can connect their personal device to St. John's wireless network provided they register their equipment with the administration or designee. The School official will collect some basic information about the device, including the serial number, the network addresses of the device, and the user's name. Users are reminded not to overburden the network, for the good of all. Network privileges will be revoked for users that misuse the system.

Personal equipment should be used by St. John's students, faculty, and guests, only in a way that contributes to the educational mission of St. John's School. While not in use, it should be silenced and put away. Students should not be texting or using social media on campus unless it supports their teacher's instructional plan. Personal equipment may not be used outside of the classroom during school hours, except at the discretion of St. John's faculty and staff. As such, St. John's faculty and staff are expected to clearly state the acceptable boundaries to students either verbally or through classroom policies.

St. John's School prohibits the use of personal devices to record students or faculty without their consent. Any Internet posting of images or video of St. John's School, its students or employees is subject to review by the Headmaster for disciplinary action. The taking of photos or video in bathrooms or locker rooms is strictly prohibited.

It is a serious violation of the AUP if a person uses his or her own personal equipment for prohibited conduct, including but not limited to texting, cheating, harassing, bullying, and sharing of obscene content, or engaging in any General Unacceptable Behavior described in the AUP. All users are reminded that personal equipment will be confiscated and not returned until such time that parents or the appropriate authorities are contacted in due process.

### **SOCIAL MEDIA**

At times, students and certain school organizations may utilize other social media platforms to communicate, post &/or share material. This could include WhatsApp, Facebook, or other online services. These groups or posts should be considered unofficial school correspondences. The official means of St. John's communication for students, faculty, and staff is with the St. John's Google account.

Students are reminded that they must be 13 years of age or older to sign up for most online services. They should also be aware that they are legally bound by these services' privacy policies and terms of service. As always, students should follow St. John's AUP and demonstrate proper digital citizenship when online. The use of profanity, bullying, or other misbehaviors online may result in disciplinary actions by the Administration.

Any social media account representing St. John's School, including those for clubs, programs, or groups, requires prior authorization from the school administration and account details must be registered with the Office of Marketing and Communications. Students seeking to create social media accounts representing St. John's School must complete the Social Media Account Request Form and obtain approval before launching the new account.

A designated faculty or staff member must be responsible for creating and managing any approved social media accounts. Failure to obtain permission from the administration will result in disciplinary action as determined by the administration.

Ensure all social media activities align with St. John's School's guidelines and reflect St. John's School's values and mission.

### **PUBLISHING**

Any publications of content to the Internet in the name of St. John's School must be approved by the Headmaster or designee. Internet publication is defined as the sharing of content for public viewing without access restrictions. This includes the sharing of images, video, webpages, websites and documents. The material will be approved to ensure the privacy of individuals, appropriateness of content, and that the standards of the school are upheld.

Students are reminded that the St. John's school uniform represents our school. Any private or public posting of St. John's students in uniform, on campus, or at school events is subject to review. As always, use proper judgment when publishing content to the Internet or online services.

### **PLAGIARISM**

Plagiarism is defined as the use of someone else's work or ideas, whether obtained from print or electronic sources, without appropriate attribution. This includes, but is not limited to text, images, video, music, artwork and research from the Internet or other sources. St. John's students and faculty are expected to follow the standards of attribution outlined in the Student Handbook on all schoolwork, including content created with technology. The use of AI tools to produce work in its entirety is generally considered to be unacceptable. Please refer to the Student Handbook for disciplinary actions regarding plagiarism.

### **GENERAL UNACCEPTABLE BEHAVIORS**

St. John's School promotes the safe and responsible use of technology by St. John's students, employees, and guests. The main objective of technology use at St. John's is to support the educational mission while encouraging the development of global communication and 21st century skills. Inappropriate behavior will not be allowed. General unacceptable behaviors include, but are not limited to, the following:

- Users will not engage in personal attacks including prejudicial or discriminatory attacks.
- Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, they must stop.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.
- Users will not use speech that is inappropriate in an educational setting or violates St. John's School rules.

- Users will not abuse network resources and accounts such as sending chain letters, "spamming", advertising, disseminating political messaging, or for any commercial purpose.
- Users will not display, access or send offensive messages or pictures.
- Users will not attempt to discover or gain access to another user's password, nor will users share passwords with another student.
- Users will not attempt to access non-instructional school systems, such as student information systems or business systems.
- Users will not knowingly or recklessly destroy or cause harm to another person's work, whether the work is shared or otherwise.
- Users will not use St. John's School equipment, network, or credentials to threaten its students or employees, or cause a disruption the educational program.
- Users will not use St. John's School equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Users will not use St. John's equipment or school-related accounts to sign up for online services without parental consent and school approval.

#### **DUE PROCESS**

Users of St. John's technology equipment, resources, and network do so with the understanding that they will be held responsible for their actions. Consequences can be severe and range from suspension of services, blocked access to the network, confiscation of personal equipment, disciplinary review, and/or reporting of actions to local authorities. Due process will be followed when a suspected violation of this AUP or other school policy has taken place. A student will be notified of the suspected offense and given an opportunity to explain his/her actions. If necessary, the student's parents or guardian will be notified and summoned for a meeting. The Headmaster will make the necessary judgment based on the severity of the offense, in accordance with St. John's disciplinary procedures.

