



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Spring 2021 Education Plan and Assurances

Walton County School District

Due: December 15, 2020

Submit to ReopeningPlan@fldoe.org

Spring 2021 Education Plan and Assurances

Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

Directions

Districts shall complete this form and email to ReopeningPlan@fldoe.org no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

District Education Plan Assurances

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

Assurance 1: All schools will remain open. *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The district will continue to assure that all brick and mortar schools must continue to be 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 and subsequent executive orders.

Assurance 2: Continue the full panoply of services. *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The district agrees to continue to 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 full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to

Spring 2021 Education Plan and Assurances

convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☒ Assurance 3: Continue progress monitoring and interventions. *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ Assurance 4: Continue charter school flexibility. *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ Assurance 5: Innovative learning modality. *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☒ Assurance 6: Truancy/Attendance of students. *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

Spring 2021 Education Plan and Assurances

Assurance 7: Continue professional development. *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

District Spring 2021 Education Plan

Directions: The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
 - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district's plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
 - b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.
 - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

Walton County School District is dedicated to increase achievement for each child by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology and digital curriculum. WCSD is determined to implement a comprehensive curriculum driven by Florida Standards and other standards established by the Florida Department of Education and implemented through research-based instructional best practices.

Walton County School District is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of all students, including vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

Schools must progress monitor all students on the Florida Standards English Language Arts assessment at least three times per year to include a baseline, midyear, and end-of-year assessment. In English Language Arts and math, screening, diagnostic assessment, and progress monitoring assessment data are used in making decisions about core, targeted and intensive instructional needs. Proficiency in English Language Arts, mathematics, science, and social studies will affect promotion and placement. Pupil proficiency levels in English Language Arts, mathematics, social studies, and science will be evaluated at each grade level. Students who are identified as non-proficient may be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in non-academic subjects in order to schedule remedial instruction necessitated by a Progress Monitoring Plan. Prior to any schedule change, parents will be involved through the MTSS process.

Spring 2021 Education Plan and Assurances

Progress Monitoring Assessments

Grade Level(s)	Reading	Math	Science	Other
Pre-K	Bright Beginnings			
Kindergarten	STAR FLKRS (first 30 days) PAST, LETRS Screener	STAR		
1 st & 2 nd Grade(s)	STAR PAST, LETRS Screener	STAR Pre/Mid/Post District Assessment		
3 rd – 5 th Grade(s)	STAR PAST, LETRS Screener District Writes	STAR Pre/Mid/Post District Assessment	Pre/Mid/Post District Assessment	
6 th - 12 th Grade(s)	STAR District Writes Tier 2: Achieve 3000 or Language Live	STAR Pre/Mid/Post District Assessment	Pre/Mid/Post District Assessment	Comprehensive Nine Weeks Test Comprehensive Semester Test

The District will continue to provide high quality instruction and interventions matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion, acceleration, retention, and remediation. Data will continue to guide district, school, grade, class, and individual level decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior. The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data-driven, prevention-based, framework for improving learning and behavioral outcomes for every student through a layered continuum of evidenced-based practices and systems.

Spring 2021 Education Plan and Assurances

All schools must have regularly scheduled meetings of the School Based Intervention Team (SBIT) that includes administrators, guidance counselors, teachers, and other related personnel who are involved with student achievement at the school level. The focus of the SBIT within MTSS is to review student progress and identify students needing intervention.

a. School Based Intervention Teams will continue to monitor the progress of all students in all learning modalities. The SBIT will identify students who may have regressed during the fall semester, particularly those that have been exacerbated during the pandemic. Schools will continue to have intervention time built into master schedules to ensure remediation, acceleration, and/or enrichment is provided for all students. Many schools have been and will continue to offer tutoring sessions for students failing to make adequate progress before and/or after school. The Walton County School District will provide Summer Reading Camp for third grade students as indicated by data. Our Extended School Year (ESY) Summer program will focus on individualized and targeted student needs based upon IEP team determinations. Summer Bridge Programs are also provided for elementary, middle, and high school students to address learning needs.

b. The SBIT is responsible for developing and designing interventions aligned with the data which assess student growth and acceleration. It is recommended that schools implement “Early Warning Systems” to identify students and target students. Suggested ‘warning signs’ include, but are not limited to, students with

- Prior retentions
- FSA Level 1 or 2 scores
- Below grade level reading and/or math abilities
- Prior Tier II and/or Tier III services
- Physical and/or medical concerns
- Significant discipline history
- Demonstrated social-emotional needs
- Attendance below 90%

Any student who is not making adequate academic progress in the innovative learning modality will be transitioned to the appropriate learning modality.

c. Targeted, researched-based interventions are delivered during dedicated times throughout the instructional day. In addition to academic supports, each school has at least one school counselor and an assigned mental health counselor to provide students with mental health screening, assessment, interventions, and services needed to support students coping with pandemic related matters or with social/emotional/behavior issues that may have been escalated due to extended school closures.

