

Conversion Charter Petition Cover Pages

Part I. Charter School Information

Check one: New Petition Renewal Petition

Name of Petitioning Traditional Public School: George Walton Comprehensive High School

Name of Proposed Charter School: George Walton Comprehensive High School

Local School System Cobb County School District

School address 1590 Bill Murdock Road, Marietta, GA 30062

School contact person Judith McNeill Principal
Name Title

Telephone number of school contact 770-578-3225

Fax number of school contact 770-578-3227

E-mail address of school contact Judith.mcneill@cobbk12.org

Part II. Assurances and Signatures

1. This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks' advance notice during which time a complete petition draft was available for review.

Date of Vote _____

Total Number of Faculty and Instructional Staff _____

Number Approving _____ Percent Approving _____

Number Disapproving _____ Percent Disapproving _____

Principal's Signature

Date

2. This petition has been agreed to, by secret ballot, by a majority of the parents or guardians of the students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the petition. Two weeks' advance notice of the meeting was published during which time a complete petition draft was available for review.

Date of Meeting _____

Total Number of Parents Attending Meeting _____

Number Approving _____ Percent Approving _____

Number Disapproving _____ Percent Disapproving _____

Principal's Signature

Date

3. This charter petition was approved by the _____
Board of Education on _____.
Date

Superintendent Date

Chair, Local Board of Education Date

4. Petitioner(s) assure(s) that the proposed charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Authorized Representative, Charter School Date

Part III. Executive Summary

Basic Information

Charter School Name: George Walton Comprehensive High School

Accreditation: Walton is accredited by the Southern Association of Colleges and Schools (SACS)/Advanced Ed.

Grade Levels Served 9-12 **Ages Served** 14 – 19

Proposed Opening/Renewal Date July 1, 2013

Proposed Charter Term 5 years

Enrollment Numbers - For each year of the proposed charter term, please indicate in the table below the number of pupils the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										678	692	610	631	2611
Yr 2										630	678	692	610	2610
Yr 3										610	630	678	692	2610
Yr 4										692	610	630	678	2610
Yr 5														

Length of School Year: As determined by CCSD

Length of School Day: See Waiver III, page 37

NCLB

Is this school currently in, or has it ever been, in Needs Improvement status under NCLB?

No Yes

Mission

State the charter school’s mission and describe how it promotes the legislative intent to “increase student achievement through academic and organizational innovation.” O.C.G.A. § 20-2-2061.

The mission of George Walton Comprehensive High School (Walton) is to educate students so that they are well prepared to meet the challenges of their post-secondary goals. Walton pledges its resources to the development of the whole student, addressing academic, social, emotional, and career needs while fostering attitudes of good citizenship, cultural awareness, lifelong learning, and compassion.

Academic Programs

Walton has increased and will continue to increase student achievement through the implementation of the following strategies:

- **Horizontal teaming:** Teachers collaborate in curricular teams to ensure consistency of content and assessment.
- **Vertical teaming:** High school, middle and elementary teachers in each area meet to develop a comprehensive curriculum and multi-level teaching strategies.
- **Student writing:** English and social studies classes place increased emphasis on the various styles of writing.
- **Professional learning:** Walton provides professional learning opportunities that are specific to the needs of the school, e.g., gifted endorsement program, AP[®] Summer Institute, and individual consultants.
- **8th grade language extension program:** Middle school students may take Chinese, French and Latin language classes at Walton in the morning before their regular class day begins.
- **Required summer enrichment:** Students complete math packets for their upcoming math courses and are assessed on the material at the start of the school year.
- **Summer reading seminars:** Walton offers programs at both the start and end of the summer break to assist students with their English-required summer readings.
- **Science competitions:** Students participate in the American Association of Physics Teachers Physics Bowl, Science Bowl and Science Team competitions.
- **Fine Arts competitions:** Orchestra, band, chorus and visual arts students compete in state and national competitions.
- **Academic competitions:** Students participate in Academic Bowl, Math Team, High Q, Mock Trial, and Model UN.
- **World language competitions:** Students participate in the National French Examination, National Latin Exam, Medusa Mythology Exam, National Classical Etymology Exam, National Classical Civilization Exam, and DELE (Diplomas de Español como Lengua Extranjera).
- **Literary and Dramatic Arts competitions:** Drama students compete for Schuler Hensley Awards; students across courses and levels submit entries to multiple state and national writing competitions, PTSA Reflections contest, Gordon College, Scholastic Arts & Writing contest, One Act Play. (needs clarification)
- **Peer tutoring:** Members of the National Honor Society and National Spanish Honor Society provide voluntary tutoring to fellow students.
- **Walton Enrichment Block (WEB):** Students have access to individual academic support, enrichment opportunities, and extended time for laboratory science instruction during these regularly scheduled time blocks.
- **Extra-curricular activities:** Walton provides opportunities for students to participate in a wide range of academically enriching clubs and activities (for detailed list visit www.waltonhigh.org).
- **Science instruction:** Walton supports enhanced learning in the sciences through the renovation of classroom laboratories and updated equipment.

- **Teacher tutoring:** All Walton teachers offer two 30-minute tutoring sessions each week, one before school and one after school.
- **School culture:** The intrinsic school culture at Walton fosters a “Smart is Cool” attitude and promotes success and achievement in academic and non-academic activities. Many teachers allow students to utilize their classrooms for studying during lunch periods.
- **Multi-level courses:** Walton offers on-level, honors and AP level classes in each discipline. Students enroll in the course that is commensurate with their ability and are thus provided with a rigorous course of study that meets their individual needs.
- **Focused curriculum:** Walton offers a focused curriculum that ensures all students are fully engaged in a challenging pre-college curriculum.

Walton has developed programs to enhance academic innovation and provide the flexibility to best meet student needs through the following strategies:

- **Pre-engineering program:** Walton has adopted the Project Lead the Way[®] curriculum.
- **Math class scheduling:** Strategic scheduling gives students enrolled in the Math Support Program double class time with their math teacher.
- **PSAT, SAT and ACT:** Walton administrators, counselors and teachers use data derived from standardized test results to support student learning and student success in securing post-secondary education.
- **International Spanish Academy (ISA)** –Walton offers this program in partnership with the Ministry of Education of Spain. ISA students spend 30% of instructional time in Spanish-language immersion classes. These students receive dual diplomas; one from the State of Georgia and one from Ministry of Education of Spain.
- **Advanced curricula in Spanish, math and physical science:** Accelerated learning in these subject areas affords students the opportunity to take more AP[®] level courses before graduation.
- **Zero period and 8th period classes:** An extended school day allows students the ability to enroll in additional classes.
- **Recognition of student achievement:** Student achievement is recognized in a variety of ways, including Writer’s Night, Raider Pride Award, Honors Night, National Merit Scholarship Semifinalists Breakfast, and Visual Arts displays throughout school.
- **Advanced Placement[®] (AP[®]) trips to Spain and France:** Annual international travel opportunities provide academic coursework, enrichment and cross-cultural learning experiences.
- **Textbook waiver:** The selection of textbooks is based on the academic capability and needs of the student population.
- **Parent education:** Evening programs are held for each grade level. Focused parent education programs include AP[®] Night, 9th Grade Math & Science Night, Technology Night, and College Admissions Strategies/Financial Aid Seminar.
- **Individual advisement for student and parents:** Teacher advisors meet individually with parents and students to ensure appropriate course selection and program completion for graduation.

- **Partnership with the Chinese Confucius Institute:** This partnership enables Walton to offer beginning and AP[®] Chinese language classes to students.
- **Probe College Fair sponsorship:** This program attracts over 175 nationally recognized colleges and universities and is designed to provide college awareness opportunities for all area high school students.
- **Career Tech and Business:** Walton offers classes in graphic arts, mass media, auto mechanics, health science, pre-engineering, computer programming, web page design and game development.
- **College admissions visits:** Over 100 college representatives from all types of post-secondary institutions including Ivy League universities visit Walton annually to offer information sessions to students.
- **SAT and ACT test center:** As an official test center, Walton provides local student access to college admissions testing.
- **AP[®] Summer Institute (APSI):** By sponsoring and hosting APSI, Walton offers advanced curriculum and AP[®] training to Walton and area teachers. Walton APSI trains approximately 400 teachers each summer.
- **Student Incentive:** This program motivates students to attend class every day.
- **4.0 Pass:** Academic excellence is encouraged, recognized and rewarded under this program. Students earning a GPA of 4.0 in any given semester are allowed free access to school activities and sporting events.
- **Electronic textbooks:** Walton is currently pursuing the adoption of textbooks that are available to students through electronic devices.
- **YouTube:** Plans are underway to make YouTube.com/edu available to all teachers.
- **Ready Step program:** Plans are underway to administer national assessment evaluations (pre-PSAT & pre-SAT) to eighth grade students.

Organization

Walton has established the following innovative programs to provide flexibility of staff and administration to increase the academic success of students:

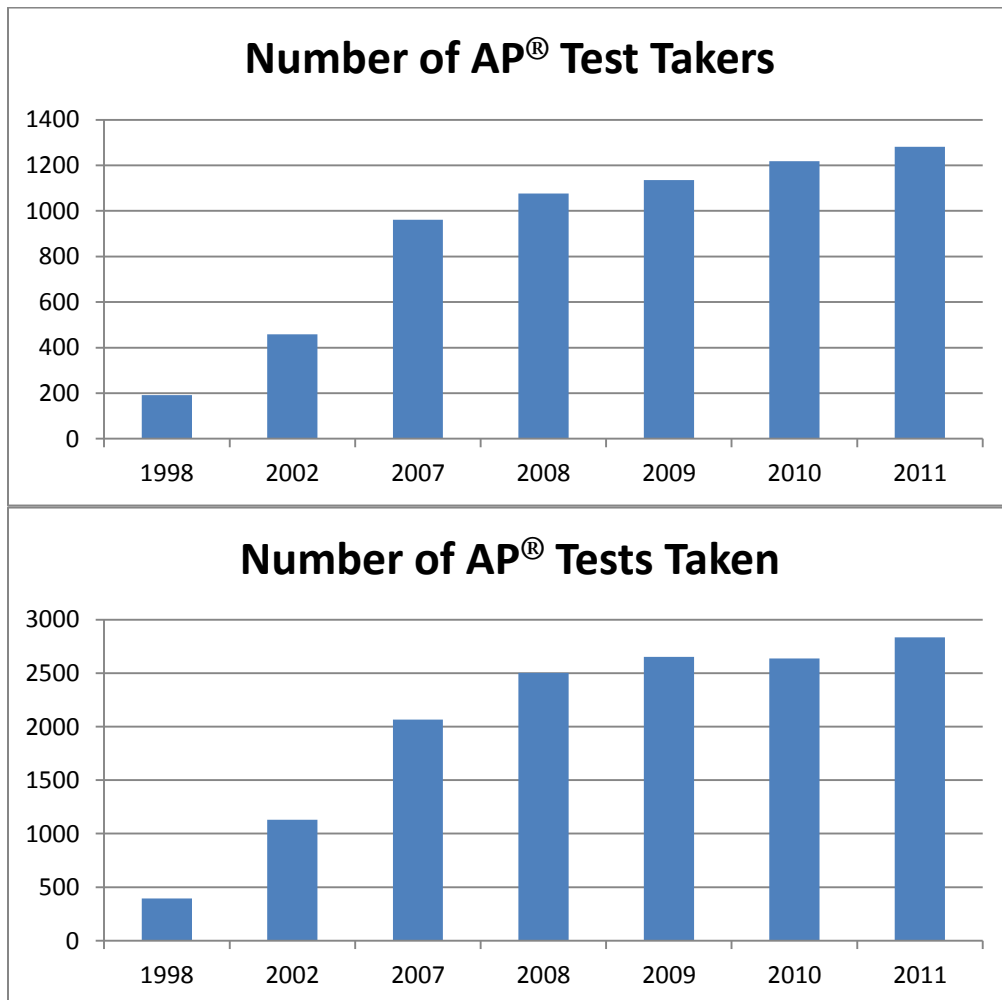
- **Walton Enrichment Block (WEB):** Through a reorganization of the daily schedule, WEB provides students with additional instructional time while meeting daily instructional seat time requirements.
- **Peer coaching:** This program enhances professional staff development and can be used for annual evaluations.
- **Walton Governance Council (WGC):** The charter governing body provides for full representation and participation of all members of the school community.
- **Human Resources:** This WGC committee provides for departmental input in the hiring of professional staff.
- **FOCUS information system:** This scheduling and reporting system features enhanced flexibility that allows Walton to better meet student scheduling needs. It also provides advanced analysis of class grades and individual and classroom performance trends.
- **Learning Support Center:** This teacher-supported open learning center provides additional support for students with special needs.

- **Raider Joe’s Coffee Shop:** Students with special needs gain hands-on work experience through the operation and management of this small business.
- **SMART Boards:** SMART® boards are installed in several classrooms, including those of all teacher-of-the-year recipients.
- **Teacher Blogs:** Teacher blogs provide students with online access to the curriculum, class notes and homework assignments; they also enhance communication between teachers, students and parents.

