



St. Johnsbury Academy Jeju

Learning Plan

August 2021

This plan has been developed through an in-depth review of our lived experience during the 2019–20 and 2020–21 school years and careful consideration of the feedback we have received from students, teachers, parents, and administrators. We have drawn on the learning from experts on these topics and internationally renowned institutions around the world. This plan reflects our current situation using available data, resources, and best practices. This plan is subject to change as circumstances evolve and new information becomes available. The most current version of this plan can be found on the school website.

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Introduction to SJA Jeju Learning Plan

The primary purpose of this document is to outline the overall approach and actions that SJA Jeju will take, due to circumstances that arise during this uncertain time, in order to continue offering an outstanding educational program. The information presented in this document is not intended to provide specific emergency protocols. Rather, this document outlines the measures we will take to ensure the health and safety of the SJA Jeju community and continuity of our academic program in a variety of situations, including situations which may require the closure of the school facilities. The 2019–20 and 2020–21 school years required an emergency response phase from schools around the world, including SJA Jeju, with very little time to prepare. We are now moving from the emergency response phase to one in which we implement a solid, well-founded, and sustainable action plan, taking into account what is anticipated. Although it is important to learn from other experiences, our plan must respond to the SJA Jeju reality and meet the specific needs of our educational community. Even though the ideal situation for learning and socialization is being on campus, we must be prepared to be effective in a virtual environment and have the flexibility, depending on the circumstances, to move fluidly from one model to another.

The term, Virtual Learning, describes the experience students will have if school remains in session but students are unable to physically attend school because of campus closure.

While Virtual Learning cannot replicate onsite learning, our teachers have the capability to deliver powerful instruction that allows students to meet expected standards while working in an online environment. The success of our Learning Plan requires a strong partnership, which combines careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support.

Communication

This plan may be implemented under a variety of circumstances that require different levels of response. For example, SJA Jeju may need to close facilities for an extended period of time due to a natural disaster or viral pandemic. In emergency situations, the SJA Jeju leadership team may anticipate campus closure and designate a specific date when virtual learning will begin.

In the case of a campus closure, the Head of School will periodically send messages with updates to parents and faculty appraising them of any pertinent information about when SJA Jeju might reopen for regular classes. As with the determination to close campus, any decision to reopen school for regular classes will be made with the careful consideration of the leadership team.

Any time SJA Jeju decides to move from one risk level to another, the Head of School will send an

official communication to both parents and faculty to make the announcement and establish a timeline for initiation. In the case of level 4, an exact date will then be designated when virtual learning will begin for SJA Jeju students. The days preceding this designated date will be classified as workdays for SJA Jeju faculty and staff, who will be expected to be on duty, either physically on campus or remotely, depending on circumstances and safety conditions. Students will not attend school or be required to begin virtual learning until the date designated by the Head of School. In advance of virtual learning implementation, each section principal will prepare to share more specific information and guidelines with parents, while teachers will arrange to transition classes to a virtual environment.

SJA Jeju Values

The SJA Jeju values of Character, Inquiry and Community are foundational at every level of the Learning Plan. Whether in person or online, SJA Jeju students will be taught good **character** from teachers who model compassion, respect, responsibility and integrity. **Inquiry** will be fostered as students are pushed to develop knowledge, creativity, and intellectual self-reliance. Regardless of the circumstances, SJA Jeju faculty, students, and parents are a part of a strong **community** that collaborates and supports one another.

Matrix for Management of Infectious Diseases

This document is dynamic and will be changed or modified to meet the needs of the SJA Jeju community. The most current version can always be found on the website.

[Link to SJA Jeju Infectious Disease Risk Management Matrix](#)

Detailed Plans for Risk Levels

Level 1

Level 1 indicates a low risk level for the spread of infectious diseases. This does not mean there is no risk; however, the risk is low enough to resume normal activities and operation of the school. Level 1 still includes close monitoring of a health situation and a preparedness to move to another level of the matrix on short notice.

