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English



Educational Materials for Parents with
Immigrant Background

A Guide to Happy Middle School Life



Gyeongsangbuk-do
Office of Education

This material was prepared by
the Gyeongsangbuk-do Office of Education
to support a basic understanding of school life.
Actual school operations and individual responses
may vary depending on each school's
specific circumstances.

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A Guide to Happy Middle School Life

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1

A Guide to Happy Middle School Life

2026 Educational Materials Contents for Parents
with Immigrant Backgrounds

Chapter 1 School life

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01 Middle School Life

01. Middle School Life

Class activities last 45 minutes, which is 5 minutes longer than those in elementary school.

Example of a Middle School Daily Schedule

| Sample Middle School Schedule | | | |
|-------------------------------|-------------|---|--------------|
| Description | Time | Activity | Duration |
| Morning Assembly | 08:30~08:50 | <ul style="list-style-type: none"> Time for the homeroom teacher to enter the classroom and give guidance before class. Attendance checks, character education, morning reading, basic health checks, etc. | 20 min |
| 1st period | 09:00~09:45 | Regular classes | 45 min |
| 2nd period | 09:55~10:40 | | 45 min |
| 3rd period | 10:50~11:35 | | 45 min |
| 4th period | 11:45~12:30 | | 45 min |
| Lunch time | 12:30~13:30 | <ul style="list-style-type: none"> The school lunch menu is informed each month through a School newsletter sent home and can also be checked on the school website. If your child has food allergies or dietary restrictions for religious reasons, please inform the homeroom teacher in advance. | 1 hour |
| 5th period | 13:30~14:15 | Regular classes | 45 min |
| 6th period | 14:25~15:10 | | 45 min |
| 7th period | 15:20~16:05 | <ul style="list-style-type: none"> Regular classes or after-school programs Classes usually last until the 6th or 7th period. | 45 min |
| Dismissal | 16:05~ | <ul style="list-style-type: none"> Time for the homeroom teacher to enter the classroom and make announcements about school events and activities. Attendance is also recorded during dismissal. | About 10 min |



- The school principal can operate the hours flexibly based at their discretion, taking into account on climate, season, school circumstances, etc.
- Unlike elementary school, attendance may be recorded as part of school records used for high school admission! therefore, it is important to avoid unexcused tardiness.
- Repeated tardiness may result in guidance measures in accordance with school rules. In some cases, additional review procedures may apply.
- Operating hours may vary by school.

Preparing for Middle School

Preparing School Uniforms

- Review the uniform-related information provided during freshman orientation.
- Check the individual or group purchase options
- Summer and winter uniforms are worn according to the season; therefore, they should be purchased separately
- Contact your school or local education office for information on school uniform support.

Accessing School Information

- Sign up on the school website to access school newsletters and important information
- Install the school-home communication app on your phone and check messages frequently.
- The school-home app may differ by school (e.g., High Class , Classting, I'm School, etc.)
- Pre-register to use the school-home Communication app.

Items to Bring to School

- Tissues, wet wipes
- Indoor shoes(slippers)
- Writing instruments (e.g., a three-color ballpoint pen, a water-based marker pen, etc.)
- Toothbrush and toothpaste
- Subject-specific notebooks
- Lock (if there is a personal locker)

Developing Good Habits

- Building desirable lifestyle habits
 - Healthy eating habits, regular wake-up and bed times
- Leading a well-planned life
- Increasing concentration during study time
 - Developing the ability to focus on academic tasks
- Engaging in diverse reading activities
 - Reading books from various fields and writing reading notes



01. Middle School Life

Information on Available Support Funds (Gyeongsangbuk-do Office of Education, as of March 2025)

Educational Expense Support

- Full support: admission fees, tuition, school meal expenses, and textbook costs
- Partial support: school uniform fees(The amount of support may vary by local government.)
- First year of middle school: support for PE uniforms, career exploration activities, and training programs
- Second year of middle school: support for school trip expenses



TIP

- It is recommended to take photos or make copies of materials provided during the freshman orientation for future reference.
- For information on educational expenses, please check the school website or the school-home communication app.
- As the school-home communication app may vary by school, please check and register accordingly.
- Please register on the school website and use it after receiving school approval.

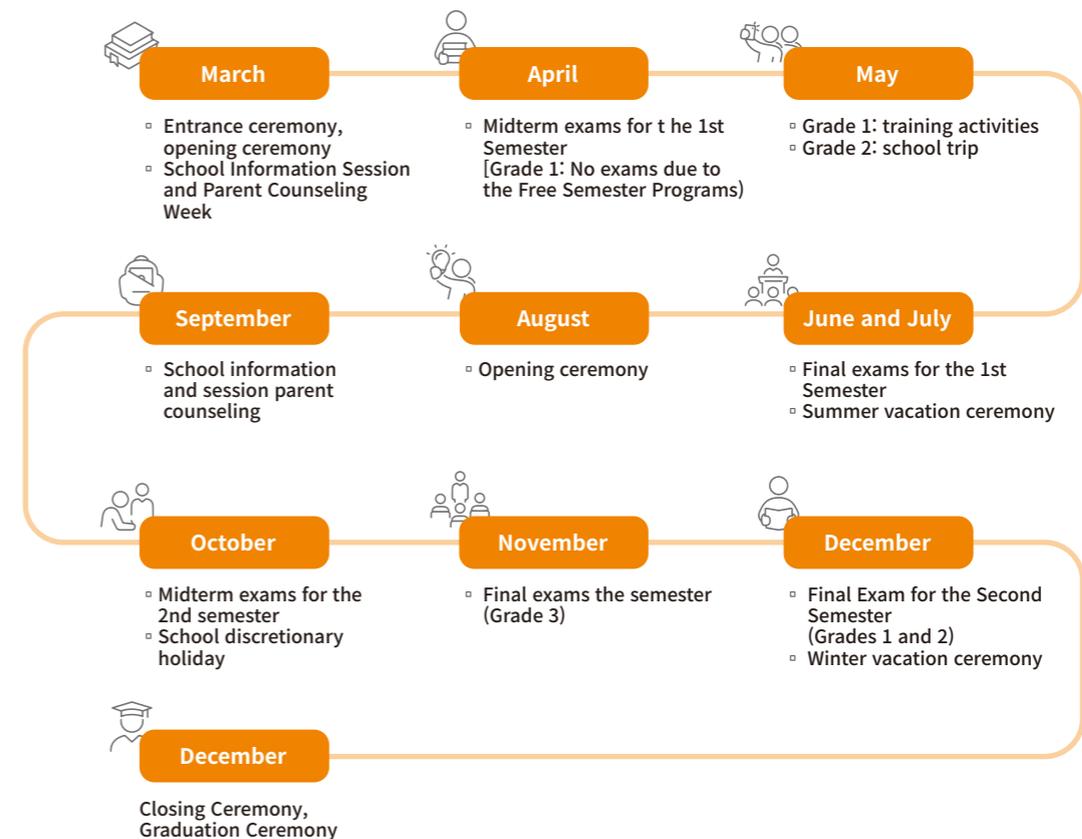
02

Curriculum and Academic Calendar

Overview of the Three-year Curriculum

| Before admission (February) | 1-1 | 1-2 | 2-1 | 2-2 | 3-1 | 3-2 | After graduation (February) |
|--|------------------------|---|-----|-----|-------------------|-----|--|
| Middle School Preview Week for Incoming Students | Free Semester Programs | Middle School Curriculum Immersion period | | | Transition period | | High School Preview Week for Incoming Students |
| | | Coordinated operation with the Free Semester Program (student-participatory classes, process-centered evaluation, curriculum-linked career exploration, etc.) | | | | | |

Overview of the Academic Calendar for the Year (Sample)



02 Curriculum and Academic Calendar

02. Curriculum and Academic Calendar

Training Activities

- Training activities are conducted primarily at training centers operated by the Gyeongsangbuk-do Office of Education and usually take place over two nights and three days, focusing on physical and mental development as well as nature observation. Students may participate in group activities such as sports, recreational programs, talent shows, and campfire activities. Representative training camp sites include the Marine Training Center of the Gyeongsangbuk-do Office of Education, Sangju Student Camp Site, Andong Student Camp Site, and Cheongdo Student Camp Site.

School Trip

- The timing of school trips may vary depending on each school's educational plan. Many trips are conducted over 2 nights and 3 days. Destinations vary in the form of theme-based trips and may include Jeju Island, Seoul and the metropolitan area, Busan, southern coastal regions, and other locations.

School Discretionary Holidays

- When public holidays fall close together, the intervening school day may be designated as a school discretionary holiday, allowing students to refrain from attending school based on the school's own decision. Such days are arranged to enable family travel or family events, particularly during months with multiple public holidays, such as May and October.

School Information Session

- At the beginning of the semester, schools introduce their curriculum and educational activities through school information sessions, including a general parents' meeting and parent training programs. In many cases, individual consultation sessions with the homeroom teacher are offered immediately following the general meeting.



TIP

- During the parent counseling week, parents may schedule a consultation with the homeroom teacher in advance and receive individual counseling either through a school visit or by telephone.
- On Open Cass Day, parents may visit the school and observe their child's class activities and meet with the homeroom teacher for counseling.
- Some schools have spring break. Information on school-specific schedules can be checked on the school's official website or through the NICE Parent Service.