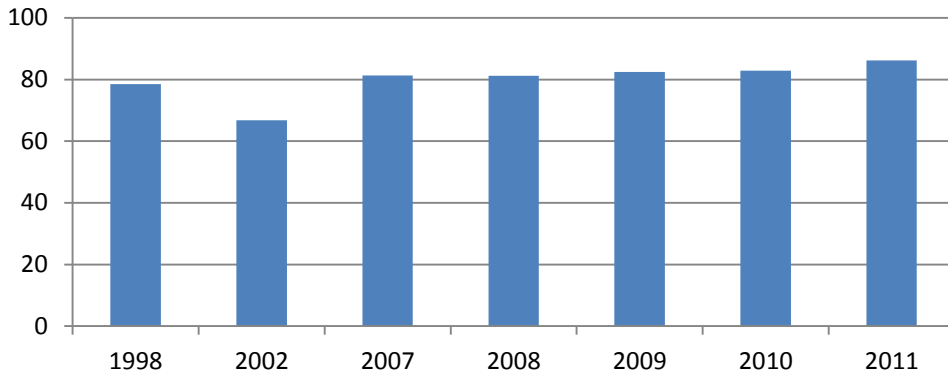
For Renewal Petitions Only

How did the school perform in meeting AYP and the performance-based goals and measurable objectives of the charter?

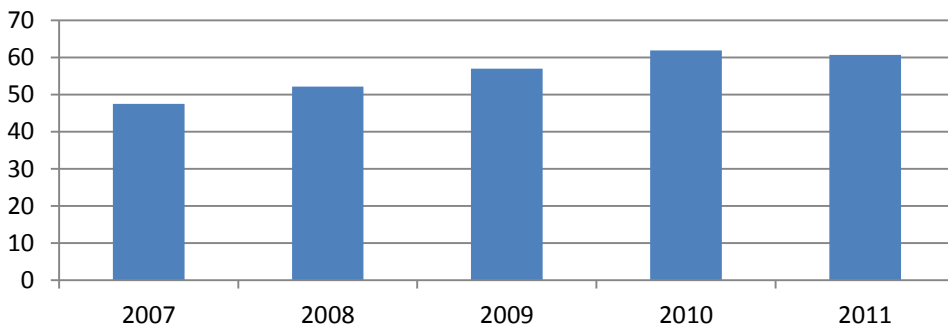
Walton has made AYP for the last nine years. Walton has submitted the annual charter report and met measureable objective goals each year. The following graphs represent the growth in key areas of assessment that supported the goals of the last charter renewal period. This application for renewal reflects the high level of accomplishment and Walton’s determination to maintain or exceed overall success.



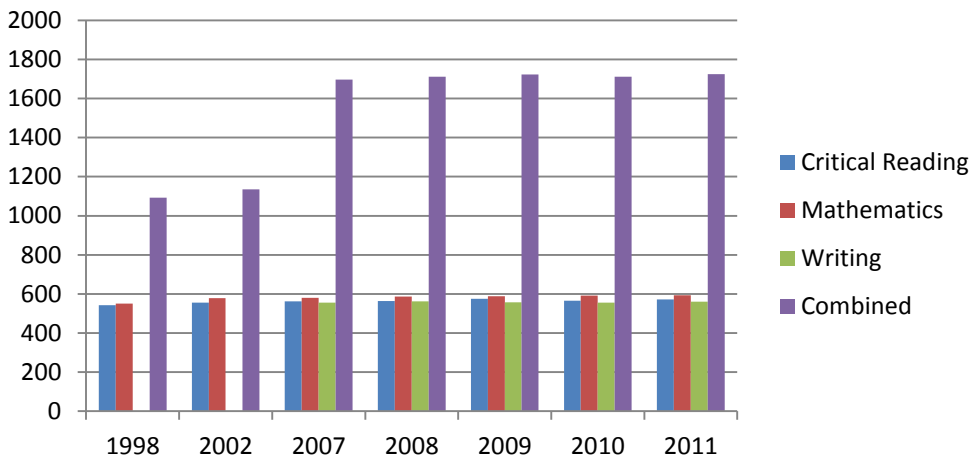
AP[®] Exams % of students earning a 3 or higher



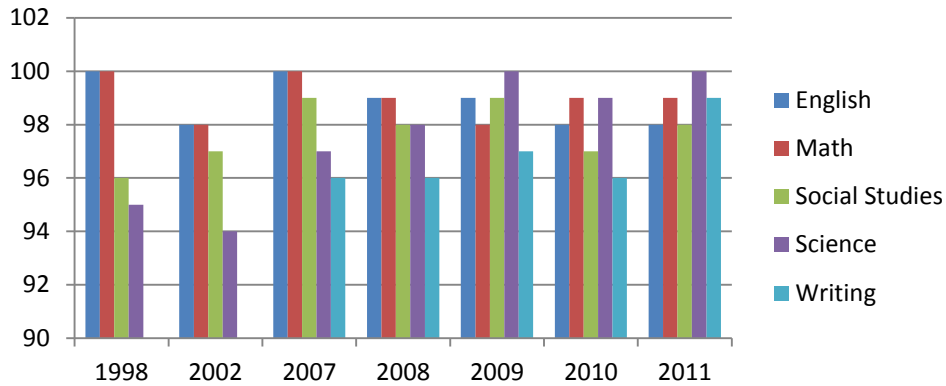
AP[®] exam % of Graduating Class earning a 3 or higher on at least one exam



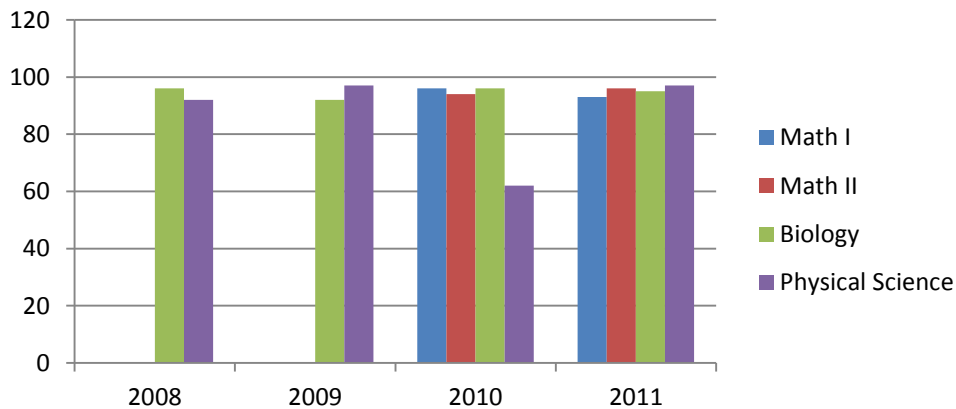
SAT Data



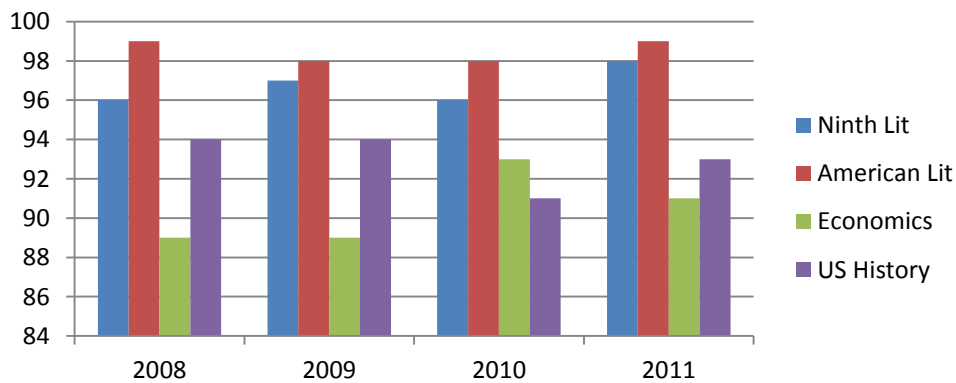
Georgia High School Graduation Test % passing as first time test takers



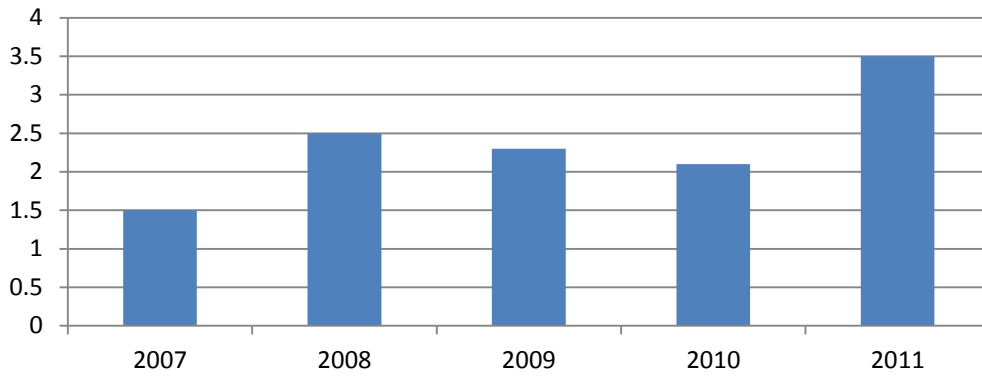
EOCT in Math & Science % students passing



EOCT in English & Social Studies % of students passing

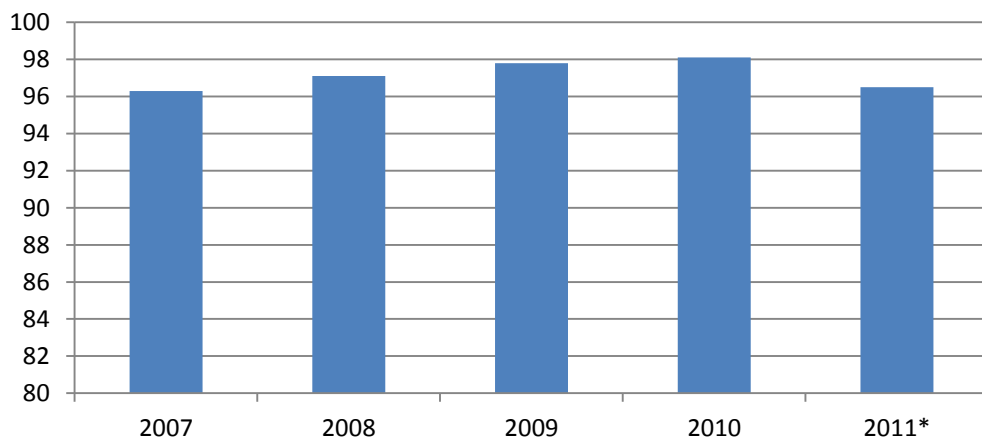


Graduating Seniors % earning 2.0 GPA or lower

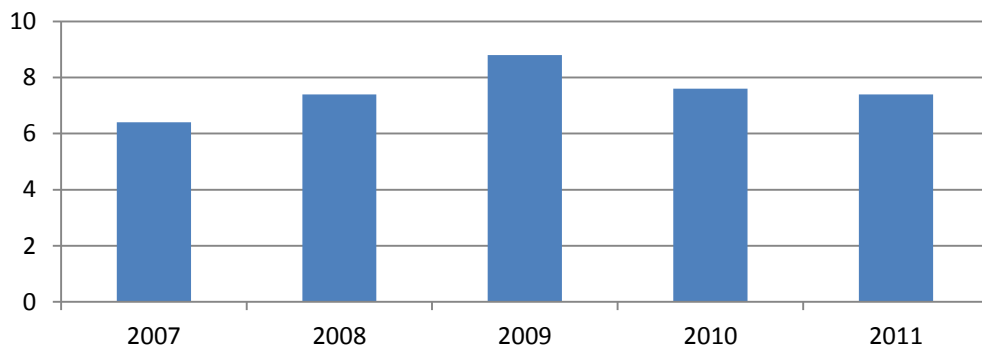


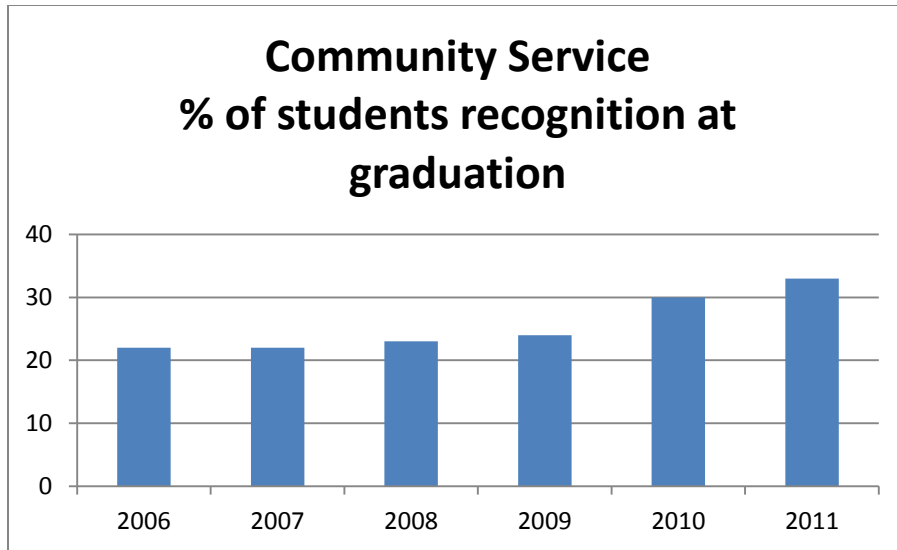
Graduation Rate

*2011 new calculation



Absenteeism Data % of students absent over 15 days





How did the school perform in achieving financial and organizational stability?

Walton continues to meet the financial objectives of the Cobb County School District (CCSD). The model of the WGC established during the initial charter continues to be perfected.

Summarize the proposed changes to the charter upon renewal.

Walton faculty and staff have adjusted the goals of this renewal petition to better match the current needs of students and community.

Goal I: All students will develop strong listening, thinking and reasoning skills.

Goal II: All students will improve individual writing skills by expanding and integrating knowledge through writing across the curriculum.

Goal III: All students will develop and exhibit personal and social responsibility.

Measurement of these goals reflects current benchmarks and Walton's focus on maintaining or increasing the high level of success since becoming a charter school. These three school-wide goals are supported in each content area with a specific curriculum focus.