A clear plan for effective school wide data use is essential to developing a data-driven culture that ensures individual student success. Please visit the link below to access our WCSD K-12 District Reading Plan and Progress Monitoring Guides. <https://www.walton.k12.fl.us/k-12-literacy>

Spring 2021 Education Plan and Assurances

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
- Offer the innovative learning modality only to students who are making adequate academic progress.
 - Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

Beginning Spring semester 2021, WCSD students who are making adequate academic progress are eligible to continue their enrollment in school as an Innovative Learning Digital Academy (ILDA) student.

a. Innovative Learning Digital Academy is distance learning at home with enrollment in the student's current school; synchronous interaction with an instructor and peers five days a week. This option is for current ILDA students making adequate academic progress in grades K-12 who wish to continue their education full-time through an innovative learning environment, but still maintain their connection to their enrolled schools. Every Walton County School will continue to have their own Innovative Learning Digital Academy that is unique to that school community. A student's learning and instruction will take place online with teachers from their school via web conferencing technology. This model provides a learning model that reflects the district's commitment to providing students with high-quality instructional experiences with synchronous real-time interaction with teachers each school day for every class. All core subjects will be available; however, because not all electives can be provided through an online environment, elective offerings are limited.

Students' success in our Innovative Learning Digital Academy is dependent on both the student and parent's investment in this learning environment, and parents who elect to have their child continue their participation in our Innovative Learning Digital Academy agree to monitor academic progress and coursework.

Parent and student responsibilities include, but are not limited to:

- Monitor student progress and contact the teacher(s) with any concerns
- Ensure student keeps pace within his/her courses and completes all assignments weekly
- Ensure student's daily participation in classes and adherence to the daily class schedule

Students will have scheduled synchronous (live web conferencing instruction) class meetings, digital resources and assignments, all replicating the standard school day bell schedule virtually.

What to Expect from the Innovative Learning Digital Academy:

- Students are learning from their own home and will need access to the internet and a computer.
- Live instruction is provided remotely, and students will have access to their assigned teacher(s) during the regular school day hours, five days a week for structured distance learning.
- Elementary students can expect daily lessons with live interactions via web conferencing with a built-in lunch break.
- Secondary students can expect daily web conferencing interactions for every academic period with a built-in lunch break.
- Attendance will be taken daily in each period for secondary and each day for elementary.

Spring 2021 Education Plan and Assurances

b. Students participating in traditional face-to-face school, Innovative Learning Digital Academy and Walton Virtual School will participate in regularly scheduled progress monitoring during the school year.

Walton Virtual School (WVS) is considered a separate school of enrollment in Walton County School District. It is staffed by Walton County School District certified teachers but adheres to a curriculum developed by the Florida Virtual School system for grades 6-12. Walton Virtual School contracts with K12 to provide instruction for our Kindergarten through 5th grade students. For more information about Walton Virtual School visit <https://www.walton.k12.fl.us/walton-virtual-school>. WVS requires parent/guardian support, monitoring, and oversight. Students are required to meet pacing requirements and complete all coursework with passing grades.

The Walton County School District agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian will be contacted and the student must be transitioned to face-to-face instruction.

Written notice will be sent to the parent/guardian of any student that is not making adequate progress based on the data, describe the associated educational risks, and prescribe the most appropriate learning modality. The district will obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in ILDA and/or WVS (Letter Attached).

If the parent/guardian fails to return the written acknowledgement and express intent for the student to remain in ILDA despite the risks, the Walton County School District will require the student to transition to face-to-face instruction in a brick and mortar environment. Failure to return to school, places the student at risk for truancy. Attendance protocols will be enacted.

Please note that ALL of our students will follow Walton County School Board approved policies and procedures for their school of enrollment, including those located in the Walton County Student Progression Plan and the Walton County Student Code of Conduct. The Department of Juvenile Justice facility is included in the district plan.

Spring 2021 Education Plan and Assurances

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
- a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
 - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

Walton County School District's Student Services department works closing with our schools, monitoring absenteeism and following up when students have not reported to school. A representative from each school (i.e., instructional, administrative, clerical, and/or support staff) must notify parents/guardians of each unexcused absence. Notification can be done through phone calls, or personal contact with the parent. Teachers should take every opportunity to notify parents of developing patterns of non-attendance and determine the cause. Parent contact must be made or attempted prior to referral to Attendance Officer.

a. If unable to make contact by phone or personal contact, a "5 Day Letter" is sent to the home address advising the parents/guardians, which notifies the parents of the absenteeism and serves as notification for the Truancy Intervention Plan (TIP) Meeting held through MTSS which the parent is encouraged to attend as a resolution to non-attendance.