Middle School Curriculum Organization

- The middle school curriculum consists of subject groups and creative experiential activities.

| Subjects Groups | Creative Experiential Activities |
|---|--|
| <ul style="list-style-type: none"> Korean Social Studies (including History)/Moral Education Mathematics Science/Technology Home Economics/Informatics Physical Education Art (Music/Fine art) | <ul style="list-style-type: none"> School Self-governing Activities Club Activities Career Activities |

Example of a Three-year Curriculum Plan for Middle School Students

| division | | standard hours | 1st grade (2026) | | 2nd year (2027) | | 3rd grade (2028) | | Scheduled class hours (NEIS) | Increases/Decrease compared to the standard | Scheduled numbers of semesters | | |
|----------------------|--|-----------------------------------|------------------------------|--------------|-----------------|--------------|------------------|--------------|------------------------------|---|--------------------------------|-----|---|
| Subject | Subject | | 1st semester (Free semester) | 2nd semester | 1st semester | 2nd semester | 1st semester | 2nd semester | | | | | |
| Subjects (Groups) | Korean | | 68 | 68 | 68 | 68 | 68 | 68 | 408 | -34 | 6 | | |
| | Social Studies (Including History/Moral Education) | Social Studies | 34 | 34 | | | 51 | 51 | 170 | 425 | -85 | 4 | |
| | | History | | | 51 | 34 | 34 | 34 | 153 | | | 4 | |
| | | Moral Education | 17 | 17 | 34 | 34 | | | 102 | | | 4 | |
| | Math | | 374 | 51 | 68 | 68 | 68 | 51 | 51 | 357 | 357 | -17 | 6 |
| | Technology Home/Information | Science | 680 | 51 | 68 | 51 | 51 | 68 | 68 | 357 | 680 | - | 6 |
| | | Technology Home Economics | | 34 | 34 | 51 | 51 | 34 | 34 | 238 | | | 6 |
| | | Informatics | | | | 34 | 51 | | | 85 | | | 2 |
| | Physical Education | Physical Education | 272 | 51 | 51 | 51 | 51 | 34 | 34 | 306 | 306 | 34 | 6 |
| | | Substitution (School Sports Club) | | | | | | 17 | 17 | | | | |
| Art (Music/Fine art) | Music | 272 | 17 | 17 | 34 | 34 | 17 | 17 | 136 | 272 | - | 6 | |
| | Art | | 17 | 17 | 34 | 34 | 17 | 17 | 136 | | | 6 | |

02 Curriculum and Academic Calendar

02. Curriculum and Academic Calendar

| division | | standard Shisu | 1st grade (2026) | | 2nd year (2027) | | 3rd grade (2028) | | Number of hours of programming | | Increase / decrease compared to standard hours | organization number of semesters | | | | |
|---|----------------------------------|---------------------------|------------------------------|--------------|-----------------|--------------|------------------|--------------|--------------------------------|-------|--|----------------------------------|----|-----|--|---|
| Subject Groups | Subject | | 1st semester (Free semester) | 2nd semester | 1st semester | 2nd semester | 1st semester | 2nd semester | | | | | | | | |
| Subjects (groups) | English | 340 | 51 | 68 | 51 | 51 | 68 | 68 | 357 | 357 | 17 | 6 | | | | |
| | Elective Subjects (Graded) | Classical Chinese | 170 | 17 | 17 | | | 34 | 34 | 102 | 204 | 34 | 4 | | | |
| | | Career and Occupation | | 17 | 17 | | | 17 | 17 | 68 | | | 4 | | | |
| | Selection (not graded) | Health | | | | | | | | | | | | | | |
| | | Digital Literacy (Middle) | | | 34 | | | | | | | | 34 | | | 1 |
| Subtotal of Academic subjects (including physical education) | | 3,060 | | 425 | 510 | 527 | 527 | 510 | 510 | 3,009 | | | | -51 | | |
| Creative experiential activities | School self-governing activities | 306 | 12 | 12 | 12 | 12 | 12 | 12 | 72 | 255 | -51 | 6 | | | | |
| | Club activities | | Club activities | | 17 | | | | 17 | | | 17 | 51 | 3 | | |
| | | | school sports club | 17 | 17 | 17 | 17 | 17 | 17 | | | 102 | 6 | | | |
| | Volunteer work | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | 18 | 6 | | | |
| | Career activities | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | 12 | 6 | | | |
| Subtotal of creative experiential activities | | 306 | 34 | 51 | 34 | 34 | 51 | 51 | 255 | | -51 | | | | | |
| Total (academic + creative + activities) | | 3,366 | 561 | 561 | 561 | 561 | 561 | 561 | 3,366 | | - | | | | | |
| Free semester activities | Career exploration activities | 102 | 34 | | | | | | 34 | 102 | - | 1 | | | | |
| | Topic selection activity | | 68 | | | | | | 68 | | | 1 | | | | |
| | subtotal | | 102 | 102 | | | | | | 102 | | - | | | | |
| Numbers of subjects for completion per semester (Excluding Gym, Music, Art, elective subjects (Liberal Arts), and school-designated subjects) | | | 8 | 8 | 8 | 8 | 8 | 8 | | | | | | | | |



- School sports clubs are operated as part of club activities.
- As curricula may vary slightly from school to school, transfer students may be required to repeat some subjects or may not be able to take certain subjects.
- The three-year curriculum schedule can be found on the school website.

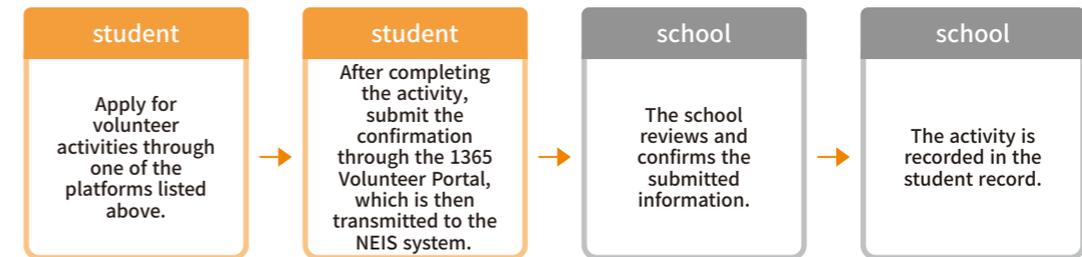
Volunteer Work

Operation of volunteer activities

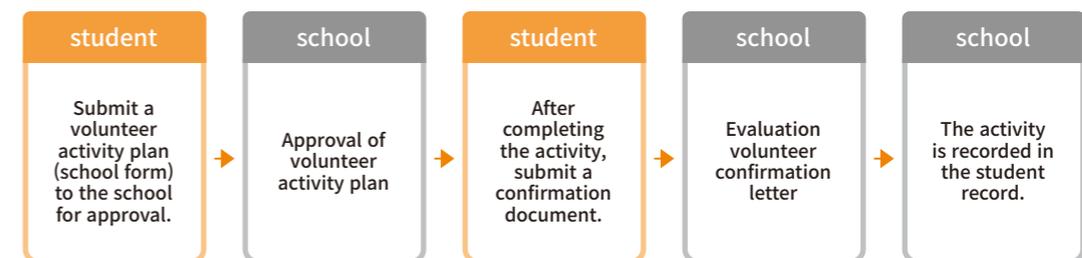
- Volunteer activities are generally operated as part of club activities.
- Students are encouraged to complete approximately 10 hours per grade, in reference to the 2025 Gyeongsangbuk-do high school admissions guidelines.
- Volunteer activities may take place both on campus and off campus.
- Volunteer hours are recognized up to 8 hours per day on non-school days, in accordance with applicable guidelines.

Guide to Implementing Off-Campus Volunteer Activities

- When using performance-linked sites (Nanum Portal, VMS, DOVOL)



- If a performance-linked platform is not used



02 Curriculum and Academic Calendar

On-campus volunteer activities

Learning Support

- Assisting peers with learning
- supporting students with disabilities
- Assisting with subject study activities

Support for School Events

- Assisting with sports Day
- Supporting school festival activities

Environmental Service

- Campus clean-up activities
- Organising and cleaning school facilities
- Waste separation activities
- Assisting with classroom cleaning

Other volunteer work

- School milk distribution
- Campaign activities
- Club-related volunteer activities



- Please note that volunteer hours will not be granted for days on which a student is absent, including approved (excused) absences.
- For off-campus volunteer activities, if the 1365 Volunteer Portal, VMS, or DOVOL is not used, the volunteer activity will be recognized only when a volunteer activity plan is submitted in advance and approved by the school principal.
- For middle school students, 45 minutes of volunteer activity is counted as one hour of volunteer service.

03 Attendance and Absence

Basic information about Attendance · Absence

- Attendance and absence records are documented in student school records.
- Attendance is one of several factors considered in relation to school records and progression.
- Attendance records include absence, tardiness, early departure, and class absences.¹
- The school year generally consists of approximately 190 school days, depending on the academic calendar.
- To advance to the next grade, students are expected to attend at least two-thirds of the total school days, in accordance with school regulations.

Absence

Approved Absence²

- Approved absence refers to an absence that is recognized under school guidelines.

Examples include:

- Natural disasters or officially designated infectious diseases
- Participation in competitions, training, or approved off-campus experiential learning
- Participation in approved consideration programs
- Health-related absences recognized under school guidelines
- Family occasions, as defined by school policy

| Family occasions | Eligible Family members | Period of days |
|------------------|--|----------------|
| marriage | siblings, father, mother | 1 |
| adoption | The student concerned | 20 |
| Bereavement | Parents, grandparents, (paternal and maternal) | 5 |
| | Parents' grandparents, (paternal and maternal) | 3 |
| | Parents' siblings and their spouse | 3 |

¹ 'Class absence' refers to absence from class partly or all of the class time or participation in class after the time designated by the principal.

² Approved absence refers to a situation that if a student doesn't go to school but the reason for the absence is reasonable so the principal approves the absence as attendance.

03. Attendance and Absence

Absence due to illness

- This applies when a student is unable to attend school due to illness.
- A doctor's diagnosis or medical certificate should generally be submitted within five days of the reported absence.
- For short-term absences of up to two days that are not habitual, a written absence report may be submitted within five days, together with supporting documents such as a parent's statement, a medical prescription, or confirmation from the homeroom teacher.