In addition to the current waivers (I-VII, IX), Walton is proposing additional waivers to serve the needs of the students more effectively.

- **Waiver VIII-** In order to avoid conflict with the large volume of AP[®] tests given Walton requests the option to select dates within the state testing window to give EOCT tests independent of the CCSD.
- **Waiver X-** As an ISA, Walton requests that CCSD students who live outside Walton's attendance zone and who have completed two years in an ISA be able to apply, and if selected, attend Walton.
- **Waiver XI-** Walton requests the flexibility to create a grading scale that more accurately reflects the body of work of the student population and rewards, as well as encourages, long-term content mastery.

- **Waiver XII-** In the event of school closings due to inclement weather, the principal at Walton will determine how the staff will document make up contract hours.
- **Waiver XIII-** Walton requests the ability to control technology monies which are designated specifically for classroom use and serves as an enrichment to instruction in order to meet the needs of the students.

Were termination proceedings initiated during the current charter term? If so, what is the status of those proceedings?

No

Part IV. Conversion Charter School Petition Requirements

Address the following requirements and insert the appropriate page number(s) of the petition.

DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

1. Page __19-20__ Describe the autonomy that the conversion school shall have from the local school system, which may include, among other things, a description of how financial resources will be managed; how human resources will be managed and personnel evaluated; school governance and the extent to which parents, community members, and other stakeholders will participate in the governance of the school.
2. Page __21__ Describe any innovations that will materially distinguish the conversion school from the school's pre-conversion model and that require the flexibility offered through the charter model.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

3. Page __22__ Describe the focus of the curriculum.
4. Page __22-23__ Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
5. Page __23__ Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
6. Page __23__ Describe how the charter school will meet the needs of students identified as gifted and talented.
7. Page __23__ Describe any extracurricular or other auxiliary educational activities the charter school may offer.
8. Page __24__ If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

9. Page __25__ For students with disabilities, describe how the charter school will provide state and federally mandated services.
10. Page __25__ For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.
11. Page __26__ Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
12. Page __26__ Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

DESCRIPTION OF ASSESSMENT METHODS

13. Page __27-28__ Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data,

which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.

14. Page __27-28__ Describe how the charter school intends to use this assessment data to measure, monitor and improve achievement for students.

GOALS AND OBJECTIVES

15. Page __29-34__ Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.
16. Page __29-34__ Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

WAIVERS

17. Page __35-47__ State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.
18. Page __N/A__ If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

DESCRIPTION OF SCHOOL OPERATIONS

19. Page __48__ Describe the attendance zone for the charter school.
20. Page __48__ Describe the rules and procedures that will govern the student admission, including whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1)(B).
21. Page __48__ Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.
22. Page __48__ Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
23. Page __48__ Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.
24. Page __48-49__ Generally describe the charter school's employment procedures and policies.
25. Page __49__ Describe how and by whom the principal's performance will be appraised.

26. Page __48-49__ State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
27. Page __49__ Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
28. Page __48__ Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
29. Page __49-50__ Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.
30. Page __50__ Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.
31. Page __50__ Describe the school facility and if any alterations are expected to be made.

PARENT AND COMMUNITY INVOLVEMENT

32. Page __51-52__ Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

33. Page __53__ Describe the level of autonomy the charter school will have over budgets and expenditures.
34. Page __53-54__ Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

35. Page __55-65__ Describe the governing board's plan to comply with the provisions of O.C.G.A. § 50-14-1 *et. seq.* and O.C.G.A. § 50-18-70 *et. seq.*
36. Page __55-57__ Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.
37. Page __57-64__ Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
38. Page __56__ Describe any proposed business arrangements or partnerships with other entities, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
39. Page __56__ Disclose any potential conflicts of interest of the governing board members, and describe how the governing board will ensure that current and future board members avoid conflicts of interest.

40. Page __19__ Describe how the governing board will ensure effective organizational planning and financial stability.
41. Page __56__ Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
42. Page __53__ State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

HIGH SCHOOL CLUSTER CHARTER PETITION – Required only if the petition seeks to create a cluster charter pursuant to O.C.G.A. § 20-2-2063(b).

43. Page _N/A_ Describe the rationale for petitioning as a high school cluster.
44. Page _N/A_ Describe how each school shall be held accountable for performance goals stated in the charter including Adequate Yearly Progress (AYP).
45. Page _N/A_ Describe how the high school cluster as a whole shall be held accountable for performance goals stated in the charter.

SCHOOL IN NEEDS IMPROVEMENT- Required only if the petition seeks to convert a school in Needs Improvement to a charter school. Chartering can be a dramatic and comprehensive intervention in a low-performing school that can produce significant gains in student achievement within the charter term. Please use this section of the petition to explain how you intend to accomplish this goal. The overarching theme of this and other responses should be to demonstrate where the school is pre-charter, what steps the school will take post-charter that would not otherwise be possible without the flexibility offered by chartering and how this will increase student achievement.

46. Page _N/A_ Explain why the school is in Needs Improvement. If the school has been in Needs Improvement for three years or more, please discuss the steps the school has taken to make AYP and any progress the school has made.
47. Page __N/A__ Describe the proposed changes to the learning environment (e.g. changes in the school culture, creation of school-based rituals, development for mentor, advisor, and teacher relationships) and how these changes will enable the school to make Adequate Yearly Progress.
48. Page __N/A__ Describe the proposed changes to the teaching environment (e.g. changes to the curriculum including remediation and accelerated learning programs, professional development innovations including teacher evaluations, changes in staffing and recruitment, merit based pay, longer school day/year) and how these changes will enable the school to make Adequate Yearly Progress.
49. Page __N/A__ Describe the proposed changes to school level decision making (e.g. change in school leadership, ability of the principal to select and assign staff positions without regard to seniority, more decision making authority for teachers and parents, increased community involvement) and how these changes will enable the school to make Adequate Yearly Progress.
50. Describe any other changes that will result if your school uses chartering as a school improvement strategy.

REQUIRED ATTACHMENTS/APPENDICES

- App. 4, 67-68 Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.
- App. N/A Attach a copy of any admissions application the charter school seeks to use.
- App. N/A Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organization is responsible. In the case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.

DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

Describe the autonomy that the conversion school shall have from the local school system, which may include, among other things, a description of how financial resources will be managed; how human resources will be managed and personnel evaluated; school governance and the extent to which parents, community members, and other stakeholders will participate in the governance of the school.

Financial Resources:

- All Georgia (state), CCSD (local) and United States (federal) funding that is entitled to a public school shall be granted to Walton. Walton will receive funding from existing, new or “one-time” funding sources available to school or school districts and/or funds from related legislation to the extent that the school and its students generate such entitlements.
- Salaries, operating expenses and earnings will be handled through the CCSD Board of Education.
- Gifted education funding will be allocated to Walton based on Full-time Equivalent (FTE) count plus any other existing, new or “one-time” funding sources available to schools or school districts.
- English Speakers of Other Languages (ESOL) funding will be allocated to Walton based on Walton’s per pupil ESOL population plus any other existing, new or “one-time” funding sources available to schools or school districts.
- Special Education funding will be allocated to Walton based on FTE count plus any other existing, new or “one-time” funding sources available to schools or school districts.
- Staff and professional development funding will be allocated to Walton based on Walton’s allotment from the state plus any local funding, existing, new or “one-time” sources available (see Waiver VI).
- Funds for instruction, textbooks, curriculum materials, technology and staff development will be allocated as budgeted by staff.

Human Resources:

- Walton will have flexibility in the evaluation of teachers (see Waiver VII). Teachers who meet the criteria established in the waiver will be given the option to participate in a collaborative growth model in lieu of being evaluated by the CCSD instrument.
- Walton will have flexibility in how the staff documents make-up hours for inclement weather days (see Waiver XII).
- Candidates for employment at Walton will be interviewed and selected by the principal or a member of the administration and a member(s) of the Human Resources committee of the WGC. The CCSD will not reassign employees from other schools to Walton.

School Governance:

The WGC will replace the local school council (Waiver I). Therefore, Walton waives the requirement to form a school council pursuant to O.C.G.A. § 20-2-86.

Role:

- The WGC is a governing body that exists to promote and maintain a system of site-based management.

- The WGC shall address identified responsibilities as well as any issue brought before it by a member of the school community.
- The administration will be responsible for the day-to-day operations and for carrying out the policies and procedures of the Walton Charter, the Cobb County Board of Education and the State Board of Education.
- The WGC shall take no action that is in violation of state or local educational policies (excluding policies for which the Charter has been granted exemptions), applicable legal codes and any other applicable government regulations.

Structure:

- The WGC consists of 22 voting members, including the principal, an administrative representative, staff, students, parents, Walton Facilities Foundation Board and Business/Community members, who represent stakeholders of Walton.
- The council will have standing committees overseeing the nine governance areas. These areas include, but are not limited to: curriculum and instruction, professional learning, attendance and discipline, student climate, staff enhancement, facilities, goals and assessment, technology and human resources.

Curriculum:

- In lieu of using the CCSD student information system, Walton will continue to use the FOCUS and ARGUS programs (see waiver II). This system allows Walton to schedule courses based on the curricular needs of the majority of students. Additionally, the ability to investigate closely real time data allows for making adjustments to the educational program.
- Walton provides Morning/Afternoon Tuition Courses (MAT) that allows students to pursue additional credit (see waiver III).
- The WEB program is an abbreviated student schedule providing an enrichment block of time on five-day weeks (see waiver III). This block allows for peer and teacher tutoring, student group work, and student work in computer labs. Students also have the opportunity to visit local colleges, community service, research and career shadowing.
- Walton will choose, develop and implement the curriculum and assessment tools that best meet the needs of Walton students (see waiver IV).
- Walton will determine the manner in which students are assessed and grades are reported.
- Walton will require students who take AP[®] courses to take the AP[®] examination in order to receive credit for the course. Necessary financial assistance is available on an individual basis.
- Walton will utilize a grading scale that more accurately reflects the body of work of the student population at Walton and reward as well as encourage long-term content mastery (see waiver XI).
- Walton will control textbook adoptions monies during the adoption years in order to meet the needs of the varied levels of students by coordinating the curriculum to the students' abilities and needs (see waiver V).

Describe any innovations that will materially distinguish the conversion school from the school's pre-conversion model and that require the flexibility offered through the charter model.

- An alternative evaluation is available to staff who have received training in the peer coaching model. This model promotes professional growth on an individual level while working on collaboration with peers (see Waiver VII).
- The ISA is an agreement with the Ministry of Education of Spain to offer thirty percent of the instruction in Spanish throughout high school. Each student in the ISA takes one Spanish course along with a core curriculum course delivered in Spanish and English each year throughout high school (see Waiver X).
- Our Pre-Engineering program is based upon the national curriculum of Project Lead the Way. Walton supports the students' desire to take rigorous course work and will award an additional half-quality point to a student's grade point average for each grade earned (see waiver IX).
- Walton will have the option of controlling textbook adoption monies if it is determined that another textbook would better serve the needs of the students. This includes not only the selection of the book but also the option of a digital alternative (see Waiver V).
- Walton provides innovative delivery models that allow students the opportunity to participate in a more rigorous curriculum. For example, Walton offers a combined Spanish III/IV course that accelerates the students so they may take AP[®] Spanish Literature in their senior year (see Waiver IV). Also, Walton provides enriched Mathematics courses that allow teachers to investigate concepts in greater depth. Offering these courses is only possible through the use of the FOCUS student information system, which provides the autonomy for innovative scheduling (see Waiver II).
- WEB provides teachers the time to meet with students for additional help, for make-up work or science labs, for small group instruction, for research opportunities, for SAT preparation, or for remediation for standardized tests. WEB is designed to help students learn to make wise decisions about time management and responsibility (see waiver III).
- Walton offers flexible scheduling that includes an option of zero and/or eighth period courses for tuition or as part of a flexible schedule (see waiver III).
- In order to provide relevant, site-specific, professional learning opportunities that directly support school-wide initiative and charter goals, Walton will directly receive state staff development funding. For example, Walton has offered the courses necessary for teachers to become gifted endorsed in a two year cohort model in collaboration with the Metro-RESA at our local school (see Waiver VI).
- Walton will pursue an alternative grading scale designed for application within Walton to differentiate more accurately its student body's achievement (see Waiver XI).
- The WGC was established during the first charter as an alternative to a local school council. By virtue of its larger membership and more diverse make-up, the WGC provides for democratic representation of all stakeholders (see Waiver I).

DESCRIPTION OF THE EDUCATIONAL PROGRAM

Describe the focus of the curriculum.

The Common Core Georgia Performance Standards and Georgia Performance Standards form the base of the curriculum taught at Walton. We also offer many of the College Board AP[®] courses. Additionally, the Pre-Engineering program is based on the national Project Lead the Way[®] curriculum. These curricula are available on-line at www.georgiastandards.org, www.collegeboard.org, and www.pltw.org

Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.

Walton will continue to offer a comprehensive academic program. The ARGUS scheduling program used by Walton is designed to schedule courses based on meeting the curricular needs of the majority of students. Classes will continue to be provided at different levels to address various abilities. Class levels include small group special education classes, remedial programs, 3-level, on-level, enriched, honors classes to AP[®] offerings. The differences in the courses will be in the depth of content, knowledge and the teaching strategies used. Professional learning opportunities will enhance and improve instructional techniques.

School-focused staff development funds have allowed Walton to develop and implement a new teachers' institute in addition to county allotted days for new teacher orientation. This site-based institute allows teachers new to Walton to participate in training and orientation; moreover, it affords them more time to prepare for the year prior to regularly scheduled pre-planning days. Experienced Walton teachers orient new teachers to the high level of expectations of the curricula and familiarize them with the teaching strategies that are successful with Walton students. In this current charter renewal, the request for a continued waiver of currently allotted staff development funds will permit the continuation of this program as well as the enhancement of on-site professional learning opportunities that directly support curriculum and instruction.