Level 2

Campus Access Control

The campus is open for scheduled and approved visitors only. Temperature checks and masks are required for anyone entering campus. Temperatures will be checked in the morning and after lunch. Dorm students are allowed off campus.

Educational Delivery

In level 2 the educational delivery is normal, with no restrictions for social distancing. Physical contact is discouraged.

After School Activities

When signing up for ASAs, teachers will develop a plan for level 2 and level 3, in the case that we move to one of those levels during the school year. These plans may include a limit to the number of students, depending on the size of the space and/or use of a different space to accommodate social distancing requirements in level 3.

During level 2, outdoor and indoor sports activities will continue to meet. Competitions will be allowed with GEC schools only. Visiting teams will not be allowed to use locker rooms or the cafeteria. Bathrooms for the competition will be clearly identified and will be sanitized before and after the competition. All equipment will be sanitized before and after each event. Masks must be worn during indoor non-sport activities at all times. Hand washing and hand sanitizer will be available and expected for participants to use. Only SJA Jeju students who are eligible to be on campus during a particular ASA are allowed to be present. Each ASA will have a specific level 2 plan that will be approved by the ASA director and the Head of School.

Community Events

Scheduled events for parents and families will be by invitation only and will require RSVP. Community events may be approved, based on current circumstances and the specific event plans.

Field Trips/Travel

Local field trips on Jeju Island will be approved on a case by case basis, depending on trip specific plans. Field trips off of Jeju island will not be allowed.

School Transport

Buses will run at normal capacity, using level 2 protocols for temperature monitoring.

School Operations

Level 2 biosecurity protocols will be implemented, including increased disinfection and cleaning of classrooms and public spaces. The cafeteria will operate with standard serving and seating protocols. The pool will be open with increased cleaning and sanitation protocols.

All Staff

All staff and faculty operate with standard working conditions with some exceptions. Masks are required for all faculty and staff and they should refrain from physical contact. Temperatures will be checked for staff and students at the start of the day and after lunch.

Emergency Care

The Medical Center will continue to report symptoms as required by the government.

Residential Life

Off-campus/Weekend Leave– Students will be allowed to do Weekend Leave according to Residential Life policies. Depending on South Korea’s infection data, some limitations may be put on Weekend Leave in terms of where students may visit. In addition, parents and students may be asked to use Weekend Leave only to go to specific places rather than as a pass to have free time. Limitations may also be placed on non-Weekend Leave off-campus privileges for boarding students, decided on by the Director of Residential Life in consultation with the Head of School, Korean COVID data, and the Dorm PA representative.

Meetings– Dorm meetings may occur but will be limited to Boys dorm only, Girls dorm only, Middle School only, or High School only.

Evening Study– Evening Study will operate as usual with masks required.

Temperature Checks–These checks will continue to occur in the mornings before students leave the dormitories.

Cleaning–The cleaning team will continue to disinfect doors, elevators, main stairway banisters, and refrigerators each day after students leave to go to school.

Vacation Buses– Airport shuttle buses will operate at full capacity.

Day Students– Will be allowed to use the field on Fridays after school as per standard Residential Life policy. High school day students with permission may be allowed to use the Fieldhouse in the evening once per week as per standard Residential Life policy. Day students will not be allowed to enter the dormitories.

Parent Visits– Parents will not be allowed to enter the dormitories but may come to the entrance to check their students out for Weekend Leave. Parent meetings may be allowed by appointment only if another form of meeting will not suffice.

Weekend Activities– Weekend Activities under Level 2 may be off-campus or on-campus. We will offer as much as we are able off-campus, but these may be limited to small groups of students or particular locations, depending on South Korea’s infection data and the decision of the Director of Residential Life in consultation with the Head of School.

Use of Sports Facilities– Boarding students will have access to the sports facilities as per standard Residential Life policies. Students using the Fitness Room should clean equipment after each use.