Other Approved Absences

- Absences may be approved in cases of unavoidable personal circumstances, such as supporting family members, assisting with household responsibilities, or providing care, in accordance with school guidelines.

Unapproved absence

- An unapproved absence refers to an absence that does not fall under illness-related absences or other approved categories, based on school criteria.



TIP

- The criteria for recognizing one menstrual-related excused absence per month for female students may vary by school, depending on school regulations.
- Some schools apply the standard by calendar month (e.g., January, February), while others apply it based on a 30-day interval from the previous recognized absence.
- Some schools count three instances of menstrual-related early departure, lateness, or class absence as one recognized excused absence, while other schools recognize a single instance of early departure, lateness, or class absence as one menstrual-related excused absence. Therefore, it is necessary to check each school's specific regulations.
- Recognized absences for off-campus experiential learning, family events, or similar reasons require prior consultation with the homeroom teacher.

memo

04 NEIS Parent Service

Introduction

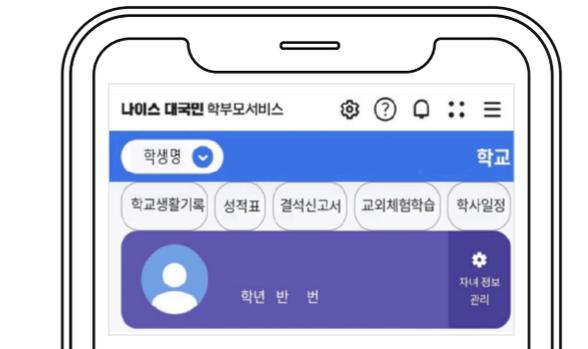
NEIS National Service (Parent Service)

- This service allows parents or guardians to access their child's educational information through the NEIS system, enabling them to view school-related information via PC or mobile device without visiting the school in person.

How to use

How to use NEIS National Service

- Register for and log in to the NEIS Parent Service or the "NEIS Parent Service" mobile application. Enter your child's enrollment information and request guardian verification. The student logs in to NEIS Plus, selects "Manage My Information," and completes guardian approval. Once approval is completed, the parent or guardian can then log in to the NEIS Parent Service.



<NEIS Parent Service Smartphone Screen>



TIP

- If guardian approval cannot be completed through the NEIS system, please contact the school for guidance on alternative procedures.
- Applying for NEIS National Service in advance may help reduce administrative confusion when requesting offcampus experiential learning after entering a new school.

04 NEIS Parent Service

04. NEIS Parent Service

Use the provided services

Using NEIS National Service (Parent Service)

Student School record Parents can view information on their child's attendance, records of detailed performance and special skills related to academic subjects and creative experiential activities, as well as records from previous years and semesters.

Report card Parents can view detailed academic information, including subject-based written test scores and performance assessment results.

Registering a absence report Please register an absence report within one to two days after the absence, by entering the period and reason for the absence and completing the required steps.
For absences of two days or fewer, supporting documents may not be required, depending on school procedures.
(Menu path: Absence Report → Register → Enter absence period → Enter reason → Upload supporting documents, if applicable → Enter guardian information → Sign → Submit)

Off-Campus Experiential Learning
Application for Off-Campus Experiential Learning and Submission of the Activity Report
How to Apply for Off-Campus Experiential Learning
Menu path: [Off-Campus Experiential Learning] → [Register] → Select Type of Experiential Learning → Set Period of Experiential Learning → Enter Location → Select "Direct Entry" under Detailed Activity Entry Method → Record Activity Details → [Enter Guardian Information and Sign] → Enter Chaperone Information (Select "Same as Guardian Information") → Review Regulations and Agree
How to Submit the Off-Campus Experiential Learning Report
Menu path: Top-right Menu → [Student Support] → [Off-Campus Experiential Learning Report] → [Register] → Select "Direct Entry" under Detailed Activity Entry Method → Enter
Details and Upload Two Photos (Photos must include images of the student and activity related photos.)
Additional Notes: Some schools may require the application form and activity report to be resubmitted in paper format.

Academic Calendar Parents can check detailed schedules that may not be available on the school website.

³ 'Detailed Performance and Special skills' is a record showing the growth process and capabilities throughout school life.

How to apply for off-campus experiential learning

<Using NEIS Parent Service>

교외체험학습신청서 등록
1. 기본정보 등록
신청 자녀정보
중경북
경북중학교 1학년 1반 1번
체험학습 구분
 현장체험학습
 친인척 방문
 가족동반여행
 고적답사 및 향토행사 참여
 가정학습
감염병 위기 경보가 '심각' 단계인 경우에 한해 교외체험학습 신청구분에 '가정학습'이 포함됩니다.
 기타
기타 사유 입력

Experiential learning classification (field experiential learning/visiting relatives/traveling with family/Participation in historical site tours and local events/Home study/other) selection

교외체험학습신청서 등록
2. 체험학습 기간입력
*체험학습 기간
체험학습 시작일시
2025/07/01 00:00
체험학습 종료일시
2025/07/01 23:59
*체험학습 장소
체험학습 장소를 입력해주세요.
*체험학습 상세내용 입력방법
 직접입력 첨부파일 등록

Setting the period and time of experiential learning, Enter experiential learning location, experiential learning 'Direct input' among the detailed information input methods After selection, fill in the experiential learning content

교외체험학습신청서 등록
3. 체험학습 상세정보 등록 (17/1,000)
*체험학습 내용
탈북물건 관문 및 탈안물건 체험
학부모 정보
*성명
홍길동
*연락처
01012345678
*관계
부모
*학부모 서명
✓ 서명완료
홍길동

Enter parent information and sign

교외체험학습신청서 등록
4. 인솔자 정보 입력
인솔자 정보 학부모 정보와 동일
*성명
홍길동
*연락처
01000000000
*관계
부모
위임장
인솔 위임장 다운로드
업로드할 파일을 선택하세요.

Enter the chaperone information (but parents must Leading when not leading You must upload a person's power of attorney)

교외체험학습신청서 등록
5. 규정확인 및 동의
규정확인
 교외체험학습신청기간, 허용일수 등 교외체험학습 관련 규정을 확인하였습니다.
학생 안전확인
 연속 5일 이상 교외체험학습 시 주1회 이상 보호자가 당일교사와 통화하여 학생의 안전, 건강을 확인 시키겠습니다.
교외체험학습(가정학습 포함) 기간 학생의 안전한 활동을 책임지고 관리 확인하였습니다.
또한 안전사고 등 돌발상황 발생에 대비하여 학교와 연락체계를 유지하고 사안발생 시 신속 대응(조치)하겠습니다.
 동의합니다.
 모두 동의합니다.

For checking regulations and student safety Submit after agreeing



04 NEIS Parent Service

04. NEIS Parent Service

<Example of using paper forms>

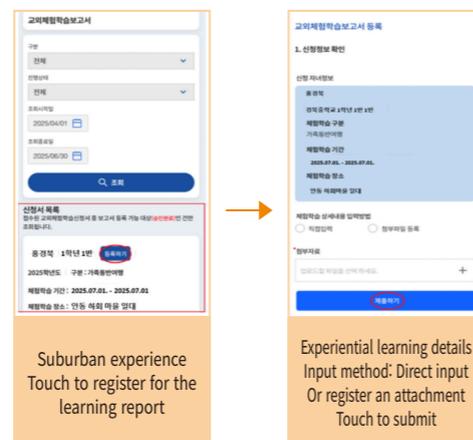
| 「학교장허가 교외체험학습」 신청서 | | | | 담임 | 부장 | 교감 | 교장 |
|--------------------------|---|---------------|-----|-------------------|-------------------|---------------------|-----------------------------------|
| 학 반 | 1학년 ○반 ○○번 | | | 성 명 | 홍 ○ ○ | 휴대폰 | 010-×××× ×-××××× |
| 본교 출석인정 기간 연간(20)일 | 신청 기간 | (1)일 (0)시간 | 시작일 | 2026년 1월 6일 08:30 | | | |
| | 학교장허가 교외체험학습 세부 규정 및 불허 기간 확인 여부 (필요 시 학교 홈페이지에서 확인) | | | 종료일 | 2026년 1월 7일 16:30 | | |
| 학습형태 | ○가족 동반 여행(○) ○친·인척 방문() ○답사 ○견학 활동(○) ○기타 체험활동(○) | | | | | | (○) |
| 목적지 | 강원도 원주시 스키장 및 정선군 케이블카 | | | | | 숙박 장소 | 정선○○펜션 |
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| ○○중학교장 귀하 | | | | | | | |

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<Example of using paper forms>

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| 교외체험학습 기간 | | 2026년 1월 6일 08:30 ~ 1월 7일 16:30, (1)일 (0)시간 | | | | | |
| 교외체험학습 장소 | | 강원도 원주시 및 정선군 | | | | | |
| 학습형태 | ○가족 동반 여행(○) ○친·인척 방문() ○답사 ○견학 활동(○) ○기타 체험활동(○) | | | | | | |
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| ○○중학교장 귀하 | | | | | | | |

<Using NEIS Parent Service>



- In most schools, the period for off-campus experiential learning is generally available for up to approximately 20 days per academic year. However, the available period may vary by school, so please refer to each school's guidelines.
- Requests for off-campus experiential learning during examination periods are subject to each school's assessment and processing guidelines, which may differ by school. (While policies may vary by school, most schools award 80% of the score based on other written tests).
- In some cases, additional confirmation procedures may be required when applying for off-campus experiential learning during specific academic periods.
- If it is difficult to complete the application through the NEIS system, schools may provide alternative application methods, such as paper-based forms, in accordance with school procedures.
- When submitting an off-campus experiential learning report, schools may request supporting materials, such as photos, in line with their reporting guidelines.