Walton is committed to incorporating technology that enhances classroom instruction. Teachers use online communication tools, SMART[®] boards, and laptops to support the rigorous curriculum that is a hallmark of Walton. All Career-Technology programs provide the opportunity for Pathway completion and have industry-standard accreditation, ensuring that students are well prepared to continue advanced study in their career areas. Walton's implementation of the pre-engineering program has allowed students access to skills used in Georgia Tech's introductory engineering courses. Through the use of current technologies, Walton strives to prepare students to have the ability to use yet-to-be developed technology.

Walton recognizes the need for academic continuity. Programs for vertical teaming have been developed. This program provides for articulation between middle and high school teachers in an effort to assure a seamless curriculum from grades six through twelve. These efforts in core curricular areas assure that the education received by Walton students meets or exceeds local, state and national requirements. Walton has applied the principles of vertical teaming beyond high school in order to assure a seamless transition between high school and college programs.

Through active participation with The College Board, Walton has implemented many programs developed by The College Board and other member high schools that provide Walton students with the best preparation for the transition to college. Some of these programs have included extensive use of the Summary of Answers of PSAT, College Board Vertical Teaming Model, expansion of the AP[®] program, continued staff development for honors and AP[®] teachers, and attendance at The College Board National Forum by administration, guidance counselors and faculty. In the summer of 2010, Walton became the only public school in Georgia to offer APSI, giving our entire faculty the opportunity to be trained in the instructional strategies that promote thinking and reasoning skills necessary for college level work. Walton students are recognized by many admissions officers at colleges and universities across the nation not only because of Walton's reputation but also because of Walton's participation in The College Board.

In 1995 Walton implemented the MATS and WEB programs. These programs, developed in response to funding and time constraints, recognize the needs of students for schedule flexibility. To provide this needed flexibility for scheduling classes, students have the opportunity to pursue additional credit by enrolling in classes offered through the MATS program. WEB is an abbreviated student schedule providing an enrichment block of time on five-day weeks. This block allows for peer and teacher tutoring, student group work, student science laboratory and make-up work, student work in computer labs and other planned enrichment activities. Students also have the opportunities on WEBs to complete such activities as local college visits, community service, research and career shadowing.

Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
To facilitate student achievement, teacher-to-student ratio will be maintained at optimal levels as allowed by allotments and budget.

Describe how the charter school will meet the needs of students identified as gifted and talented.
Walton will provide ongoing support for gifted students in mixed ability classrooms. This includes professional learning in characteristics of gifted students and differentiated instructional strategies that are used to meet effectively the needs of over 900 gifted students in the Walton population. Walton will designate a Coordinator for Advanced Learning and AP[®] to manage these programs more effectively (see Waiver IV).

Describe any extracurricular or other auxiliary educational activities the charter school may offer.

Walton strives to educate the whole child by providing a multitude of extracurricular activities. Nationally recognized band, orchestra, chorus, art and drama programs provides an opportunity for over 34 percent of the student body to develop and express artistic talent. Walton offers a wide variety of clubs focusing on academics, community service and interests. More than twenty clubs and organizations help teach social responsibility through community service, and students who contribute time to community service are recognized at graduation. Walton offers 24 varsity, 17 junior varsity and 2 freshman sports. Both the AP[®] Spanish and French Language students have the opportunity to partake in an immersion trip to enhance their skills within the target language.

If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

Walton will continue to meet or exceed the Cobb County Board of Education policy for credit and graduation requirements (refer to Cobb County School Board Policy IKF, Graduation Requirements).

Walton will adhere to the following guidelines for placement in homerooms:

- 10th grade: five units, including one full credit each of state required or core coursework in mathematics, science and English Language Arts
- 11th grade: 10 units, including two full units each of state required or core coursework in mathematics, science and English Language Arts
- 12th grade: 16 units

STATE AND FEDERALLY MANDATED SERVICES

For students with disabilities, describe how the charter school will provide state and federally mandated services.

Students with disabilities are provided state and federally mandated services. Walton implements the same identification, evaluation, placement, reporting, and due process procedures and uses the same special education forms as other schools in the CCSD. This includes the Response to Intervention model with data supporting the student's failure to respond successfully to interventions provided in the regular classroom.

Walton provides a full continuum of services to students with disabilities to the same extent as other school in CCSD. Models move from minimal support through consultation or support by a paraprofessional to instruction provided in a small group setting for the majority of the day. Co-teaching is encouraged to provide students with disabilities the opportunity to learn in the general classroom with typical peers when this placement best supports Individual Educational Program (IEP) goals. Special Education teachers and administrators will attend CCSD special education training programs to the same extent required of other schools in the CCSD.

Walton will submit to program review by state and local officials to the same extent required of other schools in the CCSD. Copies of all IEPs and other legal documents will be provided to the CCSD. Walton will comply with all CCSD policies and practices in serving students with disabilities including providing a free, appropriate public education, free transportation and other related services required by a student's IEP. Walton works closely with other schools in the cluster to provide services to all students in our community. Funding for special education services will be determined and provided by the CCSD.

For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.

All students having English as a second language are screened for proficiency utilizing the federally mandated W-APT assessment. Students who score a 5.0 or above on this assessment do not qualify for ESOL (English to Speakers of Other Languages) services. Students who score a 1.0 or below with limited or no English language skills are placed in the Intensive English Language pullout program. The students who score a 2.0-4.9 qualify for regular ESOL services through an inclusion model following class size regulations as determined by the State Board of Education. All English Language Learners (ELL) are required to take the federally mandated ACCESS assessment. In order to exit the ESOL program, the student must have a composite score of 6.0 on the ACCESS. Those students who exit are monitored for two years by the ESOL staff.

Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.

Even though Walton is neither a Title I school nor has failed to meet AYP standards, Walton offers supplemental services in the form of tutoring by all teachers before and after school and during Walton enrichment blocks. Ninth grade students who are struggling in their courses are required to document the use of tutoring opportunities during the WEB. Additionally, Walton offers peer tutoring established through a variety of honor societies.

Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

For students who are identified through SBOE Rule 160-4-5-.01 in addition to the above supplement services, Walton keeps class sizes smaller and provides tutoring by the classroom teaches. Walton often initiates the Response to Intervention process.

DESCRIPTION OF ASSESSMENT METHODS

Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.

Describe how the charter school intends to use this assessment data to measure, monitor and improve achievement for students.

In order to focus on instructional and organizational effectiveness, the staff uses a variety of data to guide decision-making. The sources used to generate the data include assessments at the national, state, and local levels.

NATIONAL MEASURES:

1. Over the last five years, 99 percent of Walton seniors have taken the SAT. Walton uses the Summary of Answers of the PSAT to identify strengths and weaknesses of students to make curricular and instructional changes. This includes rewriting the English curriculum to emphasize more informational writing and incorporating a review of middle school geometry standards. Individually, students review their own strengths and weaknesses on the PSAT to determine skill development needs. Walton uses online SAT preparation in both English and mathematics courses for each student. Walton intends to maintain or exceed SAT and ACT benchmark scores by the end of the five-year period of this charter renewal.

2. Since 1998, Walton has increased the number of AP[®] tests taken, the number of test takers, and the number of tests passed. Walton will maintain or increase the total number of students enrolled in AP[®] courses, the number of AP[®] tests taken and the percentage of students earning a 3 or higher on the AP[®] exams. Walton will provide students and parents information on the benefits of taking an AP[®] course for post-secondary success at all yearly guidance programs and during individual advisement sessions. Additionally, more pre-AP[®] teachers will participate in the APSI so that they can prepare and help students to develop the skills necessary for success in AP[®] courses.

STATE MEASURES:

1. On the Georgia High School Graduation Writing Test, at least 96% of first time test takers have passed since 2007. In fall of 2008 scores were reported at both the meets and exceeds levels. Walton intends to increase the number of students who exceed standards. After analyzing writing portfolios, teachers will provide remediation through a tutoring program for students who exhibit weak skills. Additionally, the English curriculum has been redesigned to place more emphasis on informational/persuasive writing. Advancement in sophistication of writing will be monitored and instructional adjustments made as trends are determined.

2. State mandated assessments: Walton will maintain or exceed the baseline data of students passing these assessments by the end of the charter term. Walton will monitor students through formative and summative classroom assessments and will provide support to students throughout the school year.

LOCAL MEASURES:

1. When combined with other measures, student Grade Point Average (GPA) is a valid indicator of future success. During the charter term, Walton commits to reducing the percentage of seniors graduating with a GPA of 2.5 or less. Since professional school counselors play a critical role in working with students who are struggling academically, they will work with students on an individual and group basis to teach study skills, initiate the Response to Intervention process as appropriate and provide resources to improve overall academic success.
2. Student attendance is critical for success and, barring health problems, is an indicator of personal responsibility. Students who are absent fifteen or more days per year miss opportunities for learning. During the charter term, Walton will reduce the percentage of students absent for fifteen or more days per year. The school will continue to utilize a variety of measures to encourage individual attendance such as attendance incentive policy, parent notification, a truancy intervention panel, a school social worker and the WGC Attendance and Discipline committee.
3. Employers and college admissions officers acknowledge community service as an indicator of social responsibility. Walton will increase the number of graduating students who complete 180 or more documented hours of community service. Walton will recognize students at all grade levels who meet annual milestones toward this goal at a recognition ceremony. Walton will continue to support a wide variety of service-centered clubs and encourage all organizations to complete one service project per year.
4. Walton will administer and monitor the results of the stakeholder satisfaction surveys mandated by the CCSD.

GOALS AND OBJECTIVES

Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.

Walton will be accountable for overall continued student achievement and will assess progress on a yearly basis using state mandated and national assessments, such as PSAT/NMSQT, SAT and AP[®] examinations.

In order to achieve this mission, the Walton faculty and staff will strive to

- Teach and strengthen listening, thinking and reasoning skills
- Expand and integrate knowledge across the curriculum
- Promote and develop personal and social responsibility

Goal I: All students will develop strong listening, thinking and reasoning skills.

Measures:

- Decrease the percentage of graduating seniors with a GPA of 2.5 or less
- Maintain or increase the percentage of students exceeding standards on all state mandated tests
- Maintain or increase number of students taking AP[®] exams over the course of the charter
- Maintain or increase number of AP[®] tests given over the course of the charter
- Maintain or increase percentage of students earning a 3 or higher over the course of the charter
- Maintain or increase percentage of seniors who score a 3 or higher on at least one AP[®] exam prior to graduation

Goal I Targets: Grade Point Average

	Bench mark	Year 3 Target	Year 5 Target
	2011	2016	2018
% of students graduating with a GPA of 2.5 or less	12.5	11	10

Goal I Targets: % of students exceeding standards on EOCT/mean scores – New Benchmarks will be set and targets altered as Common Core Standards Assessments are implemented.

	State Benchmark	District Benchmark	School Benchmark		Year 3 Target	Year 5 Target
	2011	2011	2011		2016	2018
9 th Lit/Comp	434	444	472	76%	78%	79%
American Lit/Comp	433	444	464	75%	77%	78%
Math I ^a	413	419	448	48% ^a	TBD	TBD
Math II ^a	404	416	449	50% ^a	TBD	TBD
Physical Science	436	480	491	80%	80%	80%
Biology	424	435	466	67%	70%	72%
US History	425	445	473	70%	72%	74%
Economics	427	444	455	59%	62%	64%

^aBenchmarks and goals will be determined when the data is available. GPS Algebra will be given 2011-2012 and GPS Geometry in 2012-2013.

Goal I Targets: Advanced Placement[®] Exams

	Bench mark	Year 3 Target	Year 5 Target
	2011	2016	2018
# of students taking AP [®] exams ^b	1282	1300	1320
# of AP [®] exams given ^c	2835	2835	2835
% of students earning 3 or higher	76 ^a	76	76
% of seniors who scored a 3 or higher on at least one AP [®] Exam at any point during high school	60.8	62.3	63.8

^a55.5% for state of Georgia

^bThis target is based on a constant student enrollment.

^cWalton offers all AP[®] exams except AP[®] German, AP[®] Italian and AP[®] Japanese.

Goal II: All students will improve individual writing skills by expanding and integrating knowledge through writing across the curriculum.

Measure:

- Maintain or increase the percentage of students who exceed standards on the Georgia High School Writing Test or equivalent
- Maintain or exceed baseline averages on SAT scores
- Maintain or exceed baseline averages on ACT scores

Goals II Targets: GHSWT

	Bench mark	Year 3 Target	Year 5 Target
	2011	2016	2018
% of students exceeding standards	16.3	20%	25%

Goals II Targets: SAT¹

	National Benchmark	State Benchmark	District Benchmark	School Benchmark	Year 3 Target	Year 5 Target
	2011	2011	2011	2011	2016	2018
Critical Reading	497	485	510	572	572	572
Mathematics	514	487	515	593	593	593
Critical Writing	489	473	497	560	560	560
Combined	1500	1445	1522	1725	1725	1725

¹As reported by College Board each year based on last time taken

Goals II Targets: ACT

	National Benchmark	State Benchmark	District Benchmark	Benchmark	Year 3 Target	Year 5 Target
	2011	2011	2011	2011	2016	2018
Composite	21.1	20.6	22.4	25.5	25.7	26.2

In addition to school-wide academic goals, individual goals of the Career and Technology, English, Mathematics, Science, Social Studies, and World Languages departments support the efforts of Goals I and II.

Career and Technology

Goal: Using curriculum designed software, students will develop higher order thinking and reasoning skills through problems solving and development of end products.