Masks– Masks will be encouraged for boarding students outside of school hours and will be required in line for meals.

Communications

The medical center will send communication to parents about protocols for symptoms/prevention at home. Emails, SMS, and webpage updates to faculty/staff and the parent community will be ongoing. The school will maintain ongoing communication with the health authorities and will respond to any health authority directions. Official communications from the Head of School will occur regularly.

Level 3

Campus Access Control

The campus is closed to parents and visitors. Only students, faculty, and essential visitors will be allowed on campus. Temperature checks and masks are required for everyone on campus. Temperatures will be checked in the morning and after lunch. Off campus activity for dorm students is restricted.

Educational Delivery

Education will occur in a face to face setting on campus with social distancing protocols implemented throughout the school day. Large gatherings and assemblies are not allowed.

After School Activities

ASAs will take place with specific plans for social distancing. This may include a reduced number of participants allowed at one time, reformatting, or relocation of the ASA. Locker rooms will be closed for younger students. There will be no competitions with anyone outside of SJA Jeju. Masks will be worn for indoor ASAs and regular handwashing, and use of hand sanitizer, will be required. Elementary students will go directly to their ASA at 3:30 or be escorted by a supervisor. Anyone entering the field house must have a mask on and will have their temperature taken. Masks may be removed for athletic practices, but must be on when not practicing. Only SJA Jeju students eligible for an ASA may be on campus to train.

Approved walking activities will be allowed within a restricted radius inside the GEC.

Community Events

There will be no in-person community events allowed.

Field Trips/Travel

Field trips and travel outside the GEC will be permitted based on government and health authority regulations.

School Transport

Buses will run at reduced capacity, utilizing level 3 protocols, including social distancing and temperature checks.

School Operations

Level 3 biosecurity protocols will be implemented, including increased disinfection and cleaning of classrooms and public spaces. The cafeteria will operate with a limited menu and socially distanced seating.

All Staff

All staff and faculty implement social distancing protocols. Large gatherings are not allowed. Masks are required for all faculty and staff and they should refrain from physical contact. Temperatures will be checked for staff and students at the start of the day and after lunch.

Emergency Care

Requirements and protocols for communication of symptoms will be sent to parents from the Medical Center. The Medical Center will continue to report symptoms as required by the government.

Residential Life

Off-campus/Weekend Leave– Will be restricted. Policies for off-campus leave will be communicated by the director of residential life.

Meetings– Dorm meetings will be limited in size and masks will be required.

Evening Study– Evening Study will continue to be held and social distancing will take place. At least 4 different locations (rather than the usual 3) will be used in order to create adequate distance between students.

Temperature Checks– In addition to the checks done at school, proctors will take student temperatures on weekday mornings before students leave the dorms, weekday afternoons when students return from school, and weekend mornings before 10:15am.

Cleaning– Proctors will cleanse common door handles (front entryways) and bannisters of the main stairway after students return from school, after they leave for dinner, after they leave for Evening Study, and after they return from evening fieldhouse time. Times will be set by Head Proctors and the Director of Residential Life. School cleaning personnel will clean these same areas as well as the Study Rooms, elevators, and refrigerators each weekday morning after students leave for school.

Vacation Buses– Capacity will be limited on airport shuttles in order to allow social distancing.

Day Students– Under Level 3, middle school and high school day students will not be allowed to enter the dorms or utilize the fieldhouse except during school or ASA hours. Use of the field may also be limited during these hours as determined by SJA administration.

Parent Visits– Parents and other visitors will not be allowed on campus under level 3.

Weekend Activities– All Weekend Activities will follow government and health authority regulations.

Use of Sports Facilities– Boarding students will continue to be able to use the school’s sports facilities, although some limitations on numbers, activities, and hours could occur. Boarding students will be expected to clean Fitness Room equipment as usual. At the end of each evening, proctors will disinfect sports equipment in the Fieldhouse. Day students will not be allowed to use sports facilities outside of school or ASA times.

