



FLORIDA DEPARTMENT OF
EDUCATION
fldoc.org



2020-21 Florida's Optional Innovative Reopening Plan

St. Johns County

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

2020-21 Florida's Optional Innovative Reopening Plan

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

Option 2: The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: Page 4-9

Dear SJCS D Parents and Guardians,

Based on feedback from parents, teachers, and business leaders, we have developed flexible options and extended the deadline to meet the needs of our students, staff, parents, and community.

Elementary and Secondary return-to-school options can be found at <https://www.stjohns.k12.fl.us/reopening-plan/>

Health and safety protocols for school-based brick & mortar can be found at <https://www.stjohns.k12.fl.us/reopening-plan/#protocols>

Given the information provided in the links above, please identify which option you are selecting for each child for the 2020-2021 school year. DEADLINE July 17, 2020:

Option 1: School-Based Brick & Mortar

No action necessary; your school will be in contact regarding next steps.

Option 2: School-Based Distance Learning

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Please complete the [School-Based Distance Learning Registration Form](#).

Option 3: St. Johns Virtual School

Contact [St. Johns Virtual School](#) to enroll.

Option 4: Home Education

Contact the District's [Guidance & Choice Department](#) to enroll.

If an option is not selected by the July 17, 2020 deadline, your child will be considered as Option 1: School-Based Brick & Mortar.

In Option 1- School-Based Brick & Mortar, we will continue to work with the local Department of Health and medical partners to monitor the level of community spread and adjust our instructional model as necessary.

Sincerely,

Tim Forson
Superintendent
St. Johns County School District

Student Learning Options – Fall 2020 (PK - 12)

Option 1: School-Based Brick and Mortar

Children will go to school as normal, five days a week. Early release days will continue to occur every Wednesday. If the virus spread increases, student interaction will be limited to the students assigned to their class cohort or a deeper cleaning may occur.

In the event of quarantine, students will be provided an opportunity to continue learning during the quarantine period through School-Based Distance Learning or paper packets with instructional support. Students in self-contained classes will follow the elementary re-opening plan regardless of grade level (i.e. all attend class 5 days per week).

Remote learning and other reasonable accommodations will be determined on a case-by-case basis according to student's individual needs.

Option 2: School-Based Distance Learning

Students remain attached to the current school while receiving instruction online. Teaching will mirror the pace and rigor of brick and mortar. Students choosing this option make a nine-week commitment with progress monitoring intervals in order to ensure student growth.

*Prior performance and engagement will be discussed during enrollment. Please understand that all courses may not be available through school-based distance learning.

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Option 3: St. Johns Virtual School (SJVS)

Students who choose SJVS withdraw from their regular school and switch their enrollment to SJVS. Information about SJVS and enrollment can be found at [St. Johns Virtual School](#).

Students commit to this option for at least one semester.

Deadline to enroll is July 17, 2020.

Option 4: Home Education

Students who choose Home Education withdraw from their regular school and switch their enrollment to Home Education through the [District's Guidance & Choice department](#).

Student Learning Options – Fall 2020 (PK-12)

Option 1: School-Based Brick and Mortar

Children will go to school as normal, five days a week. Early release days will continue to occur every Wednesday. If the virus spread increases, student interaction will be limited to the students assigned to their class cohort or a deeper cleaning may occur.

In the event of quarantine, students will be provided an opportunity to continue learning during the quarantine period through School-Based Distance Learning or paper packets with instructional support. Students in self-contained classes will follow the elementary re-opening plan regardless of grade level (i.e. all attend class 5 days per week).

Remote learning and other reasonable accommodations will be determined on a case-by-case basis according to student's individual needs.

Option 2: School-Based Distance Learning (PK - 12)

Collective Responsibility

Students remain attached to the current school while receiving instruction online. Teaching will mirror the pace and rigor of brick and mortar. Students choosing this option make a nine-week commitment with progress monitoring intervals in order to ensure student growth.

*Prior performance and engagement will be discussed during enrollment. Please understand that all courses may not be available through school-based distance learning.

Curriculum Instructional Plan: School-Based Distance Learning

The following instructional and learning procedures are designed for students enrolled in the School-Based Distance Learning model. These procedures parallel the School-Based Brick and Mortar instructional model.