Monitoring Plan: Teachers will analyze student work using rubrics that are aligned with GPS standards.

English Department

Goal: Students will analyze literature critically, independently and proficiently and will demonstrate this critical analysis and logical reasoning through clear, concise writing.

Monitoring Plan:

- All students maintain a writing portfolio that includes their graded essays and on-line writing assignments. Teachers will analyze student folders and monitor progress in the various grammar and writing components over time.
- Teachers will analyze the PSAT Summary of Answers report for specific weakness in reading and writing. Improvement in the identified weak strands will be measured by SAT/ACT data.

Mathematics Department

Goal: Mathematics students at Walton will become proficient at solving compound math problems in which they must discover and apply the first solution in order to form a final conclusion.

Monitoring Plan:

- In courses with a required state End of Course Test (EOCT), pre and post-tests will be given. Teachers will analyze the compound problems on the post-test to monitor progress on these specific problems.
- Teachers will analyze the PSAT Summary of Answers report for weaknesses on compound mathematics problems. As most students take the PSAT in 9th, 10th and 11th grade, teachers will monitor progress on successfully solving compound math problems.

Science Department

Goal: Science students at Walton will gather information, analyze data and apply knowledge to draw conclusions in order to solve scientific problems and perform/analyze case studies.

Monitoring Plan: Each student will complete a minimum of fifteen laboratory activities per year. At least six of these labs will use new technologies that are available. Science teachers will target selected labs for analysis and use the data to inform instruction.

Social Studies Department

Goal: Students will demonstrate reading comprehension and critical analysis of social studies primary and secondary sources.

Monitoring Plan: Students will improve their performance on in-class reading quizzes of social studies primary and secondary sources by 5 % percent throughout each course. All students will write at least two essays based on social studies primary and secondary sources per course and improve their performance by 5% throughout each course, on average.

World Languages Department

Goal: Students will improve communication in the target language through speaking, listening, reading and writing as specified in the Georgia Performance Standards for Modern or Classical Languages. The ultimate goal is the ability to communicate in meaningful and appropriate ways.

Monitoring Plan:

- Formative and summative assessment may include quizzes, exams, presentations and compositions that will require the students to produce, understand and use the elements of effective communication in interpersonal, small group and other settings in the target language.
- Students will meet or exceed the American Council for Teachers of Foreign Language proficiency guidelines for listening, speaking, reading and writing at each level of language study.

Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

Goal III: All students will develop and exhibit personal and social responsibility.

Measurement:

- Decrease the percentage of students absent fifteen or more days per year
- Maintain or increase the percentage of students recognized at graduation for completing 180 or more hours of community service

Goal III Target: Attendance

	Bench mark	Year 3 Target	Year 5 Target
	2011	2016	2018
% of students 15 or more days absent per year	7.4	7.0	7.0

Goal III Target: Community Service

	Bench mark	Year 3 Target	Year 5 Target
	2011	2016	2018
% of graduating seniors earning 180 community service hours	33%	38%	40%

In addition to school wide management and organizational performance goals, individual goals of the Fine Arts, Special Education, Guidance and Physical Education Departments support this effort.

Fine Arts Department

Goal: Students will demonstrate proficient knowledge and mastery of their individual responsibilities as they relate to performance or public display in Fine Arts.

Monitoring Plan: Teachers will assess student growth in a variety of ways, including large group and individual performance evaluation results, invitations to participate in special performances, student portfolios, participating in competitions, audition results and written examinations.

Special Education Department

Goal: Students with disabilities will demonstrate mastery in core subject areas as evidenced by an improvement in the pass rate of first time test takers on state course assessments required for graduation.

Monitoring Plan: Case managers will use 8th grade data from the CRCT, ITBS, 8th grade writing assessment, and attendance to determine at risk students. The case manager will analyze this data to identify individual weakness and will develop and provide remediation opportunities. The case manager will monitor growth through formative and summative assessments.

Guidance Department

Goal: Students will acquire the knowledge, skills and attitudes to contribute to effective learning in school and in life.

Monitoring Plan: Counselors will collect and analyze pre- and post-data from classroom guidance lessons and from freshman and junior advisement. Additionally, feedback from the Guidance advisory council will be used to determine needs of the community and make changes to the overall guidance program.

Physical Education Department

Goal for Health: Each student will demonstrate knowledge of all critical areas of health, including tobacco, alcohol, relationships, sexually transmitted diseases, stress and CPR.

Monitoring Plan: Students will score 80 % or higher on the unit test for each critical area.

Goal for Personal Fitness: Each student will improve his/her individual cardio-fitness level.

Monitoring Plan: The required Fitness gram evaluation will determine baseline cardio-fitness levels for each student. Teachers will analyze scores at the end of the each six weeks to determine individual improvement.

WAIVERS

State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.

Charter School Renewal Petition Exemption

Walton requests broad flexibility from law, rule, and regulation as permitted by O.C.G.A. § 20-2-2065(a). The following examples demonstrate that Walton will implement this flexibility to meet or exceed the performance-based goals and increase student achievement.

I. Pursuant to State Board of Education Rule §60-4-9-.04 (5) Charter School Petition Requirements, Walton requests exemption from O.C.G.A. §20-2-86, and shall instead elect to utilize a board, the WGC, rather than a local school council. The governance council, by virtue of its larger membership and more diverse makeup, provides for democratic representation of all stakeholders (defined as students, parents, administration, faculty, staff, civic leaders, business community, Cobb County School Board, and Partners in Education) of Walton.

The WGC shall be subject to the provisions of O.C.G.A. §50-118-70 et seq.

Impact on Local Policy and / or State Policy:

Walton recognizes that the School Council model seeks to improve the communication and participation of parents in the management and operation of local schools. However, because of its purpose and composition, the WGC will continue to increase the impact of administration, faculty, staff, students, parents, and community input in the decision making process.

Impact / Outcome:

Walton wishes to increase and broaden participation by all stakeholders. The WGC is representative of each stakeholder's interest in that it gives a voice to students, parents, civic leaders, the business community, administration, faculty, staff, Cobb County School Board and Partners in Education.

Source of Funding:

None required. Parents/community members volunteer their service. Staff members participate as part of their professional responsibilities.

Measurement:

Walton will post monthly minutes on the school web site and email the minutes to all staff members in order to facilitate communication with all stakeholders.

II. Walton shall have the option to continue to use the FOCUS/ARGUS system, or another system with comparable functionality, as the school's primary student information and scheduling programs. The functionality of Walton's student information system provides indispensable intra-school and school-to-home communication that meets the established high standards of excellence of all Walton stakeholders. The system allows Walton to extract immediate and accurate data for ongoing analysis of student performance at the local level. This has proven to be an effective and integral component of Walton's school improvement plan.

Impact on Local Policy and / or State Policy:

Walton will continue to provide all data required in the file layout provided by the District and necessary to comply with the data elements and their associated descriptions. Walton will supply data to CCSD in compliance with the Georgia State regulations.

Impact or Outcome:

The functionality afforded to Walton students, parents and teachers through the FOCUS Student Information System will continue to facilitate accessibility of student information that is essential for evaluation of student placement, performance and progress. Ongoing access to this information will continue to allow parents, teachers, and students to work together for the continued success of students. FOCUS allows Walton to remain responsive to student academic needs and enables counselors to provide flexible scheduling for students with specific scheduling needs.

Source of Funding:

Walton will continue to fund the current FOCUS/ARGUS system program locally. Should the school determine that a change in systems is warranted, Walton would fund all costs related to adoption and maintenance.

Measurement:

1. A Master Schedule is developed based on students' demands for classes.
2. Curriculum decisions are determined based on current information available in FOCUS
3. Walton will correctly identify students needing academic support by accessing the following information:
 - a. 9th grade students with less than 74
 - b. Gifted students in on-level classes
 - c. Grade and class information needed to support any improvement goals that Walton initiates.

III. Walton requests continued exemption from State Rule 16051.02, paragraph (2)(d): any grade 6 - 12 shall not have less than a daily average of five and one-half hours (330 minutes) of instructional time based on a one hundred and eighty day school year. This provides flexibility in scheduling and use of time in the school setting.

Impact on Local Policy and / or State Policy:

This option may result in a daily schedule different from the schedules of other high schools in the county. State requirements for graduation will continue to be met.

Impact / Outcome:

This option will allow the continuance of the current seven period schedule. The MATS and WEB programs will continue as long as parent support demands them (see Curriculum Autonomy on page 20).

Source of Funding:

There is no expected change in the source of funding; regularly allocated funds, supplemented by local funding, if necessary, shall be used. Walton will fund MATS locally.

Measurement:

Participation in WEB is documented by teacher logs. Scheduling data will identify the number of students participating in MATS.

IV. Walton requests continued flexibility in choosing, developing, and implementing the curriculum, assessment and reporting tools that better meet the needs of Walton students. Walton will determine the basis and format of these tools. This flexibility includes the options to offer zero and/or eighth period classes for tuition or as part of a flexible schedule and to offer courses that combined instructional models (traditional and/or distance in combination).

When House Bill 186 is implemented, Walton requests the right to expand options to develop and implement additional Career Pathways that best meet the needs of Walton students to pursue their post-secondary options. These Career Pathways will be designed after state and national Career Pathway models.

Allotment for Walton will continue to be determined by the county formula, plus an additional allotment designated as a certificated Coordinator for Advanced Learning Programs and the AP[®] Program. Walton's administration shall deploy the allotted positions to implement the instructional program effectively and flexibly. Walton understands that the authority and responsibility for designing and implementing the educational programs of the high school are subject to the conditions of this charter and are consistent with state law, including all requirements regarding state content standards and class size.

Impact on Local Policy and or State Policy:

Walton will continue to meet all required state guidelines for Georgia High School Graduation Requirements, the Georgia Performance Standards and mandated state assessments. Walton will determine and use appropriate and relevant assessment tools to evaluate the curriculum. Walton will meet all SACS requirements.

Impact / Outcome:

The opportunity to offer an enhanced/extended curriculum will allow Walton to meet the specific needs of Walton's student population and to support the high level of instruction established as a standard at Walton. Flexibility in curriculum provides an opportunity for students lacking requisite skills in core academic areas to remediate and then to accelerate their course work in order to meet college admissions requirements. In addition, this flexibility provides options for advanced students to take additional AP[®] courses and pursue additional Career Pathways. Due to the increase in numbers and sheer volume of students in Honors and AP[®] courses and the number of students identified for Gifted services, a designated Coordinator for Advanced Learning Programs and the AP[®] Program allows Walton to effectively manage the large amount of students involved in each program (see pages 8-9).

Source of Funding:

Regularly allocated county monies plus an additional allotment for Coordinator of Advanced Learning Programs shall be used.

Measurement:

Participation in WEB and enrollment in flexible schedules indicate community demand and support. Participation and performance records in the AP[®] program indicate community demand and support.

V. Walton requests the continued option to control textbook adoption monies during adoption years in order to meet the needs of the varied levels of students by coordinating the curriculum to the students' abilities and needs. Should the local choice of texts differ from that of County Adoption Committees, the district would direct monies to Walton to fund materials including digital options specifically chosen to meet the needs of the school population.

Impact on Local Policy and / or State Policy:

Continued availability of this choice would allow Walton to have the option of compliance with the county adoption or the flexibility to determine the most appropriate texts, including digital, for the school.

Impact / Outcome:

This option allows for the choice of textbooks and alternative materials that provide sufficient academic challenge and align more closely with the high performance standards of Walton students.

Source of Funding:

Regularly allocated county textbook funds shall be used and supplemented by local funds, if necessary.

Measurement:

Walton will keep a log of the textbooks purchased when this option is exercised.

VI. In order to provide relevant site specific, professional learning opportunities that directly support school wide initiatives and charter goals, Walton requests that state allocated staff development monies be allotted directly to Walton based on state formulas for distribution of these funds. These monies will be used to fund Walton's commitment to ongoing professional learning to benefit student achievement. Professional learning opportunities at Walton will be designed to help teachers identify and meet these specific needs.

Impact on Local Policy and / or State Policy:

Walton will receive its full complement of state funds with the knowledge that participation in any county planned staff development opportunities may result in tuition being charged to Walton. To aid in vertical teaming and articulation between middle school and high schools, Walton may continue to use these funds to include faculty from feeder schools in professional learning opportunities.

Impact / Outcome:

This exemption will permit a more unified, charter-focused approach to continued school improvement efforts while increasing lifelong learning opportunities for faculty on campus. A special emphasis will be placed on encouraging all teachers to earn the gifted endorsement to ensure the use of differentiation and other gifted strategies in the classroom to help develop the thinking and reasoning skills of all Walton students.

Source of Funding:

State allocated staff development funds would be expended based on annual school goals directly impacting achievement of annual charter goals.

Measurement:

Teachers will participate in Collaborative Peer Coaching to encourage the most effective classroom instruction focused on the Georgia Performance Standards. All teachers new to Walton will be invited to attend the New to Walton Institute, and they will receive support throughout the year through a series of Lunch and Learns workshops. Faculty and school leaders will continue to participate in professional learning opportunities that may include College Board AP[®] Institutes, NSDC Annual Conference, and onsite presentations by national consultants. Of the sixty-six percent of the faculty teaching Honors and AP[®] courses, ninety-five percent will hold their gifted in-field endorsement.

VII. Pursuant to O.C.G.A. § 20-2-210(a), (b2) relating to teacher evaluations, Walton requests permission to expand the evaluation model to include a collaborative growth model.

Impact on Policy:

Walton will continue to use the county evaluation instrument to identify areas for needed improvement and/or areas of excellence for any teacher who would like to be evaluated in this manner. However, a collaborative growth model may be the preferred approach at Walton for continuous, focused improvement of effective teaching practice.