Masks– Masks will be encouraged for boarding students. Masks will be required during meetings, Evening Study, when students are in line for meals, and when students use the karaoke rooms in the dorms.

Communications

The Medical Center will send communication to parents about protocols for symptoms/prevention at home. Emails, SMS, and webpage updates to faculty/staff and the parent community will be ongoing. Travel surveys will be sent when returning from long breaks. The school will maintain ongoing communication with the health authorities and will respond to any health authority directions. Official communications from the Head of School will occur regularly.

Level 4

During level 4, the school campus will be closed and the SJA Jeju Virtual Learning Model will be implemented. Prior to reopening the campus, a complete deep cleaning and disinfection must occur. Regular communication will come from the Head of School as the school carefully monitors the situation.

Should any students be required to stay in the dorms due to quarantine, the care of those students will be coordinated by the Director of Residential Life, Head of School, and Head Nurse, following any guidelines given by the Public Health Department or other government offices. Coordination of physical and mental health care, meals, hygiene, communication with parents, and online school work will be done by this group in consultation with the school administration.

In the case of a school closure, the dormitories will close and students will be expected to leave the dorms within 36 hours. Buses will be provided to the airport, with numbers per bus limited for social distancing. Students will be required to wear masks on the bus. If a student's home residence is outside of Korea, the Director of Residential Life will coordinate with the family for the best possible solution to get the student home quickly and safely.

Residential Life proctors will continue to supervise students, dorm projects, and necessary work in the dorms. Should that work decrease, proctors will support student online learning, focusing primarily on middle school and high school, with duties coordinated by the Director of Residential Life and section principals.

Virtual Learning

Introduction and Philosophy

St. Johnsbury Academy Jeju (SJA Jeju) is proud to deliver our high-quality education under exceptional circumstances that may require partial or full campus closure. In such circumstances, our commitment is to provide an alternative means of education in the form of virtual learning. Virtual learning entails the experience students will have when school remains in session but when students are unable to physically attend school because of campus closure. While virtual learning cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The SJA Jeju virtual learning experience aligns with our SJA Jeju Learning Principles. Our students will be empowered to make choices and be part of **inquiry**-based learning experiences; be part of an [online] **community** with their teachers and peers that involves collaboration and authentic problem solving; continue to build each child's unique **character** by encouraging them to be passionate learners, intrinsically motivated, and inspired to action.

The success of our virtual learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such an approach will expand student academic progress and attend to student social and emotional well-being.

Well-being and Support at Home

SJA Jeju acknowledges that virtual learning poses difficulties and stressors for those involved. Therefore, we emphasize the importance of well-being during these times by focusing on the following:

Virtual learning days should follow the same hours as a regular school day, but class schedules will be adjusted to reflect a developmentally appropriate amount of screen time. This means that students should still have morning breaks and lunchtime built into their schedules, and activities designed to promote movement away from their devices. In addition, it is important that students end their school days at 4:00 pm so they can focus on family time and other involvements.

Virtual learning is not a “one-size-fits-all” approach, but rather, a variety of learning experiences that are developmentally appropriate and tailored to our students' needs. Students all possess different abilities and language skills, and therefore what may work for one student will not work for all students. To ensure our students are adequately supported, we encourage them to ask for one-on-one sessions with their teacher from 3:30 – 4:00 pm everyday.

Furthermore, different teachers, such as our EAL specialists, assistant teachers and proctors will also meet in small groups and one-on-one for continued support.

Parents can access each section's virtual learning resources through the school website. These resources include tutorials, updates and communications, and core tools that are needed to support virtual learning.

Parents and students can ask for tech support via [this link](#) of which a response will be given within 24 hours. In addition, elementary students can schedule video calls with the Elementary Technology Coordinator during 3:00 – 4:00 pm each day by emailing kirsten.ries@sjajeju.kr. Middle school and high school students can also schedule video calls by emailing david.griffith@sjajeju.kr. Video calls will be scheduled with parents at a mutually agreed upon time, during working hours.