If attendance has not improved, a "10 Day Letter" is sent to the home address advising the parents/guardians of the absenteeism and serves as notification for the 2nd Truancy Intervention Plan (TIP) Meeting held through MTSS which the parent is encouraged to attend as a resolution to non-attendance.

If the parent does not attend either the 1st or 2nd TIP meeting the school will notify the Attendance Officer

The Attendance Officer's performance responsibilities include:

1. Assists school personnel in the identification of truant students.
2. Uses the student management system to be proactive in identification of students at risk of being truant.
3. Establishes effective liaison with appropriate agencies within the community that may provide assistance to at-risk students and families.
4. Completes and files all paperwork to process truancy hearing.
5. Attends, as School District designee, truancy hearings.
6. Recommends suspension of Driver's License of students based on guidelines outlined within Florida Statutes.
7. Contacts parents of truant students via home visits, phone calls; prepares and mails attendance letters.
8. Performs other duties as assigned.

Spring 2021 Education Plan and Assurances

Our school personnel and the WCSD Attendance Officer took the necessary steps to determine the current whereabouts of all non-enrolled students. At this time, we do not have any K-12 students who have yet to enroll for the 2020-21 school year.

b. Early Childhood efforts of Child Find and Walton County School District's Prekindergarten Team will identify and determine eligibility of students for our Voluntary Prekindergarten and ESE Prekindergarten classes. VPK staff continue to collaborate with partners through Early Learning Coalition (ELC) and Early Education and Care (Headstart - EEC) to ensure maximum exposure to families of students that are VPK eligible and encourage in-person enrollment and participation in school.

As VPK and kindergarten students return to brick and mortar, they are reevaluated and receive specialized support based on current progress monitoring data. To close achievement gaps, spiraled standards-based instruction focusing on foundational skills from the first semester will be provided in an individualized and/or small group setting. Initial screeners and ongoing progress monitoring data will be reviewed and analyzed.

A summer VPK program will also be offered to engage any VPK eligible students in face-to-face instruction over the summer break to increase school readiness for Kindergarten. ESE PreK students could be eligible to receive ESY services or meet criteria for Summer VPK participation to focus on school readiness.

Prekindergarten teachers and instructional aides are participating in a year-long Professional Learning Community based on the content from the Florida Center of Reading Research Prekindergarten and Kindergarten Language and Vocabulary Project. All participants will explore and apply the four modules of instructional practices focusing on explicit vocabulary instruction, dialogic reading lessons, and incidental language instruction. Prekindergarten teachers will participate in coaching cycles based on applying the concepts learned in the Professional Learning Community. In addition to the Prekindergarten and Kindergarten Language and Vocabulary Project, teachers will also apply skills learned from Language Essentials for Teaching Reading and Spelling (LETRS) Early Childhood course to strengthen their understanding on phonological awareness, oral language, and concepts of print. The content learned in the Professional Learning Community will develop a stronger background of foundational skills to support the B.E.S.T standards implementation in school year 2021 – 2022.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
 - a. Innovative and virtual learning modalities;
 - b. Interventions to support students in various learning modalities; and
 - c. Technology needs (especially new learning management systems).

Spring 2021 Education Plan and Assurances

Walton County School District collaborates with teachers, administrators, charter school contacts, and Panhandle Area Educational Consortium (PAEC) districts in the development of our professional development plan. The continuous analysis of disaggregated student data is the foundation of our professional development system. School leaders, instructional trainers, and district instructional personnel receive ongoing training and support for the purpose of providing researched-based, on-site professional development to each school community within the district. School communities are comprised of students and parents, administrative personnel, instructional personnel, support personnel, business partners, and personnel who provide health and social services to students. Input from school level contacts, parent survey results, and school staff survey results were used to determine a focus, strategies, and deliverables for the successful implementation of professional development.

a. The WCSD Technology Department worked jointly with the Curriculum and Instruction department to survey school hardware and infrastructure needs and set a plan for increasing WCSD's capacity to implement digital curriculum through both changes in instructional practice and appropriately allocated technology resources. Innovative and virtual learning modality trainings were provided to all staff during preplanning. How to conduct whole group and small group instruction online was the focus of multiple sessions to review the basics of teaching remotely, including how to effectively use cameras, hardware and Microsoft Teams to enhance and engage students in instruction. Our Digital Learning Specialists continue to provide professional development regularly through the use of online forums and face-to-face communication to discuss the implementation of digital curriculum and changes needed to meet the needs of all learners.