Impact / Outcome:

This exemption will allow many teachers the option of participating in a collaborative growth model in lieu of being evaluated by the county instrument.

This model is designed to impact student learning through teacher growth from increased job embedded teacher reflection and collaboration. This option is available to:

- Teachers with 3 or more years of experience
- Teachers who have taught at Walton for at least one year
- Teachers who have met standards on previous evaluations and are not currently on a PDP
- Teachers who have been trained or are currently in training to acquire peer coaching skills

Teachers who exceed standards in any given year will be strongly encouraged to participate in the collaborative growth model for the following year.

Source of Funding:

Use of local staff development funds for necessary training in collaborative coaching skills.

Measurement:

Teacher reflection and collaboration as well as changes in teaching and learning.

VIII. Due to the large number of AP[®] exams administered at Walton and the consequent conflicts of these exams with the Cobb County End Of Course Test (EOCT) testing schedule, Walton requests exemption from the Cobb County EOCT Testing Schedule and elects to be considered an independent school for administration purposes only. For reporting purposes, Walton requests their data to be incorporated as part of Cobb County's data. Since the AP[®] schedule allows very little flexibility, Walton is requesting to use the state testing administration window rather than the Cobb County testing window.

Impact on Local Policy and / or State Policy:

Walton recognizes the importance of test integrity that a uniform schedule protects. However, Walton realizes that due to testing conflicts created by the AP[®] international schedule, the large number of makeup exams for EOCT challenges this integrity. Since the AP[®] schedule allows very little flexibility, Walton is requesting to use the state testing administration window rather than the Cobb County testing window.

Impact / Outcome:

Walton wishes to protect the integrity of the EOCT while offering a positive environment for the students to perform well on both examinations. Administration outside of the county window will not affect the ability of Walton's scores to be included in the county data.

Source of Funding:

None required.

Measurement:

Record the number of students who would have had conflicts with testing if Walton did not utilize the state rather than the county window for testing.

IX. Walton requests exemption from Cobb County Administrative Rule IHA, Secondary, G.1: A student's grade point average is based on quality points awarded for each grade earned. Walton proposes the addition of the existing and future courses in the Project Lead the Way[®] curriculum to the list of courses earning an additional one half quality point. This additional one half quality point provides recognition of the rigor and pace of the courses in the Project Lead the Way[®] curriculum and gives further credence to excellence. Recognition of the rigor and pace of the courses will reinforce Walton's desire for advanced students to take demanding Pre-engineering courses.

Impact on Local Policy and / or State Policy:

This request does not modify existing local policy. The request adds additional courses to the list of courses in which quality points are earned. This request does not modify existing state policy. Current state policy allows school districts to choose the weighting method for courses.

Impact / Outcome:

Walton will recognize the high level of rigor and pace of courses offered in Project Lead the Way[®] Pre-Engineering curriculum by awarding an additional one half quality point. The Project Lead the Way[®] curriculum is a national curriculum taught in over 1,300 schools in 46 states. Project Lead the Way[®] requires individual teacher certification for each course taught and overall school certification for the program. Several of the courses use college level textbooks. Many universities offer college credit after passing a national Project Lead the Way[®] end of course exam. The program compares closely with the Advanced Placement[®] program in its national curriculum, certified schools, and availability of college credit.

Source of Funding:

No funding is required.

Measurement:

Walton will become a Project Lead the Way[®] certified school. Project Lead the Way[®] course instructors will be certified by Project Lead the Way[®] to teach the courses offered. Students will be required to take the Project Lead the Way[®] end of course exams. Walton will track the number of students who pass end of course exams each year.

X. Walton requests that students residing in the Cobb County School District, outside of the Walton attendance zone, who have attended and successfully participated in an ISA during the previous two school years, may attend Walton if they are accepted by the Walton ISA Admissions Committee. The students must meet the criteria to apply to the ISA and they must follow the application procedures before being considered for acceptance. If at some point during their high school years, they are dismissed from, or choose to leave the ISA, they will return to their home school within the district.

Impact on Local Policy and / or State Policy:

Some Cobb County School District students outside of the Walton attendance zone who have successfully participated in an ISA may be enrolled in the ISA at Walton. This exemption is for students who are learning Spanish as a foreign language and who have attended and successfully participated in an ISA sponsored by the Ministry of Education of Spain during the previous two school years. The Ministry of Education of Spain currently sponsors over 50 ISAs in the United States and Canada.

Impact / Outcome:

The ISA at Walton along with the Ministry of Education of Spain aims to educate students in the values of multicultural education, to foster international communication, and respect among different cultures. Each year an ISA student will take a Spanish course and a content-area course with a component of delivery in Spanish. A student who participates in the ISA for four years and successfully completes the DELE exam will receive a diploma from the Ministry of Education of Spain as well as his or her diploma from Walton.

Source of Funding:

Regularly allocated county monies supplemented by local funding shall be used if necessary.

Measurement:

In the Senior year, ISA students will take the official test for Spanish as a foreign language, the DELE (Diplomas de Español como Lengua Extranjera). The Instituto Cervantes (the official Spanish governmental organization) is the sponsor of the exam.

XI. Walton requests exemption from the Cobb County Administration Rule IKA, High School, D.1 requiring usage of an A, B, C, D, F grading scale in order to create a scale that more accurately reflects the body of work of the student population at Walton and reward, as well as encourage, long-term content mastery.

Impact on Local Policy and / or State Policy:

A new grading scale will be designed for application within Walton to differentiate better its student body's achievement. Walton faculty will continue to enter numerical grades into Cobb County's Pinnacle grading program that utilizes the A, B, C, D, F grading scale. Thus, a change would not impact local policy or HOPE scholarship qualifications. Furthermore, the grading scale in no way impacts the quality point system in Cobb County. A full quality point will still be added for Advanced Placement and/or College/ University Courses and a half a quality point will be added for Honors Courses (Cobb County Administration Rule IKA, High School, D.9).

Furthermore, a new grading scale will not impact State Policy, as the State does not determine each district's grading policy outside of the requirement that a passing grade is 70.

Impact / Outcome:

Many Walton students attend colleges that utilize a plus/minus system. An average of an 89 and an 80 do not reflect the same level of content mastery. A change will provide a benefit to students who fall just short of a desired grade as they will not lose an entire point from their GPA. The immediate impact will be for Walton students to study harder for culminating assessments while in high school. The long-term impact will be a student body better prepared for the collegiate experiences as the following post-secondary institutes employ a similar differentiation: Duke University, Emory University, Furman University, Georgia State University, Harvard University, Ohio State University, Princeton University, University of Alabama, University of Georgia, University of Miami, University of Miami (OH), University of North Carolina, University of Notre Dame, University of Southern California, University of South Carolina, and University of Tennessee.

Funding

None required. Current grading programs will be utilized.

Measurement

During initial implementation of the waiver, Walton will collect data comparing grades for students before implementation of this waiver to those earned after utilizing the plus grading system.

XII. Walton requests a waiver from the CCSC School District's policy GBCC to allow the principal to determine how the staff will document time in making up contract hours missed due to inclement weather.

Impact on Local Policy and / or State Policy:

This waiver does not conflict with CCSD policy GCL which states teachers will work a minimum of 7.5 hours each day.

Impact / Outcome:

This exemption will allow teachers options as to how to make up hours missed due to inclement weather. Options will be determined by the Leadership Team and approved by the WGC.

Funding:

None needed.

Measurement:

A log will be provided to the county as to how certified staff made up hours missed due to inclement weather.

XIII. Walton requests the option to control technology monies that is specifically intended for classroom use and serves as an enrichment to instruction in order to meet the needs of the varied levels of students by coordinating the curriculum to the students' abilities and needs. Should the local technology choice differ from that of CCSD, the district would direct monies to Walton to fund technology items specifically chosen to meet the needs of the school population. This option will only be exercised when the school determines that the county choice does not best meet the needs of Walton students.

Impact on Local Policy and / or State Policy:

Continued availability of this choice would allow Walton to have the option of compliance with the county technology purchase or the flexibility to determine the most appropriate items for the school and would not conflict with system based needs or requirements.

Impact / Outcome:

This option allows the choice of technology to align more closely with the high performance standards of Walton students.

Source of Funding:

Regularly allocated technology funds shall be used and supplemented by local funds, if necessary.

Measurement:

Walton will keep a log of the technology purchased when this option is exercised.

DESCRIPTION OF SCHOOL OPERATIONS

Describe the attendance zone for the charter school.

Walton's attendance zone has been drawn by the CCSD.

Describe the rules and procedures that will govern the student admission, including whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1)(B).

Walton shall enroll any student who resides in the Walton attendance zone specified as drawn by CCSD. A request for attendance by students whose parent or guardian works within the high school cluster will be honored in accordance with local policy JCAC-1 which allows any employee of the CCSD to elect to bring his or her child to a school in the same area and feeding pattern in which the employee works. Additionally, students who live within the CCSD, apply, and are accepted to the ISA according to the provisions in Waiver X will be allowed to enroll.

Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.

As attendance is based upon living within the attendance zone designated by the CCSD, the racial and socioeconomic diversity of the immediate Walton community will be represented.

Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).

Rules and procedures concerning student discipline, dismissal and student code of conduct will comply with CCSD policies and the Walton Student Handbook.

Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.

Concerns, complaints and grievances of students, parents and teachers will be addressed following the policies of the CCSD. The Walton WGC will direct concerns, complaints and grievances to the school administration or CCSD as appropriate.

Generally describe the charter school's employment procedures and policies. State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB. Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.

Walton personnel are subject to compliance with all federal, state, and local rules and regulations including, without limitation, requirements concerning the recruitment of applicants and the use of background, criminal checks and fingerprinting. Walton will not place an employee under the direct supervision of, nor shall an employee be evaluated by, a member of the employee's immediate family. All teachers will be certified through the Georgia Professional Standards Commission and will meet the requirements to be identified as "highly qualified" as defined by NCLB. Candidates for employment at Walton will be interviewed by the principal or his or her designee along with member(s) of the Human Resources Committee of the WGC. The CCSD

will not reassign employees from other schools to Walton. Non-certified personnel shall be considered “at will” employees and shall not be contracted for specific periods of time.

The allotment for Walton staff will be determined by the CCSD as directed by the terms of this charter. Walton will utilize the allotted positions to effectively and flexibly implement an instructional program that meets the needs of all students. The Building Leadership Team with the member(s) of the Human Resources Committee of the WGC will determine the assignment of allotted personnel.

Walton agrees to follow all CCSD policies and regulations concerning compensation, promotion, discipline and termination of the employment of Walton employees subject to compliance with all state rules and regulations, unless specific waivers are obtained from the State Board of Education. Walton will utilize the CCSD’s Human Resources Department to resolve employment-related issues, employee grievances and termination procedures.

Walton affirms that it will not discriminate against any employee on the basis of race, creed, color, sex, national origin, religion, ancestry, age or disability in the recruitment, selection, training, utilization, termination or other employment activities. Discrimination complaints may be filed directly with:

The Equal Employment Opportunity Commission
Sam Nunn Atlanta Federal Center
1000 Alabama Street SW Suite 4R30
Atlanta, GA 30303 – Telephone number: 404-562-6800 and/or
The US Department of Education
Atlanta Office for Civil Rights
61 Forsyth Street, S.W., Suite 19T70
Atlanta, GA 30303-31204- Telephone number: 404-562-6350
Questions concerning policies and practices of the school may be address to the principal
1590 Bill Murdock Road
Marietta, GA 30062

Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

Employees will be paid through the payroll department of the CCSD, Board of Education using its procedures for recording employee work hours, overtime, absences, leaves, vacation and other adjustments. Employees will be paid based on the CCSD Salary Schedule. All benefits and retirement will be controlled and administered by CCSD and Georgia Board of Education.

Describe how and by whom the principal’s performance will be appraised.

The principal is evaluated by the Area Assistant Superintendent following the CCSD’s expectations and policies.

Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.

The CCSD Board of Education will provide transportation to students attending Walton who live in the established attendance zone in accordance with district policy. Parents enrolling students who live outside the school's attendance zone must provide transportation to and from the school. Any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in the state of Georgia.

Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.

Walton will use the CCSD School Nutrition Program to provide lunch for students. The school will comply with all federal, state and local policies, procedures and requirements. Parents may apply for meal assistance based on income and participate in the federal school meals program.

Describe the school facility and if any alterations are expected to be made.

The facility of Walton located at 1590 Bill Murdock Road is the property of the CCSD Board of Education and supported by the taxpayers of Cobb County. At this time, there is no plan for additional instructional space but there are plans through SPLOST projects for upgrades and improvements to current building and grounds. The maintenance of the school will remain the responsibility of the Cobb County Board of Education.

PARENT AND COMMUNITY INVOLVEMENT

Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

At the original inception of the charter, parents were asked to complete an evaluation communicating their perceptions of academic programs, including curricula; special services available; individual department evaluations; extracurricular and leadership opportunities; use of community resources; and perception of their student's social experiences. A parent committee tabulated the results of the survey. Throughout the initial charter school proposal development and this renewal process, parents have been involved at all levels: internally as part of the committee for development, and externally as respondents to parent surveys distributed by the Cobb County School District.

The faculty has been involved in curricular discussions to enable the generation of the most appropriate school improvement plan. A county-mandated school climate survey was administered. Each department developed individual smart goals to be the focus of instruction over the length of the renewal. Individual faculty members and parents have worked on the charter renewal steering committee. During the week of preplanning 2011, all staff participated in a planning meeting to discuss new ideas and innovations that had been presented to the steering committee. In November, a draft copy was posted for staff and faculty access and a Lunch and Learn session was held with faculty for further feedback. After meeting with district representatives and the Post 6 Board member, another subcommittee reviewed the document. The entire faculty has been involved in the decisions of the charter renewal committee proposals culminating in a final vote.