In the event of an extended school closure, SJA Jeju will implement both an asynchronous and synchronous learning environment. *An **asynchronous** learning environment is a learning environment that does not require teachers and students to be online at the same time.* This specifically refers to the activities assigned to students on our virtual learning platforms. *A **synchronous** learning environment refers to a learning environment that requires teachers and students to be connected face-to-face during a video call.* This specifically refers to our Google Meet and Zoom sessions which will be outlined below.

Virtual Learning Platforms

For additional resources and tutorials, visit the Parents' Corner for your division, which can be found in the Parent Portal on the school website.

The elementary section utilizes four different platforms to deliver virtual learning:

- [Seesaw](#) – a digital hub where virtual lessons and activities assigned by our teachers can be found. [Click here](#) for an overview of how to use Seesaw.
- [Google Classroom](#) (Grades 3–5 only) – a digital hub where virtual lessons and activities assigned by our teachers can be found. [Click here](#) for an overview of how to use Google Classroom.
- [Gmail](#) – used to deliver important information to parents.
- [Google Meet](#) – used to hold virtual lessons (video calls) with our students. More important information about Google Meet can be found in the elementary resources on the school website.
- Other core apps such as [Zearn Math](#) and [Reading A-Z](#) ([view the full list of core tools here](#)) will be used to complete assignments, but all information will be given through the four platforms outlined above.

Middle and high school utilize four different platforms to deliver virtual learning:

- [Google Classroom](#) – a digital hub where virtual lessons and activities assigned by our teachers can be found. [Click here](#) for an overview of how to use Google Classroom.
- [Zoom](#): – a “virtual face to face” meeting space. This is also the location where Conference Period is hosted for high school students.
- [Google Chats](#): – ideal for answering quick, text based, student questions. This can also be used for one on one or small group video chats with students
- [Gmail](#) – used to deliver important information to students and parents.

Attendance

Attendance will be recorded each day. Students will be required to be logged into a synchronous video meeting for an activity and/or complete a task as evidence of their attendance. Division offices will contact parents when students are absent.

Virtual Learning Activities

All activities will be posted prior to the start of each school day or at the start of the week, depending on the section. Students are expected to be working on these activities when they are not participating in video calls or taking a scheduled break. Each grade level has daily virtual face to face meetings that students are required to attend. Teachers will be providing individual feedback on students’ responses throughout the day. In addition, teachers will post instructional videos to model the skills and concepts of the lesson when applicable.

Research is clear that extended screen time is not healthy for students. Teachers work to design a balance of activities that can be completed on and offline.

Faculty Roles and Responsibilities

Leadership Team	<ul style="list-style-type: none"> ● Create, revise, monitor, and distribute the SJA Jeju Learning Plan. ● Establish clear channels of communication among faculty, staff, families, and students. ● Support faculty, students and families shifting to a virtual learning environment. ● Provide additional resources when and where they are needed.
Director of Teaching and Learning, Principals, Instructional Coaches	<ul style="list-style-type: none"> ● Support all teachers and teams in the implementation of the Learning Plan. ● Provide models and examples of outstanding virtual units and lessons. ● Recommend new methods/techniques for providing feedback to students. ● Support teachers/teams as they design methods to assess student learning. ● Support teachers/teams in developing strategies to differentiate instruction. ● Collaborate with teachers in planning virtual lessons. ● Support teachers with resources for effective and purposeful virtual learning. ● Be available to co-teach when requested/appropriate. ● Plan/participate in virtual meetings with administrators, individual teachers, grade-level and/or subject area teams.
Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of their team (grade level/department) to design high-quality virtual learning experiences, in achievable amounts, for your students. ● Monitor student participation, keep records, and inform inactivity. ● Communicate frequently with students and, as needed, with their parents. ● Provide timely feedback to support student learning. ● Be mindful of the resources and tools families may not have at their disposal. ● Check in with respective Counseling Team members with information about students/parents in need of additional support. ● Provide regular emotional support for students, monitoring student wellbeing.