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- Students receive instruction, complete assignments and learning is assessed through an online platform.
- Students participate remotely, not on the school campus.
- Students need a computer and access to the internet, provided on as-needed basis.
- Instruction is provided by a certified St. Johns County School District teacher.
- Lessons and assignments are organized for students to access online through Schoology.
- A structured daily schedule has specific time designated for each class.
- Lessons include live or recorded instruction by the teacher daily.
- Attendance is recorded, and engagement is monitored via interaction with the teacher and completion of assignments in each class daily.
- Required courses, including honors level, are available.
- Some elective or singleton courses may not be available.
- Students are assigned work that matches their peers in School-Based Brick and Mortar instruction.
- Students are assessed frequently to monitor progress.
- Various online resources are included for specific content areas or grade levels.
- Instructional order and pace will match School-Based Brick and Mortar instruction.
- Grading is outlined in the student progression plan. The grading plan will follow standard St. Johns County School District protocol and procedure for student assessment prior to COVID-19 closure.
- Students choosing School-Based Distance Learning will be enrolled for a nine-week commitment. Their choice may be extended for an additional nine weeks.
- Upon returning to School-Based Brick and Mortar instruction, the possibility exists that the student may not remain with the School-Based Distance Learning teacher.

Instructional Plan Overview



CURRICULUM AND INSTRUCTION DELIVERY

- ❑ Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools remain closed.
- ❑ Core Materials will be used as the main instructional resources, assignments and activities for all students in the designated grade levels and supplemental materials will be available for enhancement/enrichment activities.



DIGITAL ACCESS

- ❑ K-12 families who need a device or internet connectivity may request access by visiting the SJCSJ website to complete the Computer/Hotspot Request Form. You may contact your child's school if assistance is needed with completing the form.
- ❑ Schools will assign technology devices to those families who have indicated they need a device for use at home.



FAMILY RESOURCES

- ❑ District and School buildings will be staffed, and contacts will be available.
- ❑ Families will have access to school personnel by phone and email to address needs.

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Instructional Materials

		Core Online Materials																
		Ready Teacher Toolbox	EMM Florida Science	Pearson Math	McGraw-Hill	Pearson Science	APEX	EMM-ED	Good and Beautiful	Curriculum	Pearson PE	Math Nation	Watch	AP Classroom	Pearson	EMM-ED	Achieve 3000	National Geographic Textbook
K-5	Language Arts/Reading																	
	Mathematics																	
	Science																	
6-8	Language Arts/Reading																	
	Mathematics																	
	Science																	
9-12	Language Arts/Reading	EL A / III III and IV	Strategic College Prep															
		AP English Language																
		All Creative Writing																
		Intensive Reading																
	Social Sciences	World Cultural Geography																
		World/US History																
		Economics W/ Fin Lit. US Government																
		Psychology 1 & 2																
		International Relations 2H																
		Law Studies																
		Advanced Placement Human Geography																
		Psychology World History																
		Modern U.S History																
		European History																
		Microeconomics																
		Macroeconomics 1 & 2																
		Government and Politics																
		Congressive Government and Politics																
Mathematics	Algebra 1 & 2, Geometry																	
	Liberal Arts Math 1 & 2																	
	Financial Algebra																	
	MCR, ATM, Pre-Calculus, Probability & Statistics																	
	Advanced Placement Statistics, Calculus AB/BC																	
Science	Biology Standard																	
	Biology/Chemistry/Physics Honors																	
	Environmental																	
	Chemistry Standard																	
	Physical Science Honors																	
	Earth Space Astronomy																	
	Marine Science																	
	Antony Honors																	
	Marine Honors Advanced Placement																	
	Chemistry Physics AP/5																	
	AP Biology																	

Core materials will be supplemented with teacher selected resources.
Various supplemental resources are identified in district curriculum maps.

St. Johns County School District Progress Monitoring

St. Johns County School District will implement a variety of Progress Monitoring tools for the 2020-2021 School Year. This will include a rigorous approach with our students in Innovative / Distance Learning environments with the goal to determine interventions to address learning gaps extending from school closures.