2

A Guide to Happy Middle School Life

2026 Educational Materials Contents for Parents
with Immigrant Backgrounds

Chapter 2 Learning and Assessment

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01

Basic Academic Skills

01. Basic Academic Skills

With **warmth**, we strengthen the basic academic skills of students in Gyeongbuk.

Basic Academic Skills in Gyeongbuk: For Everyone, with Warmth



Definition of terms related to basic academic skills

What are basic academic skills?

- The academic skills that meet the minimum achievement standards required through the school curriculum.

What is eligible for learning support?

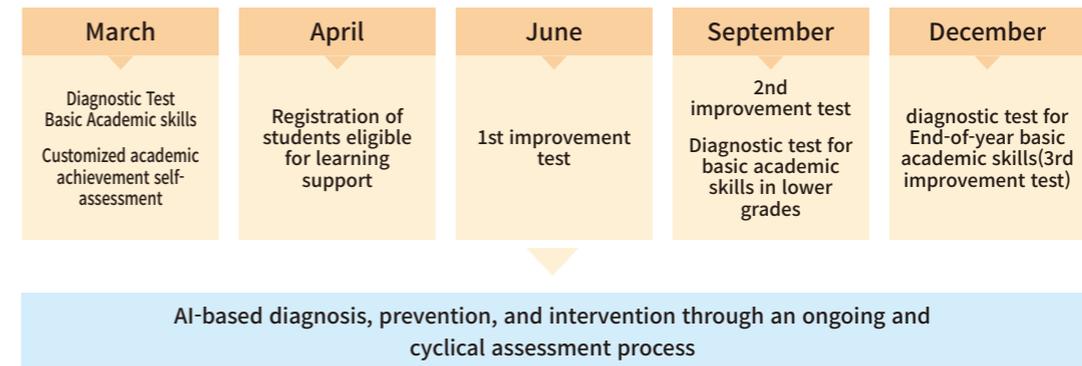
- A student identified by the school’s Learning Support Committee as needing additional support due to insufficient basic academic skills.

Assessment for Learning Competency Diagnosis

| Title | Diagnostic Assessment or Basic Academic skills | Self-assessment for Customized academic achievement |
|---------------------|--|--|
| Evaluation grade | Grade 1 to Grade 3 | Required for 1st graders (optional for 2nd and 3rd graders by school) ※As of 2025 school year |
| Evaluation subjects | Korean, Math, Science, Social Studies (History), English | Korean, math, science, social studies, English Grade 1: Career aptitude test (required test) |
| Evaluation method | Paper test (choice-based) | PC, tablet usage Computer-Based Testing (CBT) |

※Testing timing vary by school

Diagnostic Program for Learning abilities



Psychological and emotional ability assessment

Learning Ability Assessment I (Cognitive Domain), Learning Ability Assessment II (Emotional and Behavior Environment Domain), Learning Style Assessment, Emotional and Behavior Environment Assessment

Support within the school

Programs such as the Due Teacher (Instructor) System, Hope Ladder Classroom, Dodream School, Responsible Education Grade System, and the Basic Academic Ability Improvement Program.

※ The operating program and eligible grades may vary depending on the school situation.

Off-campus support

- ① Support Center for Gyeongbuk Basic Academic skills: Pohang, Gyeongju, Andong, Gumi, Yeongju, Mungyeong, Gyeongsan, Chilgok
- ② Learning assessments and diagnosis / Learning coaching (Grade 1: apply in March, Grades 2-3: apply in December of the previous year)
Therapy support / Happy Camp / Training programs for teachers and parents



01. Basic Academic Skills

Online Learning Resources to Improve Basic Academic Skills

Base Camp (<https://www.plasedu.org/plas/>)

- Target students: Grade 1 (Elementary) to Grade 1 (High School)
- Target subjects: Korean, Mathematics, Social Studies, Science, and English

Knock Knock! Math Exploration Team (<https://www.toctocmath.kr/>)

- Target students: Grades 1–6 (Elementary)
- Focus area: Elementary mathematics
- Although designed for elementary students, this program may also be helpful for students who need additional support in basic mathematics.
- When using this service for the first time in middle school, you may be asked to enter the name of a nearby elementary school during registration.

National Basic Academic skills Support Center (<https://k-basics.org/>)

- Target grades: Grade 1 (Elementary) to Grade 2 (High School)
- Target subjects: Korean/English/Math /Social Studies/Science

Ta-da math (<https://aig.edunet.net/>)

- Target grades: Grade 3 (Elementary) to Grade 1 (Middle School) ▪ Target subject: Mathematics

Online Learning Service Guide

EBS Middle School Premium: Provides curriculum-aligned lectures at various levels to support understanding of basic concepts.

Khan Academy: A widely used global learning platform offering mathematics practice by grade level, as well as introductory computer programming content.

EBS English: Provides after-school English learning materials, including vocabulary and reading resources, by grade or proficiency level.

EBS Math: Offers mathematics learning materials through videos, webtoons, and interactive content.



- The Basic Academic skill Improvement Program provides individualized, tailored instruction to a small number of students.
- The basic academic skill improvement program includes an emotional guidance program in addition to academic instructions.

02 In-Schools e valuation

Check Each School's Evaluation Plan

School Information

- Parents can review information such as each school's evaluation plan, meal services, academic calendar, educational activities, and overall school conditions.

School homepage

- Each school's website provides access to assessment plans, newsletters, announcements, and photos related to students' activities.

Types of evaluation

Written tests

- Written tests are regularly scheduled assessments administered at the same time within each grade, using the same test materials.
- Common terms include midterm examinations and final examinations.
- The testing period typically lasts three to four days.

Performance evaluation

- Performance evaluation involves teachers observing students' learning processes and outcomes during regular class activities and assessing them using various methods.
- Methods may include presentations, discussions, portfolios, experiments, practical tasks, and essays.
- Performance evaluations are conducted during regular class hours.

※ Evaluation schedules vary by school.

※ Release of past written Examination questions

- Schools are required to release past exam questions (including correct answers)
- Extent and method of public release (posting on the school website, placing materials in a designated area on campus, providing printed copies, etc.) are determined by each school's principal.



02

In-Schools e valuation

02. In-Schools e valuation

Achievement

| General subjects | | Physical Education, Music, and Art | |
|---------------------------------|-------------|------------------------------------|-------------|
| Achievement rate (raw score), % | Achievement | Achievement rate (raw score) | Achievement |
| 90% or higher | A | 80% or more ~ 100% | A |
| 80% to below 90% | B | 60% or more but less than 80% | B |
| 70% to below 80% | C | | |
| 60% to below 70% | D | less than 60% | C |
| below 60% | E | | |

[example]

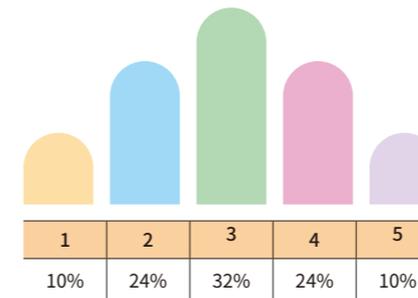
| Korean language curriculum | Written Test | | Performance assessment | |
|-----------------------------|---|-----------------------------|--|-------------------------------|
| | midterm exam 100 points (30%) | Final exam 100 points (30%) | Essay-type evaluation 100 points (20%) | Presentation 100 points (20%) |
| Full marks and weighting | | | | |
| Student raw score | 80 points | 95 points | 100 points | 90 points |
| Converted score | 24 points | 28.5 points | 20 points | 18 points |
| End of semester total score | 24 points + 28.5 points + 20 points + 18 points = 90.5 points / Achievement A | | | |



TIP
 ▪ What is the achievement-based evaluation system?
 A system that evaluates 'what and how much students have achieved' rather than 'who did better'

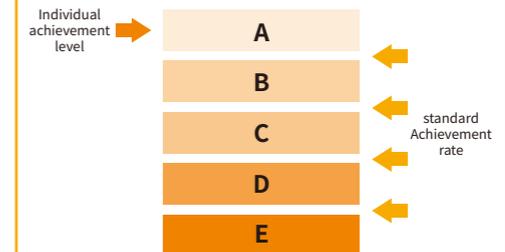
relative evaluation

Relative (norm-referenced) evaluation within a comparison group



Achievement-based evaluation system

An evaluation system that determines the extent to which achievement standards are met



Report Card - Grade 1, 2nd Semester - Grade 3, 2nd Semester (Example)

General subjects

| Subject | Written Test/ Performance assessment | Exam/Test name (Weight ratio) | Full score | Score received | total | Raw score /Subject average score | Achievement | Number of students |
|---------|--------------------------------------|---------------------------------------|------------|----------------|-------|----------------------------------|-------------|--------------------|
| Korean | Written Test | Midterm exam (30.00%) | 100.00 | 80.00 | 90.5 | 91/72.5 | A | 200 |
| | | Final exam (30.00%) | 100.00 | 95.00 | | | | |
| | Performance assessment | Descriptive/Essay Evaluation (20.00%) | 100.00 | 100.00 | | | | |
| | | Presentation (20.00%) | 100.00 | 90.00 | | | | |

※ Subject-specific achievement grades "A, B, C, D, E" are calculated on a semester basis by adding up the written Test and performance evaluations during the semester.