b. WCSD is committed to reaching all learners, regardless of their abilities. Students with disabilities and English language learners (ELL) require accommodations and modifications and our staff is devoted to utilizing flexible ways to present information using a multitude of devices and software applications to meet the needs of all students. District supported professional learning promotes proficiency improvements of individual students, educators and school-based teams. The focus of such proficiency improvements is to provide a PreK-12 learning environment with the instructional support to produce college and career ready students. District and school supported professional learning resources focus on the fidelity of implementation of priority initiatives and other major district systems designed to result in student success. WCSD continues to provide trainings on instructional strategies, intervention materials and resources for how to provide differentiated intensive targeted instruction to students in MTSS who are targeted as needing Tier 2 and Tier 3 interventions.

c. The district's Professional Development Leadership Team, Instructional Coaches and Digital Learning Specialists collaborate regularly to provide onsite and district-wide ongoing support/trainings on specific learning management systems and technology needs. Each school site has a designated Professional Learning Facilitator (PLF) who orients all educators to the professional development system, orients new teachers to the ePDC system, facilitates onsite professional learning as needed, and supports the development and facilitation of Professional Learning Communities (PLCs). Specific school-based professional development is provided and supported through PLCs. Please visit the link below for access to the WCSD Professional Learning Calendar. <https://www.walton.k12.fl.us/professional-learning-calendar>

Spring 2021 Education Plan and Assurances

Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.
Crystal Appel, Supervisor of Curriculum and Instruction
Contact information: email, phone number
appelc@walton.k12.fl.us , 850-333-3584
Date submitted
December 15, 2020
Superintendent Signature (or authorized representative)


Spring 2021 Education Plan and Assurances

A. Russell Hughes
Superintendent of Schools



145 Park Street
DeFuniak Springs, FL 32435
850.892.1100
Fax 850.892.1191
www.walton.k12.fl.us

December 7, 2020

Dear Parent(s) or Guardian(s):

You are receiving this letter because your child is not making adequate progress in the Innovative Learning Digital Academy (ILDA).

The Florida Department of Education (FDOE) recently issued Emergency Order 2020-EO-07 to allow school districts to continue the innovative learning option during the second semester of school. However, "any student who is not making adequate academic progress in the innovative learning modality must be transitioned to another learning modality."

Currently, your child is not making adequate progress in the following ways:

Due to the above concerns and in order to ensure success for your child, we are requesting a meeting with you on _____.

This meeting can be in person or virtual, but the **meeting is mandatory**. The purpose of the meeting is to find the best educational setting for your child for the second semester, which begins in January.

If you have any questions or concerns, please let us know. We want 2020-2021 to be a great year for your student despite the pandemic, and we need your help to ensure success.

Sincerely,

Name
School
Principal

"Preparing the Whole Child for a Life of Success"

Gail Smith
District 1

Kim Kirby
District 2

Bill Eddins, Jr.
District 3

Marsha Winegarner
District 4

Jason Catalano
District 5

Spring 2021 Education Plan and Assurances

A. Russell Hughes
Superintendent of Schools



145 Park Street
DeFuniak Springs, FL 32435
850.892.1100
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www.walton.k12.fl.us

Date _____

Student Name _____

Grade _____

School _____

Teacher Name _____

ILDA Change of Modality

The Florida Department of Education (FDOE) recently issued Emergency Order 2020-EO-07 which allows school districts to continue the innovative learning option during the second semester of the 2020-2021 school, with one exception. The Emergency Order states "any student who is not making adequate academic progress in the innovative learning modality must be transitioned to another learning modality."

The purpose of today's meeting is to provide written notice that your child is not making adequate progress and to discuss associated educational risks due to the lack of progress. The following is evidence of your child's lack of adequate progress in Walton's Innovative Learning Digital Academy (ILDA):

Because of the items listed above, the Walton County School District (WCSD) recommends transitioning your child back to a brick and mortar setting beginning in January.

Please indicate your agreement below regarding this change:

_____ Yes, I agree to place my child back in the brick and mortar setting starting the second semester.

_____ Yes, I agree that my child is not making adequate progress in ILDA; however, I am electing for my child to stay in ILDA due to COVID-19 concerns. I understand it is going to be hard for my child to continue their studies in addition to catching up from inadequate progress from the first semester. Continuing ILDA may force my child to fall further behind, which may affect retention and even graduation.

Parent Signature _____

Date _____

School Administrator Signature _____

Date _____

"Preparing the Whole Child for a Life of Success"

Gail Smith
District 1

Kim Kirby
District 2

Bill Eddins, Jr.
District 3

Marsha Winegarner
District 4

Jason Catalano
District 5