Assurances:

- We will make appropriate adjustments to traditional accountability measures and processes to include pacing of curriculum implementation, intervention to reinforce standards missed during closure, Tier II and Tier III interventions within the district's Multi-Tiered Systems of Support (MTSS).
- We will modify and adjust school improvement plans to address the Innovative / Distance Learning accountability cycles.
- We will use disaggregated data to monitor underachieving subgroups whose learning may have been most severely impacted by the school closing.
- We will use iReady to Progress Monitoring with all students in our K-5 schools. There will be three sessions throughout the year. At each interval we will adapt and adjust to ensure the Interventions are aligned.
- Student will also use iReady with all our Level 1 and 2 students in our Middle Schools (6th-8th). The expectation is to administer the progress monitoring assessment three times per year.
- We will use Achieve 3000 with our intensive reading students in our high schools (9th -12th). The expectation is to administer the progress monitoring assessment three times per year or common assessment.

All students in Innovative / Distance Learning Model will be progress monitored three times per year with the aforementioned tools.

We are expanding our assessment repertoire to include a balance of formative assessment, criterion-based coaching and feedback, and summative assessment that is performance-centered.

Expectations for all Exceptional Education and Student Services

Exceptional Education and Student Services (ESE) will provide specially designed instruction as specified on the IEP. Computer-based learning will be the foundation for our students in the School-Based Distance Learning model. The instructional and learning model may include work packets sent home and video or phone conferences with teachers and service providers to provide instruction and answer questions.

Required evaluations, re-evaluations, IEP meetings, etc. will also be held virtually to the extent practicable. If there is any type of delay, a plan to move as quickly as possible to prevent further delay will be documented and communicated with families. Individualized Education Program (IEP) teams will monitor each student's progress and determine what, if any, remediation may be needed.

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What to Expect from Teachers, Service Providers, and Non-Instructional Staff

Students remain attached to the current school while receiving instruction online. Teaching will mirror the pace and School-Based Brick and Mortar. Students choosing this option make a nine-week commitment.

- 7.5-hour workday beginning with the first day of scheduled classes during a segment of Distance Learning, schedule to be approved by principal.

Option 3: St. Johns Virtual School (SJVS)

Students who choose SJVS withdraw from their regular school and switch their enrollment to SJVS. Information about SJVS and enrollment can be found at [St. Johns Virtual School](#).

Students commit to this option for at least one semester.

Deadline to enroll is July 17, 2020.

Option 4: Home Education

Students who choose Home Education withdraw from their regular school and switch their enrollment to Home Education through the [District's Guidance & Choice department](#).

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Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 11

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: 12-13

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 13-14

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 14-16

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 16-17

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Template Option for Reopening Plan (Option 2)

Plan for Implementation of Assurance 1

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- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

Teachers will return to the school district for planning on August 20, 2020. Students will return to school on August 31, 2020.

Children will go to school as normal, five days a week. Early release days will continue to occur every Wednesday. If the virus spread increases, student interaction will be limited to the students assigned to their class cohort or deeper cleaning may occur.

In the event of quarantine, students will be provided an opportunity to continue learning during the quarantine period through School-Based Distance Learning or paper packets with instructional support. Students in self-contained classes will follow the elementary re-opening plan regardless of grade level (i.e. all attend class 5 days per week).

Remote learning and other reasonable accommodations will be determined on a case-by-case basis according to student's individual needs.

St. Johns County School District

2020-2021 School Year

	Start	Dismissal	Wednesday Dismissal
Middle School	7:30 a.m.	1:50 p.m.	12:50 p.m.
Elementary and K-8 Schools	8:25 a.m.	2:45 p.m.	1:45 p.m.
High School	9:20 a.m.	3:50 p.m.	2:50 p.m.

Early release every Wednesday – one hour early for all schools

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Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

Vulnerable populations will continue to receive the full array of services required by law whether they choose Option 1- Brick & Mortar or Option-2 School-Based Distance Learning. St. Johns County School District will extend multiple outreach opportunities to students of low-income, homeless, migrant and foster care.