Physical Education and Arts (Music/Fine Arts)

| Subject | Written Test/ Performance assessment | Exam/Test name (reflection ratio) | Full marks | Score received | total | Achievement |
|---------|--------------------------------------|-----------------------------------|------------|----------------|-------|-------------|
| gym | Performance assessment | Golf Putting (40.00%) | 100.00 | 80.00 | 85.0 | A |
| | Performance assessment | Volleyball toss (40.00%) | 100.00 | 100.00 | | |
| | Performance assessment | Essay-based evaluation (20.00%) | 100.00 | 65.00 | | |

※ Subject evaluated solely through performance assessments vary by school [Examples: Physical Education, Music, Art]

02. In-Schools e valuation

Elective (liberal arts) subjects

| Subject name | Completion hours | Completion status |
|--------------|------------------|-------------------|
| environment | 12 | P |

※ 'P' indicates completion(Pass), while 'F' indicates non-completion(Failure).

※ Middle school elective s subjects (liberal a rts s subjects): C areer a nd O ccupation, E nvironmental Studies, Health Education

Attendance status

| Number of school days | absence | | | Tardiness | | | Early leave | | | result | | | Special notes |
|-----------------------|---------|-------------|-----|-----------|-------------|-----|-------------|-------------|-----|---------|-------------|-----|---------------|
| | disease | disapproved | etc | disease | disapproved | etc | disease | disapproved | etc | disease | disapproved | etc | |
| 91 | 1 | . | . | 3 | . | . | . | . | . | . | . | . | . |

※ Attendance: Recording the student's attendance status for one semester.

- Absence: Not attending on required days.
- Not attending tardiness: Not to attend by the time designated by the principal.
- Early Departure: When leaving school between the arrival and dismissal times set by the school principal.
- Class Absence: In case that the child is absent from part or all of the class time.
- Disapproved: Absence without a valid reason, including intentional absence, neglect, running away from home, refusal to attend school, or other unreasonable reasons.



- Students must be aware that use or possessions of electronic devices, especially smartwatches, is prohibited during written exams. If a student is found in possession of such a device during the test, the score for that subject may be recorded as zero. And the case may be referred to the Student Life Education Committee for additional disciplinary action.
- Menstrual-related approved absences during the exam period are often not fully accepted as 100% attendance under school grading policies
At many schools, they are considered only at 80%, similar to illness-related absences.
- During the written exam period, many schools do not approve principal-authorized off-campus experiential learning.
- The grade appeal period is open after the exam. (the period differs by school).
At some schools, if a student plans off-campus experiential learning during the appeal period, a student must submit a written pledge stating they will not raise a grade appeal.

03

Free Semester Program

What is a free semester program?

A program that flexibly operates the curriculum to strengthen student-participatory classes and the related process-based assessments for one semester of middle school; and to enable for a variety of experiential activities.

| period | areas | evaluations |
|-------------------------------------|--|---|
| middle school grade 1, 1st semester | Topic selection Subject-linked enrichment activities. (Example) Reading to find your dreams, experiential mathematics, etc. | Written test Not implemented |
| | Career exploration Subject-linked enrichment activities (Example) Reading to find your dreams, experiential mathematics, etc. | process-based Formative assessment, portfolio, Observation evaluation, performance evaluation, etc. |

Free semester evaluation results

Evaluation results are not calculated as scores or achievement levels. Instead, the learning processes of all students are observed, and their growth and development are recorded in narrative statements.



- The Free Semester curriculum is operated autonomously by each school.
- Although subject grades from the Free Semester Program are not included in the academic records used for high school admissions, non-academic areas (such as attendance, behavioral characteristics, and overall remarks) may be included.

3

A Guide to Happy Middle School Life

2026 Educational Materials Contents for Parents
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Chapter 3 Career Paths and Transition to High School

01. Career Path ····· 36

02. Entering High School Admission ····· 37



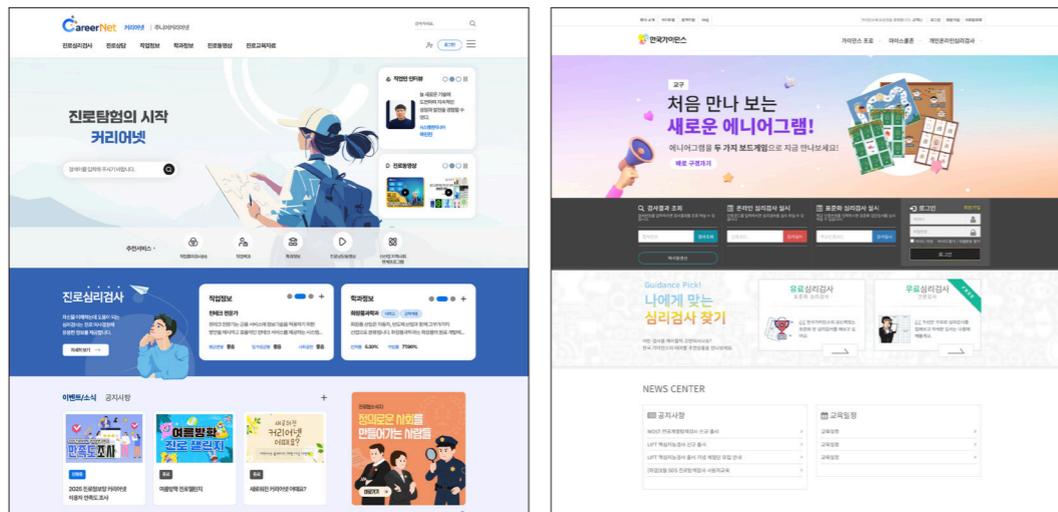
01 Career Path

Career education in schools

- Providing guidance that links curricular activities with extracurricular activities.
- Offering “Career and Occupation” as a subject and implementing it across multiple grade levels, depending on each school’s curriculum.
- Administering various career-related assessments.

Career counseling

- In school: Counseling provided by the career guidance teacher, professional counselors, subject teachers, and the homeroom teacher
- Off campus: Counseling services are available through multicultural support centers
- Online: Career exploration and guidance are supported through career-related websites.



- CareerNet (career aptitude test, career counseling)
<https://www.career.go.kr>
- Korea Guidance Psychological Tests (free tests)
<https://www.guidance.co.kr/Intgr/freetest/free-etest.html>

02 Entering High School Admission

High school type

General High Schools | account for the largest proportion of high school types

| | |
|--------------------|---|
| Admissions Process | <ul style="list-style-type: none"> ▪ Equalized Admission Area (Pohang): Students are selected based on academic records without gender distinction, up to the total enrollment capacity of the standardized school district, and then assigned to schools through a lottery system ▪ Non-equalized areas (except Pohang): Students are selected based on academic records by school, etc. |
|--------------------|---|

Special -Purpose High Schools | are designed to provide specialized education in specific fields.

| division | Foreign language high school | science high school | Arts high school | Physical education high school | Meister High School |
|--------------------|---|--|---|--|--|
| | Fostering students with advanced proficiency in foreign language | Fostering scientifically gifted students | Fostering students with talents in the arts | Fostering students with athletic talents | Operating customized curriculum directly linked to industrial demand |
| Admissions Process | a self-directed learning based admission process, which typically includes academic records and interviews. | | academic records, interviews, practical skills tests, or performance assessments, depending on the school type. | | |

specialized high schools | operate a specialized curriculum to cultivate talent and professionals in specific fields

| | |
|--------------------|--|
| Admissions Process | <ul style="list-style-type: none"> ▪ School-specific selection through academic records, interviews, and other criteria ▪ In many cases, attendance records carry significant weight |
|--------------------|--|

Autonomous high school | are allowed to operate schools and curricula with a relatively high degree of autonomy.

| division | autonomous public high schools | autonomous private high schools |
|--------------------|--|---|
| | Autonomous operation of schools and curriculum | In accordance with the school's founding philosophy Autonomous operation of schools and curricula |
| Admissions Process | <ul style="list-style-type: none"> ▪ Varies depending on the equalized/non-equalized area ▪ Same as general high school admissions process | <ul style="list-style-type: none"> ▪ Selected by school through the Self-Directed Learning Admission System (based on academic records and interviews) ▪ At least 20% of the admission quota is allocated through the Social Integration Admission Track, in accordance with regulations. |



- For Meister high schools (industry-demand-driven specialized schools), admission schedules and procedures are generally similar to those of other specialized high schools.
- Foreign language high schools and science high schools select at least 20% of their students through the Social Integration Admission Track.

02

Entering High School Admission

02. Entering High School Admission

High school Admission Guide

| Application period | Early Admission | | | | Regular Admission | | | |
|-------------------------|---|---|------------------------------|---------------------------------------|---|---|--|--|
| | <ul style="list-style-type: none"> Special-purpose high schools (Science / Arts / Sports / Meister High Schools) Specialized high schools | | | | <ul style="list-style-type: none"> General high schools Special-purpose high schools (Foreign Language High Schools) Autonomous high schools (public and private), and other schools not included in the Early Admission | | | |
| | | Meister High School Specialized high schools (special admissions) Arts & Sports high school | specialized high schools | science high school | | Foreign language high school Private high school | Private high schools, general high schools (non-equalized) | Private high school, general high school (equalized) |
| | application submission | October 20th ~October 24th | November 24th ~November 28th | August 25th ~August 29th | application submission | December 8th - December 12th | | |
| Announcement of results | November 7th | December 5th | November 21st | Announcement of successful candidates | December 26th | | January 8, 26 | |

▪ The specific admission schedule follows the Gyeongsangbuk-do High School Admission Guidelines, and the dates change each year, so it is essential to check the schedule carefully.

| Multicultural student admission (Special admission) | General high school | specialized high schools | Special purpose high schools |
|---|---|---|--|
| | <ul style="list-style-type: none"> Most schools do not offer special admission tracks. Up to 20% of students may be selected through the Social Integration Track. (Social Diversity Admission). → Gimcheon High School and Pohang Jecheol High School (Autonomous Private High Schools). | <ul style="list-style-type: none"> Most schools do not have special admission tracks. Social Integration Special Admission Track → Gyeongbuk Software High School | <ul style="list-style-type: none"> Up to 20% of students are selected through the Social Integration Track (Social Diversity Admission). → Gyeongbuk Foreign Language High School, Gyeongbuk Science High School, Gyeongsan Science High School |

| How to check Admission Information |
|---|
| <ul style="list-style-type: none"> Education office of Gyeongsangbuk-do, website: The High School Admission Guidelines are posted every April. High School Admission Information Portal (https://www.hischool.go.kr/) Specialized high schools Education office of Gyeongsanbuk-do Portal (https://www.gbe.kr/goodjob/cm/cntnts/cntntsView.do?mi=18630&cntntsId=7906) Check each high school's official website |



- If a student is selected in an earlier high school admission round in the same academic year, they are not eligible to apply for subsequent admission rounds. (Students may apply to later rounds only if they receive an official notification of non-acceptance.)
- For special-purpose high schools and the Social Integration Admission Track, eligibility is limited to students from households in the 8th income bracket or below (up to 160% of the median income).
- Students and parents can receive guidance on high school entrance examinations through consultations with the third-year middle school homeroom teacher or the career guidance teacher.