Students have also been involved in the renewal process by serving as representatives on the WGC and the Charter Renewal Committee. Throughout this renewal process, updates to the progress of the development of this petition have been shared and discussed at numerous WGC meetings. Drafts were shared with the executive boards of both the PTSA and the Walton Facilities Foundation, Inc. (WFF). Refer to timeline of key events on page 52.

All stakeholders are encouraged to be involved in the ongoing school improvement process, including research, evaluation and possible implementation that continues to address the following:

- Identification and instruction in methods and techniques for effective classroom instruction
- Evaluation and improvement of the current curriculum
- Evaluation and design of appropriate assessment instruments
- Application for grants to expand technology and improve classroom instruction

Realizing that communication is an essential element of any exemplary school, the WGC provides both internal and external channels for communication. The ultimate goal is total community involvement in the development, dissemination and implementation of innovative ideas, programs, and/or any necessary revisions to the charter. The development of the Walton annual report will provide the opportunity for assessment, evaluation and possible revision of charter school goals and instructional strategies.

Plan for Collaboration for Charter Application

September 2010 – May 2011	WGC Council, WGC committees, and curricular groups reviewed current charter goals and waivers and discussed possible changes. On-going input from faculty solicited.
February 2011	Representatives of the steering team attended a state meeting sponsored by the GADOE Charter Schools Division for an overview of the renewal process.
August 2011	Faculty/staff presented with overview of current charter and proposed changes.
November 2011	<ul style="list-style-type: none"> • Meetings held to present updated goals and waivers to faculty and allow for Q&A, discussion and input. • Draft proposal presented to CCSD Post 6 school board member and CCSD Area 3 Superintendent.
February 2011 – February 2012	Charter renewal steering committee meetings held weekly meetings. Steering committee includes parent representation.
Fall 2011	Key community representatives given the opportunity to provide input to charter renewal petition.
December 2011	<ul style="list-style-type: none"> • Stakeholders (PTSA, WFF) given opportunity to review and provide input on Charter Renewal Petition. • Draft proposal presented to CCSD Deputy Superintendent. • Draft proposal was reviewed and revised by additional members of the Charter Renewal Committee.
February 1, 2012	Document was made available on www.waltonhigh.org for all stakeholders.
February 7, 2012	Draft of Charter Renewal Petition presented to Walton Governance Council.
February 9, 2012	Faculty voted on charter renewal petition.
February 15 and 16, 2012	Charter Renewal Petition presented to parents. (Feb. 15 at 1:30 p.m.; Feb. 16 at 7:30 p.m.)
February 15, 16 and 17, 2012	Parents voted by ballot on Charter Renewal Petition (Feb. 15 and 17 – 7:30 a.m. – 4:00 p.m.; Feb. 16 – 7:30 a.m. – 7:00 p.m.)
February 16, 2012	Students voted on Charter Renewal Petition.
	Final Charter Renewal Petition presented to CCSD Executive Cabinet and CCSD Board of Education.
	Interview with State Charter Schools Division
	Meeting of WGC, Charter Renewal Core Committee, Area Superintendent, and CCSD board member to revise charter application.
	Revised Charter Renewal Petition presented to CCSD for approval.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

The proposed financial plan for the operation of Walton as a charter school will seek to maximize the school's options in the spending of instructional, vocational, media and technology funds allocated by the local board of education. Walton will follow all policies of the CCSD, subject to any exceptions requested herein.

The Per Pupil Instructional Allocation will continue to be allotted by the local board of education. In addition to those funds, Walton is requesting responsibility for the County Staff Development Fair Share funds for site-specific staff development. Through a waiver in the Charter Renewal Petition, Walton is also requesting the responsibility for the allocated staff development monies based on state formulas to be distributed directly to Walton (see waiver VI).

Funding accountability and control will be maintained through the continued utilization of the existing Cobb County Board of Education's purchase order policy. Please refer to the CCSD school budget, located at www.cobbk12.org/centraloffice/finance/budget.aspx .

Describe the level of autonomy the charter school will have over budgets and expenditures.

- All Georgia (state), CCSD (local), and United States (federal) funding that is entitled to a public school shall be granted to Walton. Walton will receive funding from existing, new or "one-time" funding sources available to school or school districts and/or the funds from related legislation to the extent that the school and its students generate such entitlements.
- Salaries, operating expenses and earnings will be handled through the CCSD Board of Education.
- Gifted education funding will be allocated to Walton based on FTE count plus any other existing, new or "one-time" funding sources available to schools or school districts.
- ESOL funding will be allocated to Walton based on Walton's per pupil ESOL population plus any other existing, new or "one-time" funding sources available to schools or school district.
- Special Education funding will be allocated to Walton based on FTE count plus any other existing, new or "one-time" funding sources available to schools or school districts.
- Remedial funding will be allocated to Walton based on FTE count plus any other existing, new or "one-time" funding sources available to schools or school districts
- Staff and professional development funding will be allocated to Walton based on Walton's allotment from the state plus any local funding, existing, new or "one-time" funding sources available.
- Funds for instruction, textbooks, curriculum materials, technology and staff development will be allocated as budgeted by staff.

Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

Walton will not contract the services of a for-profit entity or any other educational management agency. Walton will not enter into any agreement or contract that gives rise to a multiple-fiscal year direct or indirect debt or other financial obligations whatsoever on the part of Walton without prior express written consent of the CCSD Board of Education.

All gifts, donations and grants will be reported by Walton to the CCSD Board of Education as required by district policy. Any surplus funds remaining at the close of one fiscal year will be used to enhance the charter school's academic program the following year.

Unless purchased from or through CCSD, contractual services and purchase of supplies, materials and equipment shall be procured through a system of competitive bidding, as required by board policy and state law.

Walton agrees to establish, maintain and retain appropriate financial records in accordance with all applicable federal and state laws and to follow accounting procedures established by the CCSD Board of Education. Walton agrees to participate in the annual audit by the CCSD Board of Education. Walton will notify the CCSD if for any reason the school ceases to operate as a charter school.

DESCRIPTION OF GOVERNANCE STRUCTURE

Describe the governing board's plan to comply with the provisions of O.C.G.A. § 50-14-1 et. seq. and O.C.G.A. § 50-18-70 et. seq.

Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.

Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.

Describe any proposed business arrangements or partnerships with other entities, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.

Disclose any potential conflicts of interest of the governing board members, and describe how the governing board will ensure that current and future board members avoid conflicts of interest.

Describe how the governing board will ensure effective organizational planning and financial stability.

Describe the method that the local board and the charter school plan to utilize for resolving conflicts.

State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

STATEMENT OF PURPOSE

The Walton Charter Initiative is based on shared decision making and total staff, administrative, student, parent, and community involvement for improved learning. Walton recognizes the positive impact that school councils can have, and seeks to broaden the representation of all stakeholders beyond what the school council prescribes.

The WGC's guiding philosophy is to serve Walton's students more effectively by providing more efficient communication and collaboration. The WGC shall be comprised of *stakeholders* (hereinafter defined as administration, faculty, staff, students, parents, and business / community leaders) who have a vested interest in Walton. This council will address, in a flexible and timely manner, issues including, but not limited to, curriculum and instruction, professional learning, student climate, attendance and discipline, staff enhancement, facilities, goals and assessment, human resources, and technology.

All members of the WGC shall be provided with ongoing training designed to build capacity and to ensure efficient, effective and orderly operations. Training will include, but is not limited to, providing an historical perspective of the charter and the role it has played in the school's development; understanding the terms, conditions, requirements and restrictions, if any, of the current charter; and training in collaboration, leadership, and governance strategies. The training schedule will be developed each May for the

subsequent school year and will be designed to coincide with the upcoming year's calendar and provide for maximum member participation.

All board members will be held to high ethical standards. No board member shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this district. Board members will disclose any potential conflicts of interest and will recuse themselves from voting should a conflict of interest arise.

Walton shall be subject to the control and management of the CCSD Board of Education in a manner consistent with the Charter Schools Act of 1998, as amended, and the Georgia Constitution. Walton will comply with the constitutional rights of students including, but not limited to, due process, prohibition against unreasonable searches and seizures, and First Amendment guarantees of freedom of speech and religion. Walton will comply with all county, state and federal requirements for student immunizations, food inspections, hazardous chemicals and other health and safety issues.

I. WGC RESPONSIBILITIES

The responsibilities of the WGC are as specified below. The WGC shall consider those issues that fall under the following areas, and any other issues which the WGC determines by vote to have school-wide impact and to be best resolved by that body.

The WGC will:

1. Gather information and ideas from all stakeholders;
2. Disseminate information so gathered, the substance of WGC discussions, and decisions reached;
3. Establish school-wide improvement priorities and collect and assess information concerning efforts for improvement;
4. Coordinate task forces and committees;
5. Propose, define, and establish amendments for subsequent years to the charter;
6. Ensure that all decisions are consistent with the guiding principles, goals, and objectives of Walton;
7. Review monthly reports of student academic progress as provided by the principal and/or his or her designee;
8. Provide an annual report to parents/guardians, the local board and the State Board indicating the progress made in the previous year in meeting the goals of the charter including all state-mandated assessment scores and accountability indicators;
9. Consider and decide on business brought before it by any member of the Walton community. Student affairs including, but not limited to, instruction and discipline issues will be handled according to existing procedures.

THE SCOPE AND POWER OF THE WGC

The administration (principal, associate principal/s, assistant principal/s, and assistant administrator/s) will be responsible for the day-to-day operations and for carrying out the policies and procedures of the Walton charter, the CCSD Board of Education, and the State Board of Education.

The WGC shall take no action that is in violation of state or local educational policies (excluding policies for which the charter has been granted exemptions), applicable legal codes, and any other government regulations that may apply. The WGC shall be subject to the provisions of O.C.G.A. §50-14-1 *et seq.* and O.C.G.A. §50-18-70 *et seq.*

II. WGC STRUCTURE

The WGC shall consist of 22 voting members, who represent stakeholders of Walton. Voting members must be current stakeholders in Walton.

- 1 - Principal
- 1 - Administration Delegate (assistant principal, assistant administrator, or equivalent position)
- 9 - Certified Staff / Faculty
 - 1 - Non-certified Staff (clerical, para-professional, custodial / maintenance staff, cafeteria staff, security staff)
 - 2 - Students (recommended by teachers, administrators, or counselors)
 - 3 - Parents (appointed by PTSA)
 - 2 - WFF members (appointed by WFF)
 - 3 – Business / Community (Partners in Education, School Board Member, Business / Community representative, involved community members)
- A. Principal – The principal acts to implement the decisions of the WGC arrived at through the shared governance process. The principal shall encourage inclusion of the greatest number of constituencies and their representatives in the shared governance process and shall in no way act to circumvent the process of shared governance. The principal will act to ensure that the council is fully informed as to all matters related to the charter, specifically any and all information related to progress, or the lack thereof, toward goals. He/she will do this by providing the WGC with monthly reports detailing student academic progress and data relevant to non-academic goals.
- B. Administrative Delegate- One administrative delegate will be elected each year by the administrative team.
- C. Certified Staff - One certified teacher from each of the following departments or combination of departments:

- 1) Career Technology
- 2) English
- 3) Mathematics
- 4) Media / Guidance
- 5) PE / Fine Arts
- 6) Science
- 7) Social Studies
- 8) Special Education
- 9) World Languages

Each of these departments shall hold a meeting in May to elect WGC representatives for the upcoming year. The process for election shall be by simple nomination (including self-nomination), seconding, and then voting by secret ballot. Any disputes shall be resolved by the WGC.

- D. Students – Student representatives will have two votes on the WGC. Up to four students can be selected to represent the student body. They will be chosen by teachers, counselors, and/or administrators.
- E. Parents - The PTSA shall appoint 3 voting members to the WGC.
- F. The WFF shall appoint 2 voting members to the WGC.
- G. Business / Community-at-Large - The Business / Community-at-Large stakeholders shall have 3 voting members on the WGC. The Walton Community, working with the school principal, shall determine the representatives of this group. It is recommended that representation reflect such constituencies as Partners in Education, or business community, the Cobb County School Board member serving the Walton community, and/or involved community members.
- H. Duration of terms –
 - Principal for duration of serving in that position;
 - Administrative Delegate as determined by principal;
 - Governance Council Chairperson, Co-Chair, and Secretary for one year, with option to be elected to serve a second consecutive year;
 - Governance Council Parliamentarian for one year with the option to be reelected for an unspecified number of additional terms given the nature of the position and the potentially limited pool of individuals who would be qualified to fill this role;
 - Department Representatives for two years;

- Committee Chairpersons for two years;
- Students for one year with the option to be chosen for a second consecutive year;
- PTSA, WFF, and Business/Community member terms to be determined by the constituency that selects these representatives.

I. Method of filling a vacant seat - If a council member should, for any reason, be unable to complete his / her term, the group he / she represents shall elect a new representative. A seat shall be considered vacant if a member misses two consecutive officially scheduled meetings or misses a combined total of four meetings in any one school year. The WGC shall consider any mitigating circumstances and make a determination by two-thirds majority.