Federal entitlement and state grant funding is targeted toward providing this population supplemental educational supports through Brick & Mortar and School-Based Distance Learning remediation, including technology distribution of laptops and hotspots for internet connectivity along instructional materials and school supplies

Our vulnerable populations extend into our Pre-K, Headstart, and VPK populations. Early Childhood Services is working to create a School-Based Distance Learning option for our Head Start and ESE Pre-K students, in addition to the "Brick & Mortar" option. Early Childhood Services has received guidance from the state that virtual or distance learning is not a recognized option for VPK students. However, it will be available only for Head Start and ESE Pre-K students.

School-Based Distance Learning will follow the pace and rigor of the instruction occurring in the Brick & Mortar classroom setting. Students and parents are responsible to participate in multiple whole group, small group, and individual activities during the academic day. Independent and family-led instruction will also be required, along with parent conferences. The example schedule in the video serves as an example, updates will occur throughout.

For students with IEPs, goals will be addressed through direct instruction with the distance learning teacher and additional targeted activities for parents and children to work on together. Students whose IEPs include speech, language, occupational, or physical therapies will have the opportunity to bring them into the school building for those services.

Please watch the video to learn more about the School-Based Distance Learning option at <https://youtu.be/kJ26InIaF0Y>.

The Student Support Services Department is comprised of five departments. Each department plays a vital role in the safety, health and success of our students and our schools. Specifically, these departments are responsible for supporting teachers and parents/guardians through the learning options. The five departments are: School Services, Student Services, Health Services, Guidance and Choice, and Student Leadership. Comprehensive descriptions of each department can be reviewed at <https://www.stjohns.k12.fl.us/sss/>.

The Federal Programs Department addresses the needs of low-income populations with focus on schools having the highest poverty levels. The goal of our Federal Programs Department is to ensure that all students receive a fair, equal, and significant opportunity to acquire a high-quality education. In qualifying schools, Federal Programs provide an opportunity for an enriched, accelerated, learning environment for students. Achievement of high academic standards is promoted through the services and

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resources provided. Comprehensive descriptions of each department can be reviewed at <https://www.stjohns.k12.fl.us/federal/>.

Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

St. Johns County School District Progress Monitoring

St. Johns County School District will implement a variety of Progress Monitoring tools for the 2020-2021 School Year. This will include a rigorous approach with our students in Innovative / Distance Learning environments with the goal to determine interventions to address learning gaps extending from school closures.

Assurances:

- We will make appropriate adjustments to traditional accountability measures and processes to include pacing of curriculum implementation, intervention to reinforce standards missed during closure, Tier II and Tier III interventions within the district's Multi-Tiered Systems of Support (MTSS).
- We will modify and adjust school improvement plans to address the Innovative / Distance Learning accountability cycles.
- We will use disaggregated data to monitor underachieving subgroups whose learning may have been most severely impacted by the school closing.
- We will use iReady to Progress Monitoring with all students in our K-5 schools. There will be three sessions throughout the year. At each interval we will adapt and adjust to ensure the Interventions are aligned.
- District will also use iReady with all our Level 1 and Level 2 students in our Middle Schools (6th-8th). The expectation is to administer the progress monitoring assessment three times per year.
- We will use Achieve 3000 with our intensive reading students in our high schools (9th - 12th). The expectation is to administer the progress monitoring assessment three times per year or common assessment.

All students in Innovative / Distance Learning Model will be progress monitored three times per year with the aforementioned tools.

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We are expanding our assessment repertoire to include a balance of formative assessment, criterion-based coaching and feedback, and summative assessment that is performance-centered.

Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

Expectations for all Exceptional Education and Student Services

Exceptional Education and Student Services (ESE) will provide specially designed instruction as specified on the IEP. Computer-based learning will be the foundation for our students in the School-Based Distance Learning model. The instructional and learning model may include work packets sent home and video or phone conferences with teachers and service providers to provide instruction and answer questions.

Required evaluations, re-evaluations, IEP meetings, etc. will also be held virtually to the extent practicable. If there is any type of delay, a plan to move as quickly as possible to prevent further delay will be documented and communicated with families. Individualized Education Program (IEP) teams will monitor each student's progress and determine what, if any, remediation may be needed.

What to Expect from Teachers, Service Providers, and Non-Instructional Staff

Students remain attached to the current school while receiving instruction online. Teaching will mirror the pace and School-Based Brick and Mortar. Students choosing this option make a nine-week commitment.