Entering high school by type

| Goal for Employment | Goal of entering college |
|--|--|
| Meister High School, Specialized High School | General high schools, autonomous public/private high schools, Special purpose high schools, arts/sports high schools |
| Classes available to obtain certification in specific fields | Consider your aptitude, interests, long-term goals, or middle school academic records. |

memo

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4

A Guide to Happy Middle School Life

2026 Educational Materials Contents for Parents
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Chapter 4 Student Life

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| 02. School Violence Prevention and Response | 45 |
| 03. Academic Dropout Prevention Review System | 52 |



01

Student Life Education

01. Student Life Education

Student Conduct Point System(Merit-Demerit Point System, Green Mileage)

Merit

Students who receive merit points may receive various benefits, such as awards.

Demerit

Students who accumulate penalty points may be subject to disciplinary action through the Student Life Education Committee (Disciplinary Committee).

Merit-Demerit Point System(example)

| Merit | Description | point |
|--------------------------|--|-------|
| Language & Behavior | Demonstrates respectful behavior and polite language, earning recognition from others. | 1 |
| learning Attitude | Shows exemplary class attitude and concentration | 1 |
| environment | Consistently fulfills assigned cleaning duties | 1 |
| Volunteer work | Actively helps classmates in need | 3 |
| Orderly Conduct | Reports lost property found without an owner | 1 |
| Other | Other commendable behaviors | 1~10 |
| Demerit | Description | point |
| Appearance & Dress Code | Violates dress code (improper uniform, hair dyeing, perming, makeup, etc.)Students wearing prohibited jewelry (necklaces, rings, etc.) | 2 |
| | Wears prohibited accessories (necklaces, rings, etc.) | 1 |
| Attendance | Late arrival or tardiness without illness or valid reason, Class absence, | 1 |
| | Students who leave school, go out, or leave early without reasons | 2 |
| Compliance with Guidance | Fails to comply with guidance based on the Student Code of Conduct | 5 |
| Learning attitude | Sleeping in class, disruptive or inappropriate behavior during lessons | 1 |
| | Repeatedly fails to bring textbooks or required materials despite warnings | 2 |
| Other | etc | 1~10 |

※ Specific provisions and scores may vary by school.

※ The total demerit points for the Student Life Education Committee (Disciplinary Committee) differs by school.



TIP

- Before the Student Life Education Committee (Disciplinary Committee) is convened, the school issues a notice to inform parents of the meeting.
- Parental attendance at the committee meeting can be helpful in supporting improvements in the student's behavior on the scheduled date and participate in discussions about the student's discipline and follow-up counseling plans.

Role of the Student Life Education Committee (Disciplinary Committee)

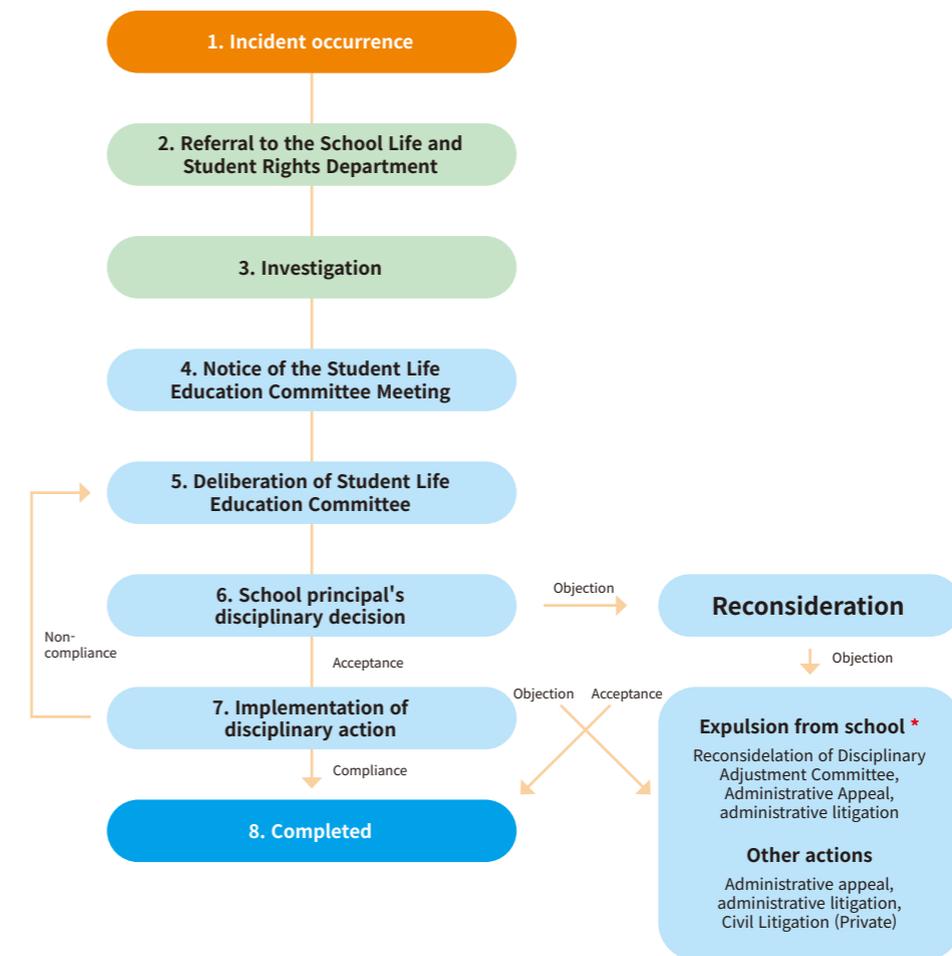
Enactment of School rules (Student Code of Conduct)

In addition to handling school violence, this is an autonomous organization within the school that supports student guidance by establishing and enforcing Student Life Regulations.

Decision of student's discipline Action

Students who accumulate penalty points may be subject to disciplinary action decided by the Student Life Education Committee (Disciplinary Committee).

Operating Procedures



* Expulsion applies only to high schools.

01. Student Life Education

Types of disciplinary measures

The Student Life Education Committee determines the type and duration of disciplinary measures in accordance with the Student Code of Conduct.

| division | detail | On/Off campus | Attendance approval |
|--|---|---------------|---------------------|
| In-School volunteer Service | - The student performs volunteer activities under school supervision and the guidance of teachers. (In principle, activities are conducted outside regular class hours.) | On campus | O |
| community service | - The student performs volunteer activities entrusted to local government offices, public institutions, or social welfare organizations. (Attendance will be approved upon submission of a confirmation letter.) | Off campus | O |
| Completion of special educational Programs | - The student completes a special education program established and operated by the superintendent of education, or receives education, counseling therapy, or individualized instruction at a special education education institution designated by the superintendent | Off campus | O |
| Attendance suspension | - The student may be restricted from attending classes after arriving at school (up to 10 days, with a maximum of 30 days per academic year). - During the suspension period, the absence is recorded as an unapproved absence. | On campus | X |



- The standards and duration of disciplinary measures may vary by school and by local education office of Education.
- Before the Student Life Education Committee convenes, students or parents are given an opportunity to present their opinions.

02 School Violence Prevention and Response

Types and Examples of School Violence

What is school violence? School violence refers to any act that causes physical, psychological, or financial harm to students, whether it occurs on or off school premises

| category | Description and examples |
|-----------------------------|---|
| physical violence | Any act that causes physical harm (e.g., hitting, pushing, throwing, etc.) |
| verbal abuse | Acts that cause emotional or psychological harm through words (e.g., verbal abuse, threats, teasing, derogatory remarks, appearance shaming, mocking nicknames, public humiliation) |
| extortion | Forcing a student to engage in unwanted actions (e.g., forcing errands, pressuring participation in inappropriate behavior) |
| forced actions | The act of forcing someone to do something they don't want to do (Forcing run errands, asking them to participate in bad behavior, etc.) |
| social exclusion | Systematically ignoring or excluding a student (e.g., excluding from conversations, ignoring a student in group chats) |
| sexual harassment and abuse | Acts that cause discomfort through sexual words or behaviors (e.g., sexual harassment, unwanted physical contact, distribution of photos) |
| cyberbullying | Harassment conducted through the internet or social media (e.g., exclusion in group chats, distribution of manipulated images, deepfake-related sexual crimes, hijacking social media accounts) |



- If parents suspect that their child may be involved in school violence, it is important to first consult with the homeroom teacher.
- School violence counseling and reporting
 - Phone: 117 (no area code needed)
 - Text message: #0117
- For more detailed information, please refer to the School Violence Case Handling Guidebook on Types of School Violence and Support Systems.