J. All elections for the next school year shall be held in May.

K. Self-nomination shall be allowed for all elections.

III. WGC ORGANIZATION

- A. Chairperson—The Chairperson shall preside at meetings and assume the standard and customary charges of that office as specified in *Robert's Rules of Order, Modern Edition (Robert's)* or as designated by the plan of the WGC.
- B. Deputy Chairperson—The Deputy Chairperson shall act as a regular member of WGC except in cases of the Chairperson's absence or incapacity.
- C. Recording Secretary—The Recording Secretary shall keep and publish the official minutes of the WGC meetings.
- D. Council Parliamentarian—The Parliamentarian shall make final decisions on issues of parliamentary procedures.
- E. Standing Committees—The nine governance areas include, but are not limited to, the following committees:
1. Attendance & Discipline
 2. Curriculum & Instruction
 3. Facilities
 4. Goals & Assessment
 5. Human Resources
 6. Professional Learning
 7. Staff Enhancement
 8. Student Climate
 9. Technology

IV. WGC OFFICERS

COUNCIL CHAIRPERSON—The WGC shall elect a Council Chairperson from among the faculty members of Walton for the upcoming school year. The Council Chairperson must be a staff member currently employed on-site at Walton.

Method of Choosing the Chairperson / Term of Office - The chairperson shall be chosen by means of floor nominations, self-nominations, and secret ballot. The principal and one assistant principal (independently of one another) shall tally the ballots. The chairperson shall serve a term of one year; however, he / she may be elected for a consecutive one-year term.

Duties and responsibilities of the Chairperson: The chairperson's duties and responsibilities are to:

- a. ensure that the council adheres to the goals and objectives outlined in the Walton charter;
- b. ensure that rules of order are maintained;
- c. conduct the business of the council honestly and in good faith;
- d. present the agenda for each meeting;
- e. review rules of order as necessary or defer to Parliamentarian; and
- f. communicate decisions to the school community.

DEPUTY CHAIRPERSON— The WGC shall elect a Deputy Chairperson from among the faculty members of Walton for the upcoming school year. The deputy chairperson shall serve a term of one year; however, he / she may be elected for a consecutive one-year term.

Duties and Responsibilities of the Deputy Chairperson - The deputy chairperson's duties and responsibilities are:

- a. serve as acting chairperson in the absence of the chairperson;
- b. assist the chairperson in the execution of his / her responsibilities; and
- c. perform any other duties which may be assigned by the WGC.

RECORDING SECRETARY—The WGC shall elect a recording secretary from among the faculty and/or staff of Walton or from among the duly elected members of the WGC for the upcoming school year. The recording secretary or someone appointed to act in that capacity by the WGC **must** be present before any other business can be conducted. The recording secretary shall serve a term of one year; however, he / she may be elected for a consecutive one-year term.

Duties and Responsibilities of the Recording Secretary - The recording secretary's duties and responsibilities are:

- a. record the official minutes of the meetings of the WGC, including but not limited to general proceedings, decisions, motions and resolutions passed, committee assignments, schedules, etc.;
- b. keep accurate and careful records of the motions and amendments before the WGC;
- c. maintain the files of the WGC;
- d. write WGC correspondence;
- e. publish the minutes of each WGC meeting; and
- f. provide copies of all business to all WGC members.

COUNCIL PARLIAMENTARIAN — The WGC shall elect a council parliamentarian from among the faculty and/or staff of Walton or from among the duly elected members of the WGC for the upcoming school year. The parliamentarian’s decisions are final except when overridden by a two-thirds majority of physically present voting members. A motion to override the council parliamentarian is the highest order. The council parliamentarian need not be present for the council to conduct business. In the absence of the council parliamentarian, the chairperson shall assume those responsibilities; however, the WGC may move to consult *Robert’s*. The council parliamentarian shall serve a term of one year; however, he/she may be reelected for additional one year terms.

Duties and Responsibilities of the Council Parliamentarian - The council parliamentarian’s duties and responsibilities are:

- a. clarify points of order as disputes arise on the floor;
- b. bring out-of-order events to the attention of the chairperson;
- c. act as a consultant to any member of the WGC in matters of parliamentary procedure.

V. **STANDING COMMITTEES**

The standing committees will report regularly to the WGC in an advisory capacity. Committee leaders / facilitators are selected from among the members of each committee and shall serve as the liaison between the standing committee and the WGC. Committee leaders/facilitators will serve a term of two years. The committee leaders’ duties and responsibilities are:

- a. set the agenda and schedule committee meetings;
- b. gather information, concerns, issues, and ideas from the committee and communicate that information to the WGC;
and
- c. ensure the smooth and efficient operation of the committee by facilitating communication and managing / resolving conflict(s) within the group.

All faculty and administrators shall serve on a committee. Each committee shall have at least one representative from each department/department group. The department representative is responsible for reporting all committee business back to the department. Classified staff, parents, students, business / community people, and central office personnel may be invited to serve on a committee or may volunteer to serve. While not required, parent representation on each committee is strongly recommended. The committee itself may set reasonable limits on the number of non-instructional members who may serve on that committee, though it may not otherwise limit who shall serve. Each member will accept responsibility for the shared decision making process and will not act to undermine that process. Responsibilities of the standing committees may be reduced or expanded by the WGC or upon recommendation of the particular committee concerned and after discussion / approval by the WGC. Other committees may be established as the need arises. All standing committees shall report to the WGC in an advisory capacity.

All standing committees will meet on a specified, regularly scheduled meeting date established at the beginning of the school year. The standing committees shall meet a minimum of eight times per year and responsibilities will include but are not limited to the following:

1. Attendance and Discipline—This committee will be responsible for formulating school-wide attendance and discipline policies not prohibited by local, state, or federal policies. This committee shall also be responsible for working with the administration to resolve any attendance and discipline matters that affect the Walton community.
2. Curriculum and Instruction—This committee will:
 - a. focus on student-driven needs for curriculum and instruction;
 - b. investigate alternatives to traditional curriculum and instruction;
 - c. make recommendations about curriculum, including new courses and programs;
 - d. monitor the WEB schedule, gather information, and have input on the program;
 - e. make recommendations about student assessment procedures to the WGC;
 - f. make recommendations about adoption / approval of materials to the WGC;
 - g. coordinate the responsibility for textbook selection procedures; and
 - h. communicate and coordinate with the Professional Learning committee.

3. Facilities—This committee shall identify needs related to the maintenance and/or upgrading of the physical environment of WALTON. This committee will investigate options, propose solutions and serve as a liaison between the school, WFF, and others involved in property maintenance.
4. Goals and Assessment—This committee will implement, monitor, and report on the progress of the school towards the charter goals. The WGC will inform all stakeholders, including the state and local school systems, of the progress.
5. Human Resources- The committee will provide input on staffing, hiring and the use of allotments.
6. Professional Learning—This committee will:
 - a. gather information and input about professional learning interests and needs;
 - b. recommend professional learning activities and courses;
 - c. communicate and coordinate with WGC committees;
 - d. disseminate information related to all professional learning opportunities.
7. Staff Enhancement —This committee will:
 - a. promote collegiality among faculty and staff of Walton;
 - b. investigate ways to manage or reduce staff stress and work load, including alternative processes, procedures, and reward structures; and make recommendations concerning same to the WGC;
 - c. promote school-wide hospitality, organize and coordinate functions that promote collegiality and/or provide opportunities for staff to meet and socialize.
8. Student Climate—This committee will assess student perceptions of the school and school life in general, to determine how to promote student involvement in all school activities and affairs (as is appropriate).
9. Technology— This committee will work with teachers to identify areas of technological need to prioritize and implement a plan to address these areas. Working within the guidelines of Waiver XIII, this committee will make recommendation on the acquisition and distribution of technology to support or strengthen the instructional program. The CCSD Data Technician assigned to Walton will be

asked to serve as a member of this committee since this person is the point of contact and support for the technology infrastructure.

VI. WGC PROCEDURES

- A. Proceedings of the WGC shall be conducted to encourage the free exchange of ideas and the efficient consideration of business. The council parliamentarian, according to *Robert's*, shall settle unresolved procedural disputes.
- B. Two-thirds of the voting members must be present for a quorum.
- C. No official business may be conducted without a quorum. Discussion may take place, but no motions or resolutions may be voted upon without a quorum.
- D. A two-thirds majority is required to pass non-procedural motions or resolutions. A simple majority may pass procedural motions or resolutions, i.e., to table a motion, except as noted in *Robert's*.
- E. The principal shall have the right to veto any non-procedural motion or resolution passed by the WGC.
- F. The WGC shall have the right to override such a veto with 90 percent of voting members present agreeing to such an override (quorum required). The percentage will be rounded up to the nearest whole number.
- G. Any member or non-member may present issues before WGC by means of one week's advance notice, in writing, to the principal or council chairperson, who shall place the issue on the agenda for the next meeting.
- H. Any vacancy in a voting position will reduce the number of members present required to make a quorum. All vacancies must be filled within one month or prior to the next WGC meeting, whichever comes first.

VII. WGC SCHEDULE

The WGC will hold one general business meeting per month. The chairperson, with a simple majority in agreement, may call additional meetings, as he / she deems necessary. The WGC will determine the dates and times of their meetings.

Good Faith: The WGC is the duly elected body designed and intended to represent the entire Walton community.

WALTON HIGH SCHOOL GOVERNANCE DESIGN

Walton Governance Council

22 Voting Members

9 Advisory Members

3 Business/
Community

2 Walton
Facility
Foundation

Attendance &
Discipline

Human
Resources

3 PTSA

2 Students

Curriculum &
Instruction

Professional
Learning

1 Non-
Certified Staff

2
Administration

Facilities

Staff
Enhancement

9 Faculty/
Certified Staff

Goals &
Assessment

Student
Climate

Technology

APPENDIX

2011-2012 School Year Calendar

July							August							September							October							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
					1	2			1	2	3	4	5	6						1	2	3						1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29					
31																			30	31								

Sept. 5 - Labor Day

November							December							January							February								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7					1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
27	28	29	30				25	26	27	28	29	30	31	29	30	31	26	27	28	29									

Nov. 8 - Election Day
Nov. 21-25 - Thanksgiving Holidays

Dec. 23 - Student Holiday
Dec. 26-30 - Winter Holidays

Jan. 2 - 6 - Winter Holidays
Jan. 16 - MLK Day

Feb. 20 - Presidents Day

March							April							May							June								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
				1	2	3	1	2	3	4	5	6	7					1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
25	26	27	28	29	30	31	29	30					27	28	29	30	31	24	25	26	27	28	29	30					

April 2-6 - Spring Holidays

May 25 - Memorial Day

1st Semester - 87 days 2nd Semester - 91 days

CALENDAR LEGEND

- First and Last Days of School
- Holiday - Schools Closed
- Student Holiday/Staff Day/Furlough Day
- Early Release Day
- Elementary and Middle School Conferences
- Elementary and Middle School students dismissed two hours early
- Graduation Ceremonies

approved 2-17-11, amended 5-11-11

2012-2013 School Year Calendar

July							August							September							October						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7			1	2	3	4							1	1	2	3	4	5	6		
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
29	30	31	26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31								
														30													
														<i>Sept. 3 - Labor Day</i>													

November							December							January							February								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
				1	2	3						1			1	2	3	4	5						1	2			
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30	31	24	25	26	27	28							
							30	31																					
							<i>Nov. 6 - Election Day</i> <i>Nov. 19-23 - Thanksgiving Holidays</i>						<i>Dec. 24 - Jan. 4 - Winter Holidays</i> <i>Jan. 21 - MLK Day</i>						<i>Feb. 18 - Presidents Day</i>										

March							April							May							June								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
				1	2			1	2	3	4	5	6					1	2	3	4						1		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8		
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22		
24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29							
31																			30										
							<i>April 8-12 - Spring Holidays</i>						<i>May 27 - Memorial Day</i>																

1st Semester - 88 days 2nd Semester - 92 days

CALENDAR LEGEND

- First and Last Days of School
- Holiday - Schools Closed
- Student Holiday/Staff Day
- Early Release Day
- Elementary and Middle School Conferences
- Elementary and Middle School students dismissed two hours early
- Graduation Ceremonies

approved 2.17.11

Walton High School Bell Schedule

DAILY		
Period	Class Time	Minutes
0*	7:10 AM – 8:12 AM	62
Class Change	8:12 AM – 8:20 AM	8
1	8:20 AM – 9:14 AM	54
Class Change	9:14 AM – 9:21 AM	7
Advisory	9:21 AM – 9:32 AM	11
Class Change	9:32 AM – 9:39 AM	7
2	9:39 AM – 10:32 AM	53
Class Change	10:32 AM – 10:39 AM	7
3	10:39 AM – 11:31 AM	52
Class Change	11:31 AM – 11:38 AM	7
4	11:38 AM – 12:30 PM	52
Class Change	12:30 PM – 12:37 PM	7
5	12:37 PM – 1:29 PM	52
Class Change	1:29 PM – 1:36 PM	7
6	1:36 PM – 2:29 PM	53
Class Change	2:29 PM – 2:36 PM	7
7	2:36 PM – 3:30 PM	54

*Zero period meets Monday through Thursday

WEB (Walton Enrichment Block)		
Period	Class Time	Minutes
0*	7:10 AM – 8:12 AM	62
Class Change	8:12 AM – 8:20 AM	8
1	8:20 AM – 8:51 AM	31
Class Change	8:51 AM – 8:57 AM	6
Advisory	8:57 AM – 9:06 AM	9
Class Change	9:06 AM – 9:12 AM	6
2	9:12 AM – 9:42 AM	30
Class Change	9:42 AM – 9:48 AM	6
3	9:48 AM – 10:18 AM	30
Class Change	10:18 AM – 10:24 AM	6
4	10:24 AM – 10:54 AM	30
Class Change	10:54 AM – 11:00 AM	6
5	11:00 AM – 11:30 AM	30
Class Change	11:30 AM – 11:36 AM	6
6	11:36 AM – 12:06 PM	30
Class Change	12:06 PM – 12:12 PM	6
7	12:12 PM – 12:42 PM	30