- 7.5-hour workday beginning with the first day of scheduled classes during a segment of Distance Learning, schedule to be approved by principal. Time flexed 2 days/ week to include evening hours to provide access for working parents.

Expectations for Teachers and Service Providers

Service Providers will:

1. Communicate your work schedule to parents.
2. Ensure parents know how to contact you if they have questions.
3. Direct contact with each student/family minimum daily either via phone, Schoology conference or Microsoft Teams.
 - a. You may utilize Google Voice downloaded to your cell phone for calls. This application allows you to complete video calls or phone calls while not allowing the recipient access to your phone number.

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- b. Virtual training on Schoology is available at Inside SJCS D within the Media Services file. Please follow the Schoology link below:

[Schoology](#)

- c. Media specialists or Schoology Champion can also help upon request.
- d. Schoology conferences can be recorded for viewing within 7 days if students are unable to access at scheduled time.
2. Communicate assignments with families on Friday for the following week (post in Schoology or via other methods teachers have been utilizing for communication.)
3. Log all learning activities and parent contacts. You may utilize a format you have been using or the *ESE Service Log (previously Consult Log)* on inside SJCS D ESE forms page at: <https://inside.stjohns.k12.fl.us/ese/forms/>
4. IEPs:
- a. Should be held as scheduled via phone, Microsoft Teams, or Schoology Conference.
- b. Document your attempts to schedule and hold the meeting prior to the due date. Draft IEP should be sent to parents 48 hours in advance.
- c. If due dates are missed due to this unforeseen school closure, documented reasonable attempts to schedule and hold the meeting will be considered should there be future litigation.
- d. IEPs do not expire; services continue as written even if the due date has passed.
- e. IEP teams must make individualized determinations whether and to what extent CISS (COVID Impact Services) are needed, including to make up for any skills that may have been lost.
5. Evaluations and reevaluation:
- a. Complete portions via phone, Microsoft Teams, or Schoology conference when possible.
- b. 60-day and 90-day timelines are determined by the days the student is in attendance for any model option selected.
- c. Document your efforts to complete evaluations/reevaluations prior to the original due dates. If dates are missed, the fact that students were not in attendance should mitigate legal concerns. However, it is in the best interest of students to complete evaluations and/or reevaluations as soon as possible to appropriately inform instruction.
6. MTSS:
- a. Provide interventions through Schoology conference or Microsoft Teams when possible and document response.
- b. Provide access to interventions for home use if possible. However, you will not be able to confirm fidelity of instruction.
- c. Students will pick up at same tier of instruction when school reopens.
- d. MTSS meetings may be held as scheduled via phone, Microsoft Teams or Schoology conference.

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7. District staff are available to answer questions, provide training/support, and problem-solve. See contact information attached.

Expectations for Non-Instructional Personnel

1. The ESE department is planning online professional development opportunities that may be accessed as time allows.

Personnel Opportunities and Resources

1. ESE One Note is available with pre-recorded professional development sessions as well as vetted resources. Additional information for ESE team members is also available.
2. The Exceptional Student Services Department has compiled free resources that are being released to help with virtual instruction on a Padlet that she is keeping updated. Access at <https://padlet.com/fdlrsnefec/virtuallearning>
3. Chrome extensions to help students with access to technology:
<https://www.controlaltachieve.com/2016/10/special-needs-extensions.html>

ESE Guidance

- IEP services are to be delivered through the Distance Learning Platform as documented within the IEP.
 - This includes therapies/related services.

Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

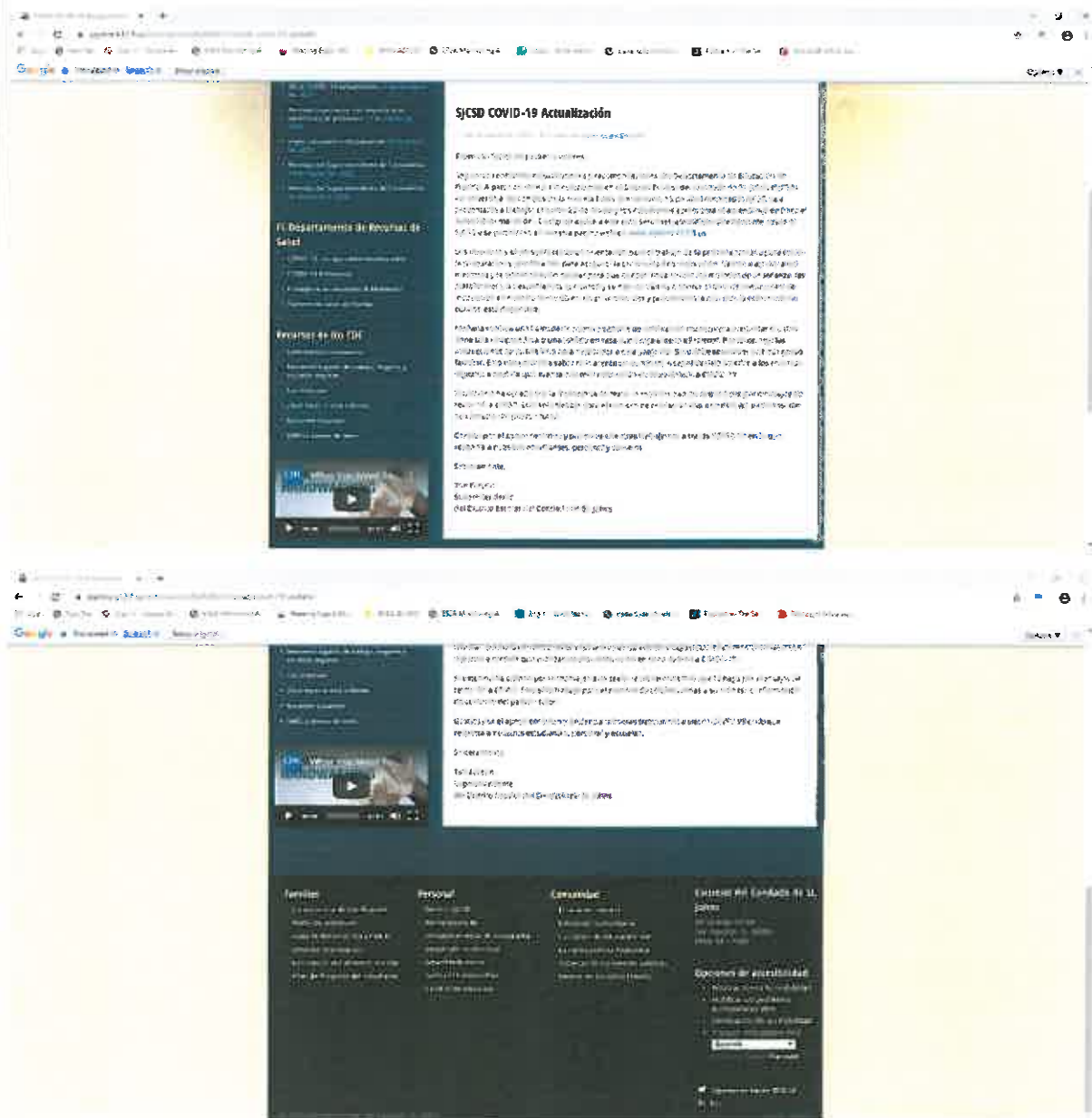
The goal of the ESOL Program is to ensure that all students entering St. Johns County Public Schools, with varying levels of English proficiency, receive comparable and comprehensible instruction. This instruction helps students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide appropriate ESOL services to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Florida Standards. ESOL strategies and supplementary materials, as well as an itinerant ESOL teacher, are used to ensure that comprehensible instruction is being provided to ELL students.

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St. Johns County School District will provide translation of notices for ELLs and their families. Google Translate is used to translate notices. Google Translate widget/icon is located on the bottom of the St. Johns County School District website. Students, parents, families, and community members can select their language and review updates in their own language. (See figures below)



Voice messenger call outs will be conducted by the ESOL department as well. The ESOL department staff will be available throughout as support.

Assurances 6 and 7 do not require additional narrative.

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Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
<i>Wayne King</i> ASSOCIATE SUPERINTENDENT
Contact information: email, phone number
<i>WAYNE.KING@STJOHNS.K12.FL.US</i>
Date submitted
<i>August 18th 2020</i>
Superintendent Signature (or authorized representative)
<i>James Doss</i>