02 School Violence Prevention and Response

02. School Violence Prevention and Response

School violence report

How to report school violence

| | |
|---|--|
| Person filing the report of school violence | Anyone who becomes a ware of an incident of school violence—including victims, their families, other students, and teachers—may report school violence. |
| Reporting agency of school violence | Reports may be made to schools, the 117 School Violence Reporting Center, Youth Hotline 1388, Women's Emergency Hotline 1366, Haebaragi(Sunflower) Centers, school police officers at local police stations, or the School Violence Countermeasures Committee of the Office of Education. |
| Collecting evidence for the report of school violence | The details of the incident should be documented, and relevant evidence should be secured. This evidence may include audio recordings, textmessages, statements, and witness testimonies. |
| Preparation against retaliation | If there is concern about possible retaliation after reporting school violence, the school may request protective measures for the victim. If there is a serious or immediate threat, personal protection may be requested through the police via the school police officer in charge. |

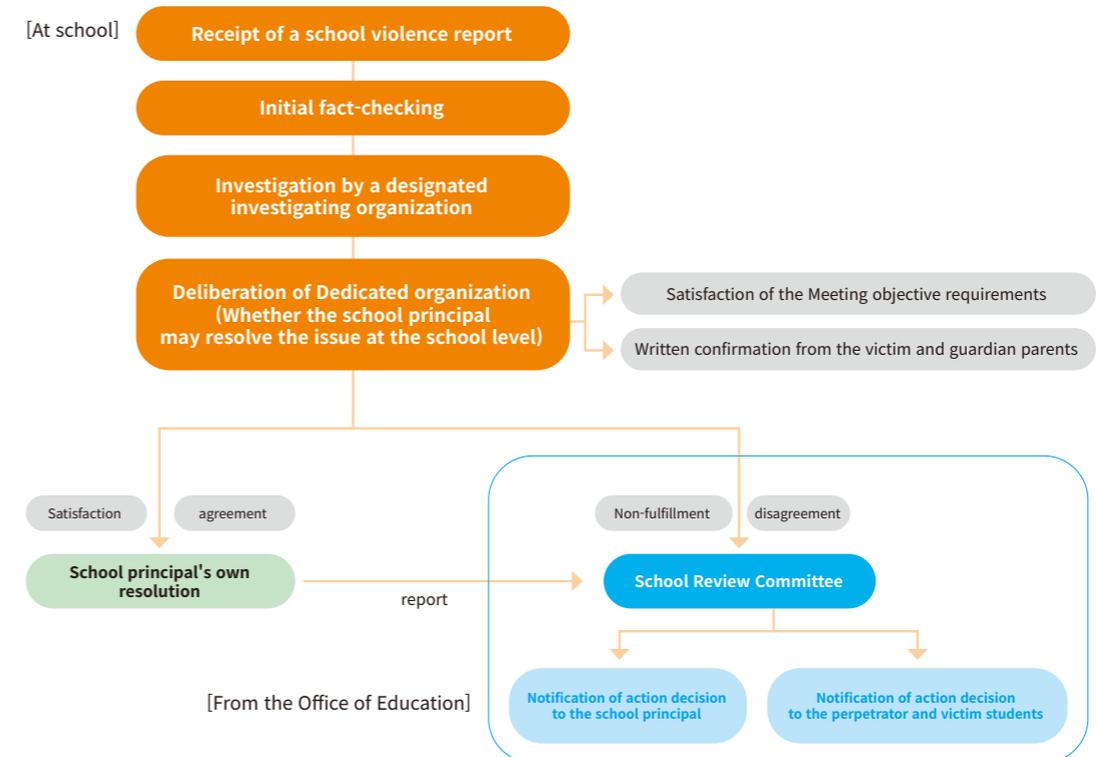
Information on Agencies for Reporting school violence (other than schools and education support offices)

| Reporting agency | phone number |
|--|--------------------------|
| 117 School Violence Reporting Center (Located in Andong City) | ☎ 117 and ☎ 054-843-6117 |
| Youth Hotline 1388 | ☎ 1388 |
| Wee Project (Located in Sejong Special Self-Governing City) | ☎ 044-415-2157 |
| Women's Emergency Call (Gyeongbuk Center, located in Gimcheon) | ☎ 054-1366 |
| Eastern Gyeongbuk Sunflower Center (Located in Pohang City) | ☎ 054-278-1375 |
| Northern Gyeongbuk Sunflower Center (Located in Andong City) | ☎ 054-843-2117 |
| Western Gyeongbuk Sunflower Center (Located in Gimcheon City) | ☎ 054-439-9600 |



- If offending students voluntarily report their involvement in school violence, they may be subject to lighter disciplinary measures than if someone else reports it. Therefore, it is recommended to take counseling from the related agencies.
- Individuals are legally protected from disadvantages resulting from reporting school violence. In particular, important information related to the reporting is protected under the duty to maintain confidentiality, so reports can be made safely and without fear.
- If you have been injured, had your belongings stolen, been threatened, or been illegally confined due to school violence and if you have been defamed, you can file a complaint with the police or other investigative authorities.

Flowchart for Handling School Violence Cases



02 School Violence Prevention and Response

02. School Violence Prevention and Response

School violence Report

Step-by-step explanation of handling school violence cases

Receipt of report

Consultation, survey, Social Media, mobile phone, and telephone reporting such as 117

Initial fact-checking

Counseling with the reporting student and notifying the guardians of the students involved.

Investigation

Interviewing relevant students and their guardians, conducting surveys, and collecting evidence

Dedicated organization review

Based on the results of the investigation, the school principal may resolve the case at the school level, or decide whether to refer it to the deliberation committee of the Office of Education.



TIP

- The four objective requirements for a school principal's autonomous resolution of a school violence case
 - ① If a medical certificate requiring physical or mental treatment for more than two weeks has not been issued
 - ② In cases where there is no property damage, or where any damage is immediately restored or there is a clear commitment to restore it.
 - ③ When school violence is not continuous or repeated in nature
 - ④ In cases where it is not an act of retaliation for reporting, making statements, or providing information on school violence.



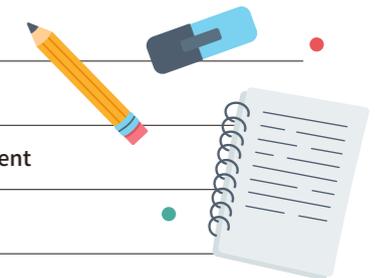
Measures to be taken against students involved in school violence

Actions taken against the victimized student (protective measures)

1. Psychological counseling and advice from experts inside and outside the school
2. Temporary protection (protection at a shelter, home, or school counseling center, etc.)
3. Medical treatment and related care
4. Class change
5. Other necessary measures to protect the victim student.

Actions taken against the offending student

| | |
|-------|---|
| No. 1 | Written apology to the victim student |
| No. 2 | Prohibition of contact, threats, or retaliation against the victim and reporting students |
| No. 3 | Service at school |
| No. 4 | community service |
| No. 5 | Completion of special education or psychological treatment |
| No. 6 | Suspension from school attendance |
| No. 7 | Class change |
| No. 8 | transfer to another school |
| No. 9 | Expulsion (not applicable to middle school as it is compulsory education) |



02 School Violence Prevention and Response

02. School Violence Prevention and Response



- In principle, the cost of treatment, counseling, and other support for the victim is borne by the offending student's guardian.
- Disciplinary measures are recorded in the student's school life record and may remain there for up to four years after graduation.
- These recorded details may negatively affect the student's admission to higher-level schools.

School Culture Responsibility Code

School members (students, parents/guardians, and teachers) jointly discuss matters related to school violence and student life guidance, affirm their respective responsibilities as members of the school community, and commit to fulfilling them.

Responsibilities as a School Member for Everyone

[example]

| | |
|-------------------------------------|--|
| Responsibility as a student | Respect and comply with school rules. Do not infringe on other students' right to learn. Never bully, harass, or exclude your friends, even as a joke. If students witness school violence, actively report it. |
| Responsibility as a parent/guardian | Respect school rules and guide the children to follow them. Respect the school's educational activities and the professionalism of teachers. If a problem arises, communicate with the school to resolve it peacefully. |
| Responsibility as a teacher | Empathize with the students' feelings and truly respect them. In case of a problem such as school violence, teachers respond quickly and actively. Teachers communicate and cooperate with fellow educators and parents to ensure students' desirable growth. |

※ Opinions are collected through both offline and online channels, and the outcomes are subsequently shared

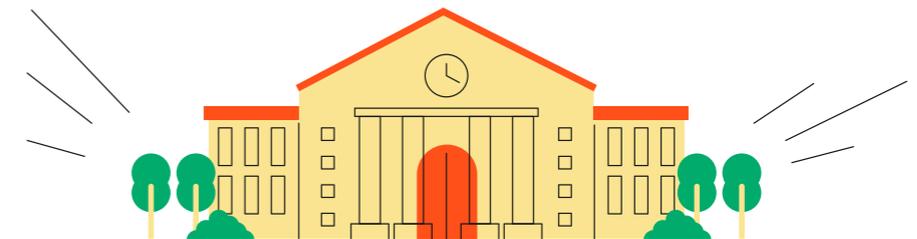
School Culture Responsibility Agreement

While the existing School Rules specify regulations related to school operation and student life, the School Culture Responsibility Agreement aims to enhance understanding of school violence and student life issues by outlining the responsibilities and attitudes expected of all members of the school community.

| | School rules | School Culture Responsibility Code |
|---|--|---|
| purpose | Ensuring stable and consistent school educational activities | Creating a desirable school culture through the active participation of all school members |
| characteristics | Maintaining discipline within the school, operating the school and Stating the provisions to be observed throughout student life | Promoting shared responsibility among members through understanding school violence and student life guidance |
| Deliberation of School Management Committee | required | not required |