#### **LIMITED LIABILITY**

St. John's School is not responsible for the actions of students who violate these rules. Users and/or their parents and/or guardians will indemnify St. John's School for any damage that is caused by users' violation of the AUP.

## **WRITING GUIDELINES**

### **MODERN LANGUAGE ASSOCIATION (MLA)**

#### **STYLE GUIDELINES**

The information below presents the basics for identifying the sources of your information in a paper. Consult the Purdue University OWL for more detailed information and a helpful Power Point series of slides. This is the source for all the material that follows.

#### **FORMATTING**

Type your essay on white 8.5 x 11-inch paper. Margins should be 1 inch on all sides. All text should be double-spaced. Use a legible font (e.g., Times New Roman) in 10 to 12-point size. In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date (e.g., 15 April 2010). Headers should contain you last name and page numbers (1, 2, 3 ...) in the upper right-hand corner, one-half inch from the top and flush with the right margin. Double space between the essay's title (not bolded, underlined, etc.) and the first line of text.

#### **WORKS CITED PAGE FORMAT:**

Begin the Works Cited list on a separate page at the end of your essay. Maintain MLA formatting standards. Title the page Works Cited and center the title. Indent the second and any further lines of each entry.

## IN-TEXT CITATIONS:

### **ONE AUTHOR**

Use parenthetical citation to cite outside sources in your text. The page number(s) of your outside source should always appear in the parenthetical citation. The name of the author of the source may appear in the sentence itself.

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263). Or the author's name can go in the parentheses following the quote.

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

### **MULTIPLE AUTHORS**

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation.

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state that "Tighter gun control is the U. S. erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, list the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by "et al." or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (4).

### **NO KNOWN AUTHOR**

For a source with no known author, use a shortened title of the resource in the parenthetical citation. Many global warning hotspots exist in North America because this region has "comprehensive programs to monitor the environment" ("Impact of Global Warming" 6).

### **CITING MULTIVOLUME WORKS**

If you cite from different volumes of a multivolume work, always include the volume number followed by a colon.

. . . as Quintillian wrote in *InstitutioOratoria*(1: 14-17).

### **INTERNET SOURCES**

For Internet sources, include the author's name and the title of the page. You do not need a page or paragraph number in the parenthetical citation.

One online film critic stated that Fitzcarraldo is ". . . a scary critique of obsession" (Garcia, "Herzog: a Life").

## WORKS CITED

### **BASICS**

List citations by author's last name (for entire edited collections, editor names) in alphabetical order. Type last name first, then the middle names or middle initials. Indent subsequent lines for a hanging indent.

### **BOOKS WITH ONE AUTHOR**

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

### **BOOKS WITH MORE THAN ONE AUTHOR**

The first given name appears in last name, first name format; subsequent author names appear first name, last name.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

### **BOOKS WITH NO KNOWN AUTHOR**

*Encyclopedia of Indiana*. New York: Somerset, 1993. Print.

### ARTICLES IN PERIODICALS (MAGAZINES AND NEWSPAPERS)

For magazines, cite by listing the articles' author, then the title of the article in quotation marks, then the italicized periodical title. Follow with the date of publication. Abbreviate the month. Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Cite newspaper articles as you would magazine articles, but note the different pagination in a newspaper (late edition, A1).

Krugman, Andrew. "Fear of Eating." *New York Times* 21 May 2007 late ed. : A1. Print.

### ARTICLE IN A SCHOLARLY JOURNAL

Author(s). "Title of Article." *Title of Journal* Volume. Issue (Year): pages. Medium of publication.

### INTERNET SOURCES

MLA no longer requires the use of URLs in MLA citations. Because Web addresses are not static (i.e., they change often) and because documents sometimes appear in multiple places on the Web (e.g., on multiple databases), MLA explain that most readers can find electronic sources via title or author searches in Internet Search Engines.

For instructors who still require the use of URLs (*St. John's English and Social Sciences departments*), MLA suggests that the URL appear in angle brackets after the date of access. Break URLs only after slashes.

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2012. <<http://classics.mit.edu/>>.

### BASIC STYLE FOR CITATIONS OF ELECTRONIC SOURCES (INCLUDING ONLINE DATABASES)

Here are some common features you should try to find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional
- information or otherwise modified information, like domain names [e.g., .com or .net])
- Any version numbers available, including revisions, posting dates, volumes or issue numbers
- Publisher information, including the publisher name and publishing date
- Take note of any page numbers (if available)
- Medium of publication
- Date you accessed the material
- URL (if required, or for your own personal reference; MLA does not require a URL, but the St. John's English and Social Sciences departments do)

### ARTIFICIAL INTELLIGENCE WORK

"You Should..."

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
- take care to vet the secondary sources it cites" - MLA Style Center

For example:

"Text of prompt" prompt. ChatGPT, Day Month version, OpenAI, Day Month Year, chat.openai.com/chat.

"Write a 600-word paper on why the Bay of Pigs invasion failed" prompt. ChatGPT, 9 Jan. version, OpenAi, 30 Jan. 2023, chat.openai.com/chat.



## ST. JOHN'S SCHOOL

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