<p>Teaching Assistants and Support Staff</p>	<ul style="list-style-type: none"> ● Host office hours to deliver online interventions and support. ● Communicate regularly with teachers and other faculty who work with and teach the students you support. ● Monitor, document, and communicate student progress and provide timely feedback. ● Collaborate with co-teachers and other faculty to co-design and co-implement learning experiences. ● Support teachers in differentiating lessons and activities which may include scaffolding, accommodating, and/or modifying assignments/ assessments as well as providing additional challenge, enrichment, and extension learning for students. ● Provide supplementary learning activities for students as necessary.
<p>Counseling Team</p>	<ul style="list-style-type: none"> ● Serve as liaison for communication with students/families in crisis. ● Connect with faculty to ensure they have the support they need for the students in their groups. ● Host office hours at set times for students to access counseling sessions virtually. ● Monitor concerns by individuals; follow up on these concerns and support meetings for restoration and wellbeing. ● Encourage students and parents to schedule support meetings as needed. <p>College Placement Counselor</p> <ul style="list-style-type: none"> ● Evaluate timeline for graduation requirements, class credit, and AP testing deadlines. ● Serve as liaison for communication between students and university representatives when appropriate. ● If needed, help students locate testing centers near them for ACT, SAT, TOFEL, and/or AP. ● Host office hours at set times for students to call in and access support virtually. ● Encourage students and parents to schedule meetings as needed.
<p>Librarians</p>	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality virtual learning experiences and research. ● Regularly check in with teachers to identify ways to support their design of virtual learning experiences. ● Maintain and update the online library site for curating resources. ● Be available for teachers and students as needed for support.

Technology Team	<ul style="list-style-type: none"> ● Review and develop how-to tutorials ensuring teachers, students, and parents have the necessary manuals to excel in a virtual environment. ● Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed. ● Be available in person or remotely, during school hours, to provide on-demand tech support help. ● Audit usage of platforms and resources as necessary.
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Student Roles and Responsibilities

<ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning experiences. ● Identify a comfortable, quiet space in your home where you can work successfully. ● Regularly monitor online platforms for announcements and feedback from your teachers. ● Complete assignments with integrity and academic honesty, doing your best work. ● Meet timelines, commitments, and due dates. ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support. ● Collaborate and support your SJA Jeju peers in their learning. ● Comply with SJA Jeju's Acceptable Use Policy, including expectations for online etiquette. ● Proactively seek out and communicate with other adults at SJA Jeju as different needs arise. 	
For queries about...	Contact during school hours
a course, assignment or resource	The relevant teacher
a technology-related problem or issue	Ask for tech support via this link or email: Elementary: kirsten.ries@sjajeju.kr MS/HS: david.griffith@sjajeju.kr
a personal or social-emotional concern	Your section counselor
other issues related to virtual learning	Your teacher (ES) or section principal (MS/HS)

Parent Roles and Responsibilities

Provide support for your child/children:

- Establish routines and expectations.
- Help define the physical space for your child's virtual learning.
- Monitor communications from your child's teachers.
- Begin and end each day with a check-in.
- Take an active role in helping your child with their learning process.
- Establish times for quiet and reflection.
- Encourage physical activity and/or exercise.
- Remain mindful of your child's stress or worry.
- Monitor how much time your child is spending online.
- Keep your child social but set rules around social media interactions.

For queries about...	Contact during school hours
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a technology-related problem or issue	Ask for tech support via this link or email: Elementary: kirsten.ries@sjajeju.kr MS/HS: david.griffith@sjajeju.kr
a personal or social-emotional concern	Your section counselor
other issues related to virtual learning	Your section principal

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