- Materials that can be used to help understand the "School Culture Responsibility Agreement" for Everyone's School
[Education Support Center School Violence Prevention]
→ 'School Culture Responsibility Code' → Responsibility Code for Everyone's School →
Video-explaining Responsibility Code
→ Notice Board →
Parents' Newsletter '2024 School Violence Prevention Education Newsletter for Parents No. 1'



5

A Guide to Happy Middle School Life

2026 Educational Materials Contents for Parents
with Immigrant Backgrounds

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01

Educational Support for Students with Immigrant Background

01. Educational Support for Students with Immigrant Background

Multicultural education support services

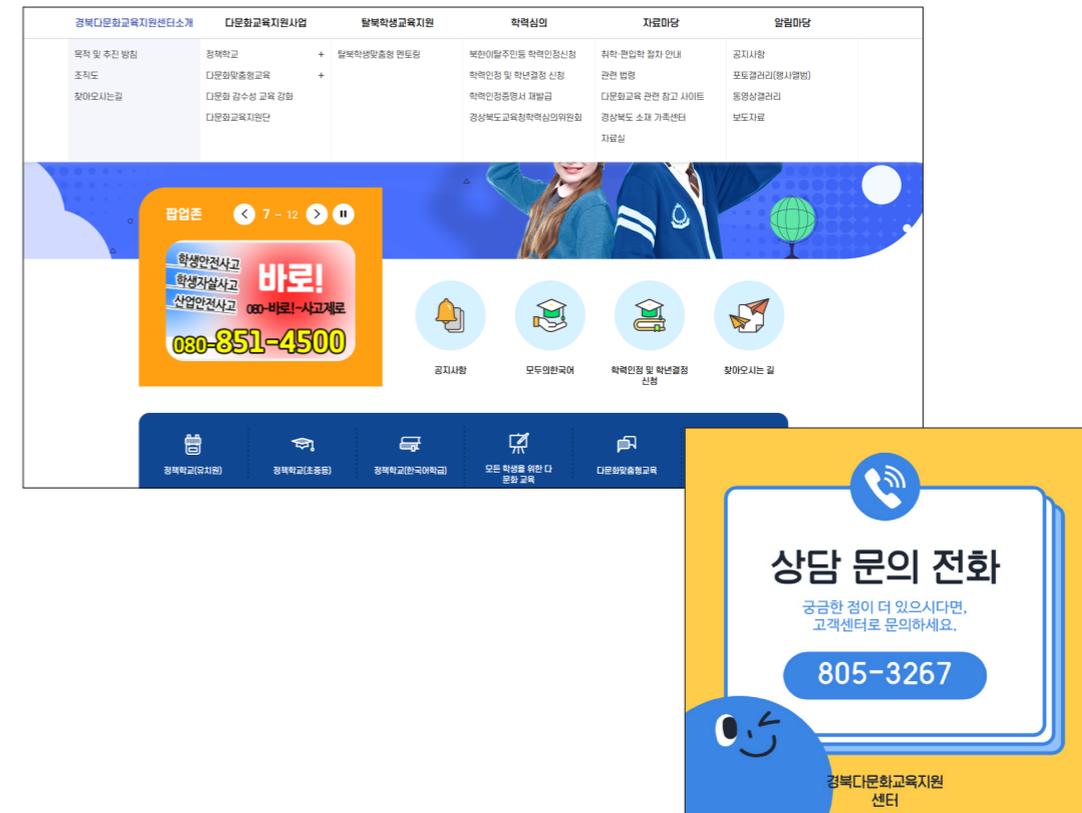
Customized Educational Support Programs for Students with Immigrant Backgrounds

| | |
|--|---|
| Multicultural Education Policy School | Customized education including basic learning, Korean language, and bilingual education |
| Korean language class | Intensive education of Korean language and culture |
| Language education support | Supporting Korean language education |
| Learning Support Program | Support for multicultural language instructors to assist in class activities Emotional and psychological counseling support Operating Bilingual education and camp |
| Universal Korean Language Learning Support | Korean language learning support online service for Korean language learning AI learning tutors, level-based textbooks, Korean culture, classroom activities, assessment questions, etc. Providing a variety of learning contents |
| Stepping Stone Course | School life understanding and adaptation program for prospective students (operated from January to February) |
| Counseling interpretation service | <p>▶ General Application: Interpretation support during consultations with homeroom teachers, translation support for academic calendar and school life-related information</p> <p>▶ Emergency Application: Interpretation support for emergencies such as school violence counseling</p> <p>- Apply by calling the local representative in an emergency.</p> <ul style="list-style-type: none"> · Goryeong, Seongju, Chilgok, Gumi, Gimcheon, Sangju, Mungyeong, Yecheon, Yeongju, Bonghwa, Andong : 010-2675-5121 · Cheongdo, Gyeongsan, Gyeongju, Yeongcheon, Pohang, Uiseong, Cheongsong, Yeongdeok, Yeongyang, Uljin, Ulleung : 010-9545-7373 <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p>student or Parents / Homeroom teacher</p> <p>Request for counseling interpretation (※At least 3 days in advance, (except in case of emergency))</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p>Entrusted Institution for counseling Interpretation</p> <p>Discussion for language and counseling schedule</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p>Students or parents, Homeroom teacher / Interpreter</p> <p>Service process for counseling Interpretation</p> </div> </div> <p>※ Non-face-to-face interpretation is also available via wired, video calls, Zoom, etc.</p> |
| Notice translation service | The school newsletter app allows parents with immigrant backgrounds to view teacherwritten notices in their preferred language. |

Central Multicultural Education Center Multicultural Education Portal

Provides of types and statistics of students with immigrant backgrounds, information on related organizations, multicultural education news, information on support programs for students with immigrant backgrounds and their parents, video materials, and legal/statistical/policy data.

Gyeongbuk Multicultural Education Support Portal



02 Support for families with immigrant backgrounds

Support organizations for families with immigrant backgrounds

Danuri, the Multicultural Family Support Portal

- It provides essential basic information for adapting to life in Korea and the latest information for families with immigrant backgrounds in 13 languages.



- Danuri Call Center : 1577-1366
 - Service hours: 24 hours a day, 365 days a year (including weekends and holidays)
 - Service Language: Specialist counselors for immigrant women provide counseling in 13 languages.
- Interpretation and three-way calling services: Interpretation support during consultations with the homeroom teacher, and translation support for school-related notices.

03 How to Use a School Website

How to Use the School Website

- School Introduction:** Provides an introduction to the school's educational direction, as well as information about school staff and student enrollment.
- Educational Activities:** Provides an overview of the school's curriculum and overall academic plans for the school year.
- Information Board:** Parents can find information on areas of interest such as the WEE Class (school counseling program) and school meals, and you can also access school newsletters and parent s' Newsletters.
- Announcements:** Contains important matters that the school urgently needs to inform parents about.
- School Newsletter:** Provides original versions of printed school newsletters that are sent home to parents through students.
- Today's Menu:** Allows you to check the daily lunch menu. Monthly menus can be downloaded from Information Board → Cafeteria.
- Academic Calendar:** Click to check the school's educational activity schedule by month.



04

Mini Dictionary of School Terms

04. Mini Dictionary of School Terms

| | |
|------------------------------------|--|
| Use of personal information | This is a document that allows the school to use various personal information to identify, such as the student's name, address, and resident registration number. The school does not use personal information for purposes unrelated to school administration, and various safety measures are in place to protect personal information. |
| Off-campus experiential learning | Learning activities recognized as attendance upon submission of a report, conducted with prior approval from the school principal. These activities may include family trips, cultural experiences, or visits to relatives. |
| Meals | This refers to group meals provided by educational institutions. Lunch is mainly served in the school cafeteria. Most meals are operated directly by the school, and excellent raw materials such as eco-friendly agricultural products are used, and clean cooking methods are applied, so ensuring safe and hygienic meals for students. |
| Final exam | Some schools refer to this as the second written exam, administered at the end of the semester. |
| Academic record | Refers to a student's comprehensive academic records, including written exams and performance assessments. |
| alternative education institutions | Schools that provide alternative educational approaches for students who may have difficulty adapting to mainstream public education, often emphasizing small-group and experiential learning. |
| club | This is an activity where students with similar interests gather together and participate under the supervision of a regular teacher. |
| After-school classes | After regular classes, classes in Korean, English, and math are held, or special aptitude classes such as board games, singing, and physical activities are held under the guidance of teachers. |
| School Banking | School Fee Automatic Payment System. A consent form must be submitted upon admission to the system that automatically transfers the education expenses borne by parents from the parents' bank accounts among the various school fees of students. |
| Entrusted educational institutions | Alternative schools officially entrusted to provide education while students remain registered at their original schools. |
| Rotating classes | Classes such as Technology, Home Economics, Science, Physical Education, Music, and Art are some times conducted in the corresponding subject classrooms rather than in homeroom classrooms. |
| Discretionary holidays | A day when students are absent from school, autonomously designated by the school even though it is not a holiday, so that students can spend time with their families. |
| transfer | This refers to a student moving from their current school to another school due to relocation, etc. Students can transfer schools by consulting their homeroom teacher and receiving guidance from the school about the transfer. |

| | |
|--------------------------|---|
| midterm exam | Some schools refer to this as the first written exam, administered during the semester. |
| Open classes for parents | Classes are open to the public at least once per semester, allowing parents to observe their child's class. Parents can visit the school and observe their child's class, referring to the previously announced school newsletter. |
| Parent Counseling Week | Students can consult with their homeroom teacher at least once per semester regarding their life, grades, and other issues. Consultations can be conducted by visiting the school or by phone, with the teacher through an appointment in advance, referring to the previously announced school newsletter. |

memo

memo

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A Guide to Happy Middle School Life

Educational Materials for Parents with
Immigrant